

**CEBS CURRICULUM COMMITTEE**  
**3:00 pm – April 1, 2014**  
**GRH 3073**

I. Approval of Minutes of the March 6, 2014 CEBS Curriculum Committee. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

School of Teacher Education

1. Create a New Course – EDU 385, Climate, Resources, and Society
2. Create a New Course – EDU 300, Becoming an Effective Global Citizen
3. Revise a Program – 5001, Major in Middle Level Education Social Studies and Language Arts

III. **Other Business**

Proposal Date: 3/21/2014

**College of Education and Behavioral Sciences  
Department of School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

**Contact Person: Jeanine Huss, [jeanine.huss@wku.edu](mailto:jeanine.huss@wku.edu), (270)745-2293**

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number:** EDU 385
- 1.2 Course title:** Climate, Resources, & Society
- 1.3 Abbreviated course title:** Climate, Resources, & Society
- 1.4 Credit hours:** 3 **Variable credit:** No
- 1.5 Grade type:** Standard letter grade
- 1.6 Prerequisites:** Junior standing or completed 21 hours prior to enrollment
- 1.7 Course catalog listing:** Global climate change is affected by a variety of variable, many involving humans. This course will teach a basic understanding of global climate change and then look at how humans affect global climate change.

**2. Rationale:**

**2.1 Reason for developing the proposed course:**

In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will introduce undergraduate students to global climate change from a personal and cultural perspective. Students will be able to study how global climate change science affects policies, cultures, and societies. Population and resources are vital aspects of global climate change, and therefore, will be reviewed in this course.

Global climate change is affected by a variety of variables, many involving humans. This course will teach a basic understanding of global climate change and then look at how humans affect global climate change by such items as population size, natural resources, policies, personal behavior and choices. The content of this course will address the interrelationship between humans, natural resources and culture and encourage students to become civically engaged and informed members of society. The goal of this course is not to convert students into environmental advocates. The goal is to lead them to rethink and reconsider some of their assumptions about the world they inhabit.

## **2.2 Proposed enrollment for the proposed course:**

Estimated initial enrollment in the course is 10 to 20 students depending on how often the course is offered. This course will fulfill the Connections category in the Colonnade Program. Students may take this course for a science requirement at WKU or may use the proposed course as a content elective.

## **2.3 Relationship of the proposed course to courses now offered by the department:**

The School of Teacher Education is looking towards future initiatives and trends in teacher preparation. The proposed course will allow students to receive credit for courses that will help in these initiatives. The proposed EDU 385: Climate, Resources, and Society course will complement ELED 406: Elementary Science Methods and ELED 407: Elementary Social Studies Methods. This course can be used by students who are majoring in education, especially those who want to teach science or social studies at the K-12 levels in the future.

There are a few courses in the Geology and Geography Department that address global climate change. For example, GEOG 322: Global Climate Systems addresses the climate and how environments are affected by climate. GEOL 103: Our Dynamic Earth addresses some of the global systems including global climate change. GEOG 226: Our Dangerous Planet focuses on natural disasters and how humans might influence the scope or breadth of these disasters. However, these learning outcomes are different from the proposed EDU 385, since they do not cover global climate change at the individual and societal levels and how societies can make cultural changes to lessen the impacts of global climate change. This course will begin with an overview of global climate change, but spend more time on the social and cultural aspects of it.

## **2.4 Relationship of the proposed course to courses offered in other departments:**

At the undergraduate level, EDU 385 will be cross-listed with the Department of Geography and Geology's GEOG 385, and thus, is equivalent to the course in that department. It will be co-taught by Education and Geology faculty members. This course shows collaboration between two departments and shared talents of faculty members.

## **2.5 Relationship of the proposed course to courses offered at other institutions:**

Several benchmark universities offer similar undergraduate courses. For example, Appalachian State University's BIO 1103: Global Climate Change and Earth's Life that focuses on earth's organisms and how earth's biota might fare in a future world. In contrast, the proposed EDU 385 course takes a holistic approach to the global climate change by looking not only at biota but focusing more on human impact and how humans impact global climate change. Appalachian State University also offers GHY 1010: Global Climate Change in the Biosphere which focuses on a scientific examination of global climate change, including the physical patterns within the atmosphere, climate change due to both natural and anthropogenic mechanisms, and projections of future change. EDU 385 will go beyond the science of global climate

change to focus on people impact on global climate change.

Ball State offers: GEOG 331: Global Climatology and GEOG 332: Climate Change and Modification. Both of these courses focus on the science of climate change climate change. Bowling Green State University offers GEOG 4550: Global Atmospheric Problems which studies the interrelationships between humans and atmospheric environments, including global warming. EDU 385 will focus on cultural and societal issues associated with global climate change. Central Michigan University offers GEL 105: Our Dangerous Planet which studies natural and human-made disasters. EDU 385 will focus specifically on global climate change and not look at the diversity of natural disasters that occur.

### **3. Discussion of proposed course:**

#### **3.1 Course Objectives:**

The proposed course is designed to help students to:

- Reflect upon and analyze personal perspective on global climate change and compare these perspectives against outcomes from Global Warming Six America's study (Leiserowitz et al. 2012).
- Read and listen to a variety of views on global climate change to form their new perspective on this subject.
- Examine how various societies help prevent and solve global climate change issues within their cultural norms.
- Describe how choices of more developed nations impact the least developed nations of the world.
- Understand how sustainability practices affect global climate change, and how local resources and cultures affect the ability to be sustainable and minimize contribution to global climate change.
- Explain the major climate change debates in Kentucky and abroad.
- Provide an in-depth analysis at the concepts of global climate change, resource management, and population density with the goal that students be able to propose solutions to local issues of global climate change.
- Learn basic knowledge of global climate change and then apply this knowledge to various societies to determine how culture can affect global climate change.
- Examine how changing resource availability related to climate change impacts culture and intensifies social problems.
- Comparatively describe present solutions implemented to address social and cultural problems related to global climate change in Kentucky and abroad.
- Utilize basic concepts of global climate change, resource availability, and population to develop practical solutions to current problems.

#### **3.2 Content outline:**

- Understand the basic science behind global climate change

- Focus on how humans affect global climate change; such as population size, natural resources, policy, personal behavior and choices.
- Determine how humans impact local resource availability and compels change in cultural norms and values.
- Determine the interrelationships between humans, natural resources and culture
- Encourage students to become civically engaged and informed members of society.

### **3.3 Student expectations and requirements:**

Student expectations and course requirements may include such activities and projects as leading a class discussion on some aspect of global climate change and creating a service project that addresses a local aspect of global climate change. The culminating project required of each student will be an advertisement that encourages the local public to understand and act upon some aspect of global climate change.

### **3.4. Tentative texts and course materials:**

Alley, Richard. 2011. *Earth: The Operator's Manual*. W.W. Norton and Company.

\*\*Readings will also be provided throughout the semester on Blackboard.

## **4. Resources:**

**4.1 Library resources:** Library resources are adequate for the course.

**4.2 Computer resources:** Current resources are adequate.

## **5. Budget Implications:**

**5.1 Proposed method of staffing:** Two full-time faculty members will co-teach this course.

It will be taught once or twice a year, depending on need and availability of faculty members. The Education faculty member who will teach the course has a Ph. D. in Environmental Sciences and an undergraduate and Masters' degree in Secondary Science Education.

**5.2 Special equipment needed:** No special equipment is needed.

**5.3 Expendable materials needed:** None.

**5.4 Laboratory supplies needed:** None.

**6. Proposed term for implementation:** Spring 2015

**7. Dates of prior committee approvals:**

School of Teacher Education	<u>3/21/14</u>
CEBS Curriculum Committee	_____
PEC	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Proposal Date: 3/21/2014**

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

**Contact Person: Dr. Jeanine Huss, [Jeanine.Huss@wku.edu](mailto:Jeanine.Huss@wku.edu), (270)745-2293**

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** EDU 300
- 1.2 **Course title:** Becoming an Effective Global Citizen
- 1.3 **Abbreviated course title:** Effective Global Citizen  
(maximum of 30 characters or spaces)
- 1.4 **Credit hours:** 3 **Variable credit:** No
- 1.5 **Grade type:** Standard letter grade
- 1.6 **Prerequisites/requisites:** Completed 21 hours prior to enrollment.
- 1.7 **Course description:** This course will help students learn highly effective skills across personal, social, and cultural perspectives. Students will examine how their own choices affect others.

**2. Rationale:**

**2.1 Reason for developing the proposed course:** In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged learners in a global society, the proposed course will enable learners to enhance their understanding of how to attain one's goals. This course will also teach a conceptual understanding of habits and how humans affect these habits at an individual and societal level by their personal behaviors and choices. Individual behaviors influence these changes, which in turn impact community and propel changes in cultural norms and values. The complexity of the relationship between habits and mindset increases with a greater understanding of how individuals can change their personal destinations. Students will become civically engaged and informed members of society as they make personal connections and share these connections with others in the community. The goal of this course is to provide students with lifelong leadership skills from a personal, social, and cultural perspective that will empower them to become active participants in their communities in the future.

**2.2 Projected enrollment in the proposed course:** Based on enrollment in general elective courses presently taught, the estimated enrollment in the course is 10 to 20 students depending on how often the course is offered. This course will fulfill a portion of the Connections category in the Colonnade Program.

**2.3 Relationship of the proposed course to courses now offered by the department:**

This course complements education courses because it targets skills and behaviors for success both in and out of the classroom. The proposed course will add a dimension to the School of Teacher Education that is currently unavailable to our students.

**2.4 Relationship of the proposed course to courses offered in other departments:**

This course is unique in that it helps students develop behaviors and mindsets for future personal success. It is not a component of a leadership program, such as LEAD 200: Introduction to Leadership Studies, which investigates leadership theories and assesses leadership styles. WKU ROTC program does offer leadership courses, but it is offered for those who will be entering the Senior ROTC program after graduation.

**2.5 Relationship of the proposed course to courses offered in other institutions:**

There are no known similar courses at institutions within Kentucky, such as the University of Louisville and University of Kentucky. No benchmark colleges beyond Kentucky offer a similar course either, including Appalachian State and Central Michigan University. While many colleges offer Leadership Training courses for the Army and leadership training of the Reserve Officers' Training Corps, the aim of these courses is to motivate and qualify Cadets for entry into the Senior ROTC program. There is a similar workshop offered at California University of Pennsylvania.

**3. Discussion of proposed course:**

**3.1 Schedule type:** lecture

**3.2 Learning Outcomes:**

- Explore paradigms needed to create leadership skills and mindsets for our global society.
- Examine personal choices and determine which skills need improvement on the individual level. Reflect on one of these skills and explain how society should work to improve these skills as a whole.
- Define fixed and growth mindsets and examine individually.
- Describe how individual choices impact habits.
- Understand how mindsets and habits can impact oneself now and in the future.
- Analyze how one might create solutions to bad habits.
- Examine how changing habits impacts society in a positive way.
- Explain how habits and mindsets affect societal or cultural norms.



### 3.3 Content outline:

- Some topics included in the proposed course include:
  - Individual choices and how these affect societal and cultural norms
  - Growth and fixed mindset
  - Lifelong leadership skills and habits

### 3.4 Student expectations and requirements:

- **Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:**
  - Online discussion of selected journal/book articles or chapters
  - Reflections based on readings/case studies
  - Service-learning project
  - Quizzes
  - Tests
  - Regular class attendance
  - Online Blog
  - Participation in class discussion and class activities
  - Performance-based assessment of a leadership project

### 3.5 Tentative texts and course materials:

Covey, S. (1998). *The 7 habits of highly effective teens*. New York, NY: Franklin Covey Co.

Covey, Stephen. The seven habits signature kit. New York, NY: Fireside.

Dweck, C. (2006). *Mindset: The new psychology of success*. New York, NY: Ballantine Books.

## 4. Resources:

4.1 **Library resources:** Current resources are adequate.

4.2 **Computer resources:** Current resources are adequate.

## 5. Budget implications:

5.1 **Proposed method of staffing:** Two full-time faculty members will co-teach this course. (Six current faculty members have certification in Covey's *7 Habits of Highly Effective People*.) The course will be taught once or twice a year, depending on need. This course lends itself well to a January or May term class.

5.2 **Special equipment needed:** No special equipment is needed.

5.3 **Expendable materials needed:** None.

5.4 **Laboratory materials needed:** None.

## 6. Proposed term for implementation: Spring 2015

**7. Dates of prior committee approvals:**

**School of Teacher Education**

3/28/14

**College of Education College Curriculum Committee**

**Professional Education Council**

**General Education Committee (if applicable)**

**Undergraduate Curriculum Committee**

**University Senate**

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**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise A Program (Action Item)**

Contact Person: John Moore, [john.moore@wku.edu](mailto:john.moore@wku.edu), 745- 5415

**1. Identification of program:**

- 1.1 Current program reference number: 5001
- 1.2 Current program title: Major in Middle Level Education Social Studies and Language Arts
- 1.3 Credit hours: 70-94

**2. Identification of the proposed program changes:**

- A) As part of the new Colonnade Program, the WKU History Department’s Western Civilization Courses (HIST 119/HIST 120) will be replaced with World History (HIST 101/102). The Middle Level Education in Social Studies and Language Arts major (Concentration 1) **and** Single Area Teacher Certification in Middle Level Social Studies (Concentration 2) are being revised to reflect that change.
- B) Given that ENG 404 is seldom offered and both students & advisors frequently have to complete a course substitution for ENG 404, we propose to revise the Single Area Teacher Certification in Middle Level Language Arts/Communication (Concentration 3) by deleting ENG 404 as a requirement and replace the requirement to be any 300 or 400 level ENG course.

**3. Detailed program description:**

Current Program	Proposed Program
<p>The Middle Level Education in Social Studies and Language Arts program leads to the Bachelor of Science degree and certification for grades 5-9 in Social Studies, Language Arts/Communication, or both. Three concentrations are available: 1) Dual area teacher certification in middle level social studies and language arts/communication; 2) Single area teacher certification in middle level social studies; 3.) Single area teacher certification in middle level language arts/communication.</p> <p>The program requires completion of:</p> <ul style="list-style-type: none"> <li>· A biological science course and a physical science course, generally taken as part of general education coursework;</li> <li>· 37-40 semester hours of professional education courses: MGE 275 (3 hours), PSY 310 (3 hours), SPED 330 (3 hours), PSY 421 or 422 (3 hours), LTCY 421 (3 hours), MGE 385 (3 hours), a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CIS 141 and LME 448; and</li> </ul>	<p>The Middle Level Education in Social Studies and Language Arts program leads to the Bachelor of Science degree and certification for grades 5-9 in Social Studies, Language Arts/Communication, or both. Three concentrations are available: 1) Dual area teacher certification in middle level social studies and language arts/communication; 2) Single area teacher certification in middle level social studies; 3.) Single area teacher certification in middle level language arts/communication.</p> <p>The program requires completion of:</p> <ul style="list-style-type: none"> <li>· A biological science course and a physical science course, generally taken as part of general education coursework;</li> <li>· 37-40 semester hours of professional education courses: MGE 275 (3 hours), PSY 310 (3 hours), SPED 330 (3 hours), PSY 421 or 422 (3 hours), LTCY 421 (3 hours), MGE 385 (3 hours), a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CIS 141 and LME 448; and</li> </ul>

• The indicated content-area coursework for dual area or single area teacher certification in one of the three concentrations.

**Concentration 1: Dual area certification in middle level social studies and language arts/communication.**

Students who choose this concentration must complete both of the following methods courses as part of the professional education coursework listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:

*Social Studies (dual area certification) 27-30 hours:* HIST **119 or 120**, HIST 240, 241, GEOG 110, 360, ECON 150 or 202 and 203, PS 110, SOCL 100 or ANTH 120, and a 3-hour elective selected from an upper-division, non U.S., non-European history course.

*Language Arts/Communication (dual area certification) 24 hours* : ENG 100, 300, 302, 390, COMM 145 or 161, LME 407. In addition, six hours of electives should be chosen from ENG 301, 401, 410.

**Total Hours for this concentration: 91-94**

**Concentration 2: Single area teacher certification in middle level social studies**

Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

*Social Studies (single area teacher certification) 36-39 hours:* HIST ~~119 or 120~~, HIST 240, 241, GEOG 110, 360, ECON 150 or ECON 202 and 203, PS 110, SOCL 100 or ANTH 120. In addition, 12 hours of electives (4 courses) should be selected from the following list (at least one of these courses must be a non U.S., non-European history course): HIST 305, 306, 307, 317, 353, 358, 456, 453, GEOG 330, 350, 451, 480.

**Total Hours for this concentration: 73-76**

**Concentration 3: Single area teacher certification in middle level language arts/communication.**

Students who choose this concentration must complete MGE 475 Teaching Language Arts (2 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

*Language Arts/Communication (single area teacher certification) 33 hours:* ENG 100, 300, 301, 302, 304, 390, 401, 404, 410, COMM 145 or 161, LME 407.

**Total Hours for this concentration: 70**

Students must be admitted to professional education before enrolling in LTCY 421. See

<http://www.wku.edu/teacherservices> for details on the requirements for admission to professional education.

In order to meet the prerequisites for admission to student teaching, students must complete all professional education and content courses with grades of "C" or higher; attain at least a 2.5 GPA overall, in professional education courses, and in each content area; and achieve specified ratings on dispositional and critical performance assessments. For details on the prerequisites for student teaching, see

[http://www.wku.edu/teacherservices/student\\_teaching/index.php](http://www.wku.edu/teacherservices/student_teaching/index.php).

Students in the Middle Level Education in Social Studies and Language Arts program receive advising in the School

• The indicated content-area coursework for dual area or single area teacher certification in one of the three concentrations.

**Concentration 1: Dual area certification in middle level social studies and language arts/communication.**

Students who choose this concentration must complete both of the following methods courses as part of the professional education coursework listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:

*Social Studies (dual area certification) 27-30 hours:* HIST **101 or 102**, HIST 240, 241, GEOG 110, 360, ECON 150 or 202 and 203, PS 110, SOCL 100 or ANTH 120, and a 3-hour elective selected from an upper-division, non U.S., non-European history course.

*Language Arts/Communication (dual area certification) 24 hours* : ENG 100, 300, 302, 390, COMM 145 or 161, LME 407. In addition, six hours of electives should be chosen from ENG 301, 401, 410.

**Total Hours for this concentration: 91-94**

**Concentration 2: Single area teacher certification in middle level social studies**

Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

*Social Studies (single area teacher certification) 36-39 hours:* HIST **101 or 102**, HIST 240, 241, GEOG 110, 360, ECON 150 or ECON 202 and 203, PS 110, SOCL 100 or ANTH 120. In addition, 12 hours of electives (4 courses) should be selected from the following list (at least one of these courses must be a non U.S., non-European history course): HIST 305, 306, 307, 317, 353, 358, 456, 453, GEOG 330, 350, 451, 480.

**Total Hours for this concentration: 73-76**

**Concentration 3: Single area teacher certification in middle level language arts/communication.**

Students who choose this concentration must complete MGE 475 Teaching Language Arts (2 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

*Language Arts/Communication (single area teacher certification) 33 hours:* ENG 100, 300, 301, 302, 304, 390, 401, 404, 410, COMM 145 or 161, LME 407.

**Total Hours for this concentration: 70**

Students must be admitted to professional education before enrolling in LTCY 421. See

<http://www.wku.edu/teacherservices> for details on the requirements for admission to professional education.

In order to meet the prerequisites for admission to student teaching, students must complete all professional education and content courses with grades of "C" or higher; attain at least a 2.5 GPA overall, in professional education courses, and in each content area; and achieve specified ratings on dispositional and critical performance assessments. For details on the prerequisites for student teaching, see

[http://www.wku.edu/teacherservices/student\\_teaching/index.php](http://www.wku.edu/teacherservices/student_teaching/index.php).

Students in the Middle Level Education in Social Studies and Language Arts program receive advising in the School of

<p>of Teacher Education, GRH 1092,(270) 745-5414. Refer to the School of Teacher Education website (<a href="http://www.wku.edu/ste">http://www.wku.edu/ste</a>) for additional information. Students with a major in Middle Level Education in Social Studies and Language Arts receive a 12-hour waiver in the upper-division hour requirement in the major field.</p> <p>Individuals who have or are eligible for certification in middle school math or science and who wish to seek either middle level social studies or middle level language arts/communication certification are required to complete the content coursework indicated for dual area certification with the corresponding methods course and LTCY 421.</p>	<p>Teacher Education, GRH 1092,(270) 745-5414. Refer to the School of Teacher Education website (<a href="http://www.wku.edu/ste">http://www.wku.edu/ste</a>) for additional information. Students with a major in Middle Level Education in Social Studies and Language Arts receive a 12-hour waiver in the upper-division hour requirement in the major field.</p> <p>Individuals who have or are eligible for certification in middle school math or science and who wish to seek either middle level social studies or middle level language arts/communication certification are required to complete the content coursework indicated for dual area certification with the corresponding methods course and LTCY 421.</p>
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<b>Current Program</b>					<b>Proposed Program</b>			
A biological science course and a physical science course, generally taken as part of general education coursework;			6		A biological science course and a physical science course, generally taken as part of general education coursework;			6
<b>Prefix</b>	<b>#</b>	<b>Course Title</b>	<b>Hrs.</b>		<b>Prefix</b>	<b>#</b>	<b>Course Title</b>	<b>Hrs.</b>
MGE	275	Foundations of Middle Grades Instruction	3		MGE	275	Foundations of Middle Grades Instruction	3
PSY	310	Educational Psychology	3		PSY	210	Educational Psychology	3
SPED	330	Introduction to Exceptional Education: Diversity in Learning	3		SPED	330	Introduction to Exceptional Education: Diversity in Learning	3
PSY	421	Psychology of Early Adolescence	3		PSY	421	Psychology of Early Adolescence	3
	or					or		
	422	Adolescent Psychology				422	Adolescent Psychology	3
LTCY	421	Reading in the Middle/Secondary Grades	3		LTCY	421	Reading in the Middle/Secondary Grades	3
MGE	385	Middle Grades Teaching Strategies	3		MGE	385	Middle Grades Teaching Strategies	3
MGE	475	Teaching Middle Grades Language Arts	3		MGE	475	Teaching Middle Grades Language Arts	3
	and/ or	Teaching Middle Grades Social Studies	3			and/ or	Teaching Middle Grades Social Studies	3
	481					481		
EDU	489	Student Teaching Seminar	3		EDU	489	Student Teaching Seminar	3

MGE	490	Student Teaching	10		MGE	490	Student Teaching	10	
Plus a 3-hour computer literacy course selected from CIS 141 or LME 448				3	Plus a 3-hour computer literacy course selected from CIS 141 or LME 448				3
<b>Concentration 1: Dual area teacher certification in middle level social studies and language arts/ communication:</b> Students who choose this concentration must complete both the following methods courses as part of the professional course work listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:					<b>Concentration 1: Dual area teacher certification in middle level social studies and language arts/ communication:</b> Students who choose this concentration must complete both the following methods courses as part of the professional course work listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:				
<i>Social Studies (dual area certification)</i> 27-30 hours:					<i>Social Studies (dual area certification)</i> 27-30 hours:				
HIST	<del>119</del>	<del>Western Civilization to 1648</del>			HIST	<b>101</b>	<b>World History I</b>		
HIST	<b>or</b> <del>120</del>	<del>Western Civilization since 1648</del>	3		HIST	<b>or</b> <b>102</b>	<b>World History II</b>	3	
HIST	240	The United States to 1865	3		HIST	240	The United States to 1865	3	
HIST	241	The United States since 1865	3		HIST	241	The United States since 1865	3	
GEOG	110	World Regional Geography	3		GEOG	110	World Regional Geography	3	
GEOG	360	Geography of North America	3		GEOG	360	Geography of North America	3	
ECON	150	Introduction to Economics			ECON	150	Introduction to Economics		
	<b>or</b> 202	Principles of Economics (MICRO)	3			<b>or</b> 202	Principles of Economics (MICRO)	3	
	<b>and</b> 203	Principles of Economics (MACRO)				<b>and</b> 203	Principles of Economics (MACRO)		
PS	110	American National Government	3		PS	110	American National Government	3	



<b>Concentration 2: Single area teacher certification in middle level social studies:</b> Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:				<b>Concentration 2: Single area teacher certification in middle level social studies:</b> Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:			
HIST	<b>119</b>	<b>Western Civilization to 1648</b>	3	HIST	<b>101</b>	<b>World History I</b>	3
or				or			
HIST	<b>120</b>	<b>Western Civilization since 1648</b>		HIST	<b>102</b>	<b>World History II</b>	
HIST	240	The United States to 1865	3	HIST	240	The United States to 1865	3
GEOG	241	The United States since 1865	3	GEOG	241	The United States since 1865	3
GEOG	110	World Regional Geography	3	GEOG	110	World Regional Geography	3
ECON	360	Geography of North America	3	ECON	360	Geography of North America	3
ECON	150	Introduction to Economics	3	ECON	150	Introduction to Economics	3
or				or			
ECON	202 <b>and</b> 203	Principles of Economics (MICRO) <b>and</b> Principles of Economics (MACRO)	6	ECON	202 <b>and</b> 203	Principles of Economics (MICRO) <b>and</b> Principles of Economics (MACRO)	6
PS	110	American National Government	3	PS	110	American National Government	3
SOCL	100	Introductory Sociology	3	SOCL	100	Introductory Sociology	3
or				or			
ANTH	120	Introduction to Cultural Anthropology		ANTH	120	Introduction to Cultural Anthropology	
and				and			



12-hours of electives (4 courses) selected from the following list (at least one of these courses non U.S., non-European history course).					12-hours of electives (4 courses) selected from the following list (at least one of these courses non U.S., non-European history course).			
HIST	305		12		HIST	305	12	
HIST	306				HIST	306		
HIST	307				HIST	307		
HIST	317				HIST	317		
HIST	353				HIST	353		
HIST	358				HIST	358		
HIST	453				HIST	453		
HIST	456				HIST	456		
GEOG	330				GEOG	330		
GEOG	350				GEOG	350		
GEOG	451				GEOG	451		
GEOG	480				GEOG	480		
<b>Total Hours For This Single Area Concentration (Social Studies)</b>			<b>73-76</b>		<b>Total Hours For This Single Area Concentration (Social Studies)</b>			<b>73-76</b>
<b>Concentration 3: Single area teacher certification in middle level language arts/communication:</b> Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:					<b>Concentration 3: Single area teacher certification in middle level language arts/communication:</b> Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:			
ENG	100	Introduction to College Writing	3		ENG	100	Introduction to College Writing	3
ENG	300	Writing In The Disciplines	3		ENG	300	Writing In The Disciplines	3
ENG	301	Argument And Analysis in Writing Discourse	3		ENG	301	Argument And Analysis in Writing Discourse	3
ENG	302	Language And Communication	3		ENG	302	Language And Communication	3
ENG	304	English Language	3		ENG	304	English Language	3
ENG	390	Masterpieces Of American Literature	3		ENG	390	Masterpieces Of American Literature	3
ENG	401	Advanced Composition	3		ENG	401	Advanced Composition	3

ENG	410	Composition Theory And Practice In Writing Instruction	3		ENG	410	Composition Theory And Practice In Writing Instruction	3
<b>ENG</b>	<b>404</b>	<b>History of the English Language</b>	<b>3</b>		<b>ENG</b>		<b>Any ENG upper-division course</b>	<b>3</b>
COMM	145	Fundamentals of Public Speaking And Communication	3		COMM	145	Fundamentals of Public Speaking And Communication	3
Or					Or			
COMM	161	Business and Professional Speaking		COMM	161	Business and Professional Speaking		
LME	407	Literature for Young Adults	3		LME	407	Literature for Young Adults	3
<b>Total Hours For This Single Area Concentration (Language Arts/Communication)</b>			<b>70</b>		<b>Total Hours For This Single Area Concentration (Language Arts/Communication)</b>			<b>70</b>

**4. Rationale for the proposed program changes:**

- A) In the fall 2014 semester, as part of the Colonnade Program, the WKU History Department will replace HIST 119/120 with HIST 101/102. This program revision will bring the Middle Level Education in Social Studies and Language Arts major (Concentration 1) **and** Single Area Teacher Certification in Middle Level Social Studies (Concentration 2) in line with that change in the curriculum.
- B) The removal of ENG 404 as a strict requirement for the Single Area Teacher Certification in Middle Level Education Language Arts/Communication will allow students and advisors more flexibility in regards to ENG course selection.

**5. Proposed term for implementation and special provisions (if applicable):**  
Fall 2014

**6. Dates of prior committee approvals:**

School of Teacher Education \_\_\_\_\_ 3/21/14 \_\_\_\_\_

College Curriculum Committee \_\_\_\_\_

Professional Education Council (if applicable) \_\_\_\_\_

Undergraduate Curriculum Committee Graduate \_\_\_\_\_

University Senate \_\_\_\_\_