

**AGENDA**  
**PROFESSIONAL EDUCATION COUNCIL**  
**3:30 - Wednesday, November 9, 2011**  
**GRH 3073**

- I. Consideration of the Minutes from the October 12, 2011, meeting  
(Minutes can be found on the CEBS Home Page – click on Dean’s Office and the drop down option Meetings Minutes and Agendas)
- II. New Business

**A. Office of Teacher Services-CEBS**

- Candidates Completing Requirements for Admission to the Professional Education Unit October 13, 2011, to November 9, 2011
- Spring 2012 Student Teaching List

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**B. Educational Leadership Doctoral Program**

- 1. Revise Course Prerequisites, EDLD 712, Research Methods and Design for Educational Leaders
- 2. Create a New Course – EDLD 795, Advanced Topics in Educational Leadership
- 3. Create a New Course – EDLD 796, International Aspects of Educational Leadership

**C. Educational Administration, Leadership and Research**

- 1. Suspend a Program – 151, MAE Instructional Leadership-School Principal All Grades

**D. Department of Psychology**

- 1. Revise a Program – 147, Specialist in Education School Psychology

**E. School of Teacher Education**

- 1. Revise a Program #103, Alternate Route to Teacher Certif./MAE; Secondary Education
- 2. Revise a Program #139, Alternate Route to Teacher Certif./MAE; Middle Grades Education
- 3. Create a New Course – SMED 300, Middle Grades Science Skills and Methods
- 4. Create a New Course – SMED 400, Applying Middle Grade Science Across Disciplines

**COLLEGE OF HEALTH AND HUMAN SERVICES**

**F. Kinesiology, Recreation and Sport**

- 1. Change Course Prefix (PETE)
- 2. Revise Course Catalog Listing – PETE 322 Field Experience in Physical Education I
- 3. Make Multiple Revisions to a Course – PETE 415 Field Experience in Physical Education II
- 4. Revise a Program – 587, Bachelor of Science in Physical Education

## OGDEN COLLEGE OF SCIENCE AND ENGINEERING

### G. Department of Mathematics

1. Revise Course Credit Hours - MATH 498, Senior Seminar, 3 hours
2. Revise Course Prerequisites
  - a. MATH 305, Introduction to Mathematical Modeling, 3 hours
  - b. MATH 310, Introduction to Discrete Mathematics, 3 hours
  - c. MATH 315, Theory of Numbers, 3 hours
  - d. MATH 317, Introduction to Algebraic Systems, 3 hours
  - e. MATH 323, Geometry I, 3 hours
  - f. MATH 331, Differential Equations, 3 hours
  - g. MATH 382, Probability and Statistics I, 3 hours
  - h. MATH 398, Seminar, 3 hours
  - i. MATH 405, Numerical Analysis I (CS 405), 3 hours
  - j. MATH 406, Numerical Analysis II, 3 hours
  - k. MATH 415, Algebra and Number Theory, 3 hours
  - l. MATH 417, Algebraic Systems, 3 hours
  - m. MATH 423, Geometry II, 3 hours
  - n. MATH 431, Intermediate Analysis I, 3 hours
  - o. MATH 435, Partial Differential Equations, 3 hours
  - p. MATH 439, Topology I, 3 hours
  - q. MATH 450, Complex Variables, 3 hours
  - r. MATH 470, Introduction to Operations Research, 3 hours
  - s. MATH 482, Probability and Statistics II, 3 hours
  - t. MATH 498, Senior Seminar, 3 hours
3. Revise Course Prerequisites/Corequisites - MATH 183, Introductory Statistics, 3 hours

### III. Other Business

# **CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSION TO PROFESSIONAL EDUCATION UNIT**

**October 13, 2011 – November 9, 2011**

## **ELEMENTARY P-5**

Allen, Katie  
Barker, Hannah  
Bewley, Anna  
Brown, Elizabeth  
Cambell, Briana  
Causey, Donna  
Cavender, Kerrie  
Dennis, Lindsey  
DiTommaso, Alicia  
Edwards, Mechelle  
Foreman, Heather  
Fortney, Jennifer  
Hundley, James  
Jones, Kayla  
King, Morgan  
Knipp, Kathryn  
Lyles, Rebecca  
McDavitt, Mariah  
Morris, Katisha  
Spinks, Amelia  
Stahlke, Alison  
Stenzel, Christine  
Thomason, Jennifer  
Tuttle, Sarah  
Wimsatt, Jordan

## **MIDDLE GRADES**

Parsons, Emily	Math
Suddath, Casey	SS/Eng

## **5-12**

Thompson, Jayna	AG
White, Brooke	AG

## **P-12**

Bowels, Jennifer	Art
Christian, Hannah	EXED
Eason, Hershel	Music - Instrumental
Hudson, Katie	Art
Menser, Magen	PE
Pribula, Rebekah	EXED
Quanbeck, Barbara	Art
Ray, Kory	EXED
Yeiser, Sue	EXED

## **IECE**

Garcia, Lizette

## **SECONDARY**

Reid, Clara	Eng
Taylor, Alex	SS

## **MASTERS**

Epperson, Morgan	CD
Hatcher, Brittany	CD
Jackson, Holly	EXED
Metzmeier, Brittany	IECE
Snyder, Emily	IECE
Waxman, Frayda	CD
Wede, Deborah	EXED

**If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Fred Carter, Teacher Services (745-4611 or [fred.carter@wku.edu](mailto:fred.carter@wku.edu)) prior to the PEC meeting.**

**STUDENT TEACHER CANDIDATES FOR SPRING 2012**

**QUALIFIED**

**\*\*\*STUDENT TEACHING APPLICATION ACCEPTED\*\*\*11/9/11\*\*\***

WKU ID	FIRST	LAST	MAJOR	D
	BROOKE	WHITE	5-12/AGRICULTURE	
	LIZETTE	GARCIA	IECE	
	EMILY	PARSONS	MGE/MATH	
	KATIE	HUDSON	P-12/ART	
	BARBARA	QUANBECK	P-12/ART	
	ANDREA	WALLACE	P-12/ART	
	SLOAN	BURROUGHS	P-12/MUSIC	
	DREW	ANDERSON	P-12/PE	
	MAGEN	MENSER	P-12/PE	
	JEREMY	SIMMONS	P-12/PE	
	ANDREW	FRECHETTE	SEC/SOCIAL STUDIES	

**STUDENT TEACHER CANDIDATES FOR SPRING 2012**

**NOT QUALIFIED**

**\*\*\*STUDENT TEACHING APPLICATION PENDING\*\*\*11/9/11\*\*\***

(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)

WKU ID	FIRST	LAST	MAJOR	D
	BLAKE	LAMBERT	5-12/AGRICULTURE	CA; CP
	JAYNA	THOMPSON	5-12/AGRICULTURE	CA
	JORDAN	CRADDOCK	ELEMENTARY	X
	LAUREN	COOMES	ELEMENTARY	CP
	BROOKE	CUNNINGHAM	ELEMENTARY	CP
	WHITNEY	HUNTER	ELEMENTARY	CP
	MEGAN	MITCHELL	ELEMENTARY	X
	STEPHANIE	MORRISON	ELEMENTARY	CP
	CORIE	POWERS	ELEMENTARY	CP
	MEGAN	REID	ELEMENTARY	CP; X
	TABBATHA	SEXTON	ELEMENTARY	CP
	ANGELA	MICHAEL	IECE	CA

	KIRBY	CARTER	MGE/LA/S.STUDIES	X
	MICAH	OGLES	MGE/LA/S.STUDIES	X
	PHUONG	DOAN	MGE/MATH	X
	HILLARY	HARPER	MGE/MATH	CA
	RACHEL	HARRELL	MGE/MATH	CA
	JENNIFER	McCARTY	MGE/MATH	CA
	SIBELA	NAILOVIC	MGE/MATH	CA
	CHELSEY	VEATCH	MGE/MATH	CA; D
	SARA	DAVIS	MGE/MATH/S.STUDIES	X
	VALERIE	FINN	MGE/MATH/S.STUDIES	X
	STEPHANIE	MILLER	MGE/MATH/S.STUDIES	CP
	SUSAN	STEELE	MGE/MATH/SCIENCE	CP
	MICHIAL	CONNER	MGE/SCIENCE	CA
	CHEN	HUANG	P-12/ART	CA
	JOSHUA	BLOECHER	P-12/MUSIC	CP
	AARON	COX	P-12/MUSIC	CA; CP
	HERSHEL	EASON	P-12/MUSIC	CP
	DUSTIN	SEABOLT	P-12/MUSIC	X
	AMY	SPEARS	P-12/MUSIC	CA
	EMILY	WHITE	P-12/MUSIC	CA; CP; X
	DAVID	DAUER	P-12/PE	CA
	SAMANTHA	DICKENS	SEC/ENGLISH	CP
	TINA	MILLER	SEC/SOCIAL STUDIES	X
	JON	RIGDON	SEC/SOCIAL STUDIES	CP
	ELIZABETH	WORKMAN	SEC/SOCIAL STUDIES	CP

CA = Has not met Teacher Admission Requirements

CP = Critical Performance Score Deficiency Pending

X = Deficient GPA and/or other Student Teaching Requirement Deficiency

D = Disposition Score Deficiency Pending

**STUDENT TEACHER CANDIDATES FOR SPRING 2012**

**\*\*\*STUDENT TEACHING APPLICATION WITHDRAWN\*\*\*11/9/11\*\*\***

WKU ID	FIRST	LAST	MAJOR	DATE
	ALYSHA	SMITH	ELEMENTARY	10/18/11
	ANTHONY	MILLER	MGE/S.STUDIES/LA	9/19/11

**College of Education and Behavioral Sciences  
Educational Leadership Doctoral (EDD) Program  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Steve Miller, steve.miller@wku.edu, 745-4890

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: EDLD 712
  - 1.2 Course title: Research Methods and Design for Educational Leaders
  - 1.3 Credit hours: 3
  
- 2. Current prerequisites:** Admission to EdD program and one of the following: EDFN 500 or equivalent or instructor permission.
  
- 3. Proposed prerequisite:** Admission to EdD program
  
- 4. Rationale for the revision of prerequisites:** Review of course requirements and tentative textbooks reveals that, as the first EDLD research course, EDLD 712 addresses the foundational knowledge that students would have received in EDFN 500 (i.e., introduction to research methods) and then provides additional information toward preparation for the second EDLD research course; thus, requiring EDFN 500 as a prerequisite puts an unnecessary burden on students who completed master's or other graduate degrees that did not require EDFN 500 or a similar course.
  
- 5. Effect on completion of major/minor sequence:** Not applicable
  
- 6. Proposed term for implementation:** Summer 2012
  
- 7. Dates of prior committee approvals:**

EDD Leadership Council	<u>9-15-2011</u>
Educational Administration, Leadership, & Research	<u>9-27-2011</u>
CEBS Curriculum Committee	<u>11-1-2011</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____



**College of Education and Behavioral Sciences  
Educational Leadership Doctoral (EdD) Program  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3061

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDLD 795
- 1.2 Course title: Advanced Topics in Educational Leadership
- 1.3 Abbreviated course title: Advanced Topics Ed Leadership
- 1.4 Credit hours and contact hours: 1-6 hours; may be repeated for a total of 6 hours
- 1.5 Type of course: I – Independent Study
- 1.6 Prerequisites: Admission to EdD program and permission of Director of Educational Leadership Doctoral Program
- 1.7 Course catalog listing: Readings or special projects in educational leadership. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Recent revisions in education graduate programs, along with the development of the EdD in Educational Leadership, have led to increased student interest in the opportunity to do special projects or independent investigations of topics related to education. However, there has been no available course suitable for awarding credit for the desired educational experiences. The proposed course is intended to remedy that deficit.
- 2.2 Projected enrollment in the proposed course: It is estimated that up to five students per year may enroll. This estimate is based on informal conversations with current and prospective students.
- 2.3 Relationship of the proposed course to courses now offered by the department: No other similar courses are offered in the EdD Program.
- 2.4 Relationship of the proposed course to courses offered in other departments: Graduate special topics courses are relatively common across the university. Some examples are BIOL 675 Advanced Topics in Biology, BA 592 Special Topics in Business, CNS 669 Special Topics in Counseling and Guidance, CS 595 Advanced Topics in Computer Science, GEOG 577 Special Topics in GIS, HIST 590 Advanced Individual Study, and ENG 597 Special Topics. Some of these are seminar courses, whereas others are independent study or directed study courses. Similar to these other courses, the proposed course will provide Educational Leadership doctoral students the opportunity to do readings or independent projects related to educational leadership.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Graduate special topics courses are common at other institutions. Some examples of courses similar to the proposed course are: EDC 710 Advanced Topics in Instructional Design (University of Kentucky); EDAP 672 Special Topics in Curriculum (University of Louisville); EDCUR 690 Problems in Curriculum (Ball State University), and FOED 7610 Directed Individual Education Research (Middle Tennessee State University).

**3. Discussion of proposed course:**

- 3.1 Course objectives: The specific objectives will vary, depending on the project developed by the student. However, the overall objective of the course is to allow students to develop specialized knowledge and skills related to the topic of study.
- 3.2 Content outline: As this is an independent study course, the content will vary.
- 3.3 Student expectations and requirements: As this is an independent study course, student expectations will vary. However, prior to enrollment the student and faculty supervisor will develop an agreement regarding the readings, assignments, and criteria for evaluation.
- 3.4 Tentative texts and course materials: As this is an independent study course, texts and course materials will vary.

**4. Resources:**

- 4.1 Library resources: As this is an independent study course, library resource needs will vary. However, current resources are believed to be adequate to support the proposed course.
- 4.2 Computer resources: As this is an independent study course, computer resource needs will vary. However, current resources are believed to be adequate to support the proposed course.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Present staffing is adequate to support this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation: Spring 2012**

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

EDD Leadership Council	<u>8/25/2011</u>
Educational Administration, Leadership, & Research	<u>9/27/2011</u>
Professional Education Council	<u>11/1/2011</u>
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

**College of Education and Behavioral Sciences  
Educational Leadership Doctoral (EdD) Program  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3061

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDLD 796
- 1.2 Course title: International Aspects of Educational Leadership
- 1.3 Abbreviated course title: International Ed Leadership
- 1.4 Credit hours and contact hours: 1-6 hours; may be repeated for a total of 6 hours
- 1.5 Type of course: I – Independent Study
- 1.6 Prerequisites: Admission to EdD program and permission of Director of Educational Leadership Doctoral Program
- 1.7 Course catalog listing: Experiential study of international issues in educational leadership by working with international communities and agencies within or outside the U.S. International travel may be required at student's expense. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: As WKU's first stand alone doctoral program, the EdD in Educational Leadership program seeks to embody WKU's vision of being "A Leading American University with International Reach" and its mission to prepare "students to be productive, engaged, and socially responsible citizen leaders of a global society." Creating a course for this purpose represents a first step toward encouraging doctoral students to include an international aspect in their program of study.
- 2.2 Projected enrollment in the proposed course: 5-10 students per year. Even without this course, 3-5 EdD students per year have included international travel in their programs of study.
- 2.3 Relationship of the proposed course to courses now offered by the department: The EdD program currently has no dedicated course that would allow doctoral students to study international aspects of educational leadership.
- 2.4 Relationship of the proposed course to courses offered in other departments: Several WKU programs have international or study abroad courses. Also, some students in the EdD program have enrolled in BA 592 - Special Topics in Business when faculty members have used this course for international travel. However, no other department has a course that specifically addresses international aspects of educational leadership.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Nearly every public institution in Kentucky has a similar type course: EDC 554 - Culture, Education and Teaching Abroad (University of Kentucky), EDG 613 - Comparative Education Systems (NKU), COMM 650 - Intercultural Communication (Morehead), INT 600 - Seminar in Global Studies (Murray).

**3. Discussion of proposed course:**

- 3.1 Course objectives: The specific objectives will vary, depending on the project developed by the student and faculty. However, the overall objective of the course is to

provide students practical and in-depth experience studying an educational leadership topic within an international setting.

- 3.2 Content outline: As this is an independent study course, the content will vary.
- 3.3 Student expectations and requirements: As this is an independent study course, student expectations will vary. However, prior to enrollment the student and faculty supervisor will develop an agreement regarding the parameters of the international experience, required readings and assignments, as well as criteria for evaluation.
- 3.4 Tentative texts and course materials: As this is an independent study course, texts and course materials will vary.

**4. Resources:**

- 4.1 Library resources: As this is an independent study course, library resource needs will vary. However, current resources are believed to be adequate to support the proposed course.
- 4.2 Computer resources: As this is an independent study course, computer resource needs will vary. However, current resources are believed to be adequate to support the proposed course.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Present staffing is adequate to support this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Spring 2012

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

EDD Leadership Council	<u>08/25/2011</u>
Educational Administration, Leadership, & Research	<u>09/27/2011</u>
Professional Education Council	<u>11/01/2011</u>
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Proposal Date: 10/19/2011

**College of Education and Behavioral Sciences  
Department of Educational Administration, Leadership & Research  
Proposal to Suspend a Program  
(Consent Item)**

Contact Person: Dr. William Schlinker, [bud.schlinker@wku.edu](mailto:bud.schlinker@wku.edu), 745-6039

- 1. Identification of program:**
  - 1.1 Program reference number: 151
  - 1.2 Program title: MAE Instructional Leadership-School Principal All Grades
  - 1.3 Credit hours: 36
  
- 2. Rationale for the program suspension:**  
Principal Preparation Programs in Kentucky will be post-masters programs after December 31, 2011 (16 KAR 3:050). Suspending the program instead of deleting it will allow the department to revise the program at a later time if warranted.
  
- 3. Effect on current students or other departments, if known:**  
Students enrolled in the program will have until December 31, 2013, to complete all requirements to be eligible for a recommendation for certification. Suspending the program will have no effect on other departments.
  
- 4. Proposed term for implementation:**  
Students will not be permitted to enroll in the program after Fall 2011.
  
- 5. Dates of prior committee approvals:**

Educational Administration, Leadership,  
and Research Department: 10/21/2011

College of Education and Behavioral Sciences  
Curriculum Committee 11/01/2011

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

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

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

Contact Person: Dr. Carl Myers  
[carl.myers@wku.edu](mailto:carl.myers@wku.edu)  
745-4410

**1. Identification of program:**

- 1.1 Current program reference number: 147
- 1.2 Current program title: Specialist in Education School Psychology
- 1.3 Credit hours: 71

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

- Wording changes in the program description narrative.
- Delete PSY 512 (Seminar in Experimental Design).
- Delete LTCY 520 (Clinical Diagnosis of Reading Abilities).
- Add PSY 510 (Advance Educational Psychology).
- Delete PSY 552 (Advanced Social Psychology).
- Increase required hours of PSY 662 (Practicum in Psychology) from 2 hours (currently) to 4 hours (proposed).
- As a result of the changes, the total number of required hours in the program will decrease from 71 to 67.

**3. Detailed program description:**

Current Specialist in Education, School Psychology program	Proposed Specialist in Education, School Psychology program
This program emphasizes training as an innovative problem solver. The student is trained to function as an integral part of the total program of pupil services. Each individual receives on-site experience in public schools, school-related practicum assignments in the department's psychological clinic, and experience as a member of an interdisciplinary team. Upon completion of the required course work, the student must complete a full year minimum 1200-hour internship within an educational setting. Practicum, research tool and a specialist project ( <b>thesis</b> ) are also required.	This program emphasizes training as an innovative problem solver. The student is trained to function as an integral part of the total program of pupil services. Each individual receives on-site experience in public schools, school-related practicum assignments in the department's psychological clinic, and experience as a member of an interdisciplinary team. Upon completion of the required course work, the student must complete a full year minimum 1200-hour internship within an educational setting. Practicum, research tool and a specialist project are also required.

Admission Requirements

**Applicants should have course work in statistics and experimental methodology, general psychology, and abnormal or personality psychology;** a minimum score of 850 on the Graduate Record Examination General Test (Verbal + Quantitative); and a minimum undergraduate GPA of 3.0.  
**Exceptions to the minimum criteria may be made for students with exceptional backgrounds or experiences.** Applicants should send three letters of recommendation, a psychology department application form and the graduate studies application form to the Office of Graduate Studies. Beyond these stated minimum requirements, selection is competitive. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense.

*Required Courses*

- LTCY 520 Clinical Diagnosis of Reading Abilities (3)**
- PSY 511 Psychology of Learning (3)
- PSY 512 Seminar in Experimental Design (3)**
- PSY 514 Program Evaluation (3)
- PSY 519 Psychological Perspectives on Classroom Behavior (3)
- PSY 521 Advanced Child Developmental Psychology (3)
- PSY 540 Behavior Problems of Childhood and Adolescence (3)
- PSY 541 Professional Issues and Ethics in Psychology (3)

Admission Requirements

**Applicants should have course work in introductory psychology, statistics, research methods, and either abnormal or personality psychology;** a minimum score of 850 **or equivalent\*** on the Graduate Record Examination General Test (Verbal + Quantitative); and a minimum undergraduate GPA of 3.0. Applicants should send three letters of recommendation, a psychology department application form and the graduate studies application form to the Office of Graduate Studies. Beyond these stated minimum requirements, selection is competitive. A criminal background check, **TB test, and physical exam** will be required of successful applicants during the first semester of graduate study at the applicant's expense.

\*All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS Teacher Admissions webpage. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.

*Required Courses*

- PSY 510 Advanced Educational Psychology (3)**
- PSY 511 Psychology of Learning (3)
- PSY 514 Program Evaluation (3)
- PSY 519 Psychological Perspectives on Classroom Behavior (3)
- PSY 521 Advanced Child Developmental Psychology (3)
- PSY 540 Behavior Problems of Childhood and Adolescence (3)
- PSY 541 Professional Issues and Ethics in Psychology (3)

PSY 545 Clinical Child Psychology: Theory and Practice (3) <b>PSY 552 Advanced Social Psychology (3)</b> PSY 560 Assessment of Cognitive and Intellectual Functioning (3) PSY 561 Advanced Assessment in Educational Settings (3) PSY 562 Practicum in Psychological Assessment (6) PSY 563 Statistics and Psychometric Theory (3) PSY 580 Advanced Physiological Psychology (3) PSY 592 Internship (6 hours) PSY 641 Theories of Psychotherapy (3) PSY 643 Academic Assessment & Intervention (3) PSY 645 Consultation in Educational and Mental Health Settings (3) <b>PSY 662 Practicum in Psychology (2)</b> PSY 699 Specialist Project (6)	PSY 545 Clinical Child Psychology: Theory and Practice (3)  PSY 560 Assessment of Cognitive and Intellectual Functioning (3) PSY 561 Advanced Assessment in Educational Settings (3) PSY 562 Practicum in Psychological Assessment (6) PSY 563 Statistics and Psychometric Theory (3) PSY 580 Advanced Physiological Psychology (3) PSY 592 Internship (6 hours) PSY 641 Theories of Psychotherapy (3) PSY 643 Academic Assessment & Intervention (3) PSY 645 Consultation in Educational and Mental Health Settings (3) <b>PSY 662 Practicum in Psychology (4)</b> PSY 699 Specialist Project (6)
<b>Total Hours: 71</b>	<b>Total Hours: 67</b>

#### 4. Rationale for the proposed program change:

*Overview:* The National Association of School Psychologists (NASP) approved new program training standards in 2010. As a result, our program is reviewing and updating course content (e.g., increasing an emphasis on interventions) to ensure our nationally accredited program continues to meet the new training standards. The proposed changes serve to better align program content with training standards, appropriately recognize course workloads, and keep degree hour requirements in line with other Kentucky school psychology programs.

- Changes in the narrative: The word “thesis” was deleted to avoid confusion. A specialist project is required. Current wording describing prerequisite courses for admission into the program was modified to be more consistent with the names of WKU undergraduate courses. Specifically, “general” psychology was changed to “introductory,” and “experimental methodology” was changed to “research methods.” Because the GRE test has changed, the words, “or equivalent” were added as a temporary solution to address those changes. Currently, admission into professional education also requires a TB test and physical exam. Those requirements were included in the changes. KAR 5:020 has specific requirements for admission into the professional education program and a statement notifying applicants they must meet those requirements are now included. Exceptions cannot be made to the minimum requirements, so the sentence about exceptions was deleted.
- National program training requirements emphasize 10 training standards with one of those standards being “Research and Program Evaluation.” Our current program structure has 15 graduate course hours addressing that one area. The proposal to delete



PSY 512 still leaves 12 course hours in that area which more than adequately addresses that standard. PSY 512 was chosen because the content of that class will change as part of the department's revisions of the master's degree program in psychology. The new emphasis of the course is not as relevant for school psychology practitioners.

- NASP's new training standards have an increased emphasis on training school psychology graduate students on academic and behavioral interventions that are being addressed through course content changes. The current program emphasizes assessment in several courses, resulting in 18 credit hours of such courses. The LTCY 520 course also emphasizes assessment in a very specific area (i.e., reading). Because the students are already well versed in assessment, and learn about formal (i.e., standardized testing) and informal (e.g., Curriculum-Based Measurement) assessment of reading abilities in PSY 643 (Academic Assessment and Intervention), the LTCY 520 course is not essential.
- NASP training standards (2010) include a need for students to "have a foundation in the knowledge bases for both psychology and education." The inclusion of PSY 510 (Advanced Educational Psychology) is a logical and relevant choice to provide such a foundation. Such a course would include the theoretical and applied aspects of cognition and motivation related to student learning, while emphasizing social psychology theories such as attribution theory, self-regulation, and goal theory.
- Historically, the American Psychological Association (APA) training recommendations for graduate level psychology programs emphasized the need for a broad-based education in various fields of psychology with one of those areas being social psychology. Training standards for school psychology programs through NASP (our program approval agency) have not required the APA broad-based model of training since 1994. While social psychology is recognized as a useful course for the school psychology graduate students, it is not essential to meet training standards. Furthermore, the inclusion of PSY 510 (Advanced Educational Psychology) will include an emphasis on some of the social psychology theories as they apply to education.
- Currently, the school psychology program requires 1 hour of PSY 662 for two semesters (2 credit hours total). The proposal is to increase the required credit hours to 2 hours per semester for a total of 4 credit hours. This change is proposed because currently, for the one-hour practicum, the students are required to spend one full day a week in a school system with a school psychologist, plus meet with the faculty instructor for one hour a week. Increasing the number of credit hours for the course more appropriately reflects the time and work required.
- The proposed 67 hours are still greater than the national certification requirements of 60 hours and the change will benefit the program in other ways:
  - Graduate Studies and Research has a policy limiting graduate students to 12 credit hours per semester if they have a graduate assistantship. As the program is structured now, they must take 13 credit hours for two semesters. By reducing

the required number of hours, the school psychology program will comply with that policy.

- To enhance recruiting efforts, we want to require hours that will be comparable to, not greater than, the other school psychology programs in the state. Currently, WKU's program requires the most graduate hours (tied with ECU) for a school psychology program in Kentucky (ECU = 71; UK = 69; Murray = 66).

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

Fall, 2012

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

Psychology Department 10-14-2011

CEBS Curriculum Committee 11-01-2011

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

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

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 5-3097

**1. Identification of program:**

- 1.1 Current program reference number: 103
- 1.2 Current program title: Alternative Route To Teacher Certification/Master Of Arts In Education: Secondary Education
- 1.3 Credit hours: 30

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

- Change the degree type from the Master of Arts in Education to the Master of Arts in Teaching
- Change the program title: Secondary Education for Initial Certification
- Revise admission requirements
- Revise curriculum

**3. Detailed program description:**

<b>CURRENT PROGRAM</b> <b>Master of Arts in Education</b> <b>Middle Grades (Middle Grades Math &amp; Science) Or Secondary Education</b>	<b>PROPOSED PROGRAM</b> <b>Master of Arts in Teaching: Secondary Education for Initial Certification</b>	
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website at <a href="http://edtech.wku.edu/~teachsvs/alternate_route/index.htm">http://edtech.wku.edu/~teachsvs/alternate_route/index.htm</a>.</p> <p>A recommendation for certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on the Principles of Learning and Teaching. All requirements for certification must be completed within three years of the time of employment by a school district.</p>	<p>The MAT in Secondary Education for Initial Certification leads to initial teacher certification in secondary education (Grades 8-12, 5-12, or P-12, depending on certification area) for qualified individuals with bachelor's degrees and content majors (or equivalent) in approved majors. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching</p>	

	<p>practices to increase student achievement.</p> <p>This program is appropriate for three groups of students: students admitted to GSKyTeach, WKU's cohort program for prospective mathematics and science teachers; students who qualify for Option 6 of Kentucky's Education Professional Standards Board's (EPSB) Alternate Routes to Teacher Certification; and other qualified post-baccalaureate students who have completed the equivalent of an undergraduate major in a certification area approved by Kentucky's EPSB for secondary certification (Grades 8-12, 5-12, or P-12).</p> <p>Students are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.</p> <p>Students who participate in the Alternate Route to Teacher Certification option must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about this Alternate Route to</p>	
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	<p>Teacher Certification may be found on the website for the Office of Teacher Services.</p> <p>Upon successful completion of the MAT in Secondary Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification option will qualify for a Statement of Eligibility for Certification.</p>	
<p><b>Admission Requirements</b></p>	<p><b>Admission Requirements</b></p>	
<p><b>MAE Secondary Education (Alternate Route to Teacher Certification)</b></p> <ol style="list-style-type: none"> <li>1. Completion of content course work in the following: single subject for Secondary Education mathematics and sciences or two of the following mathematics, science, language arts, or social studies. Completion of content course work for secondary certification: art, biology, chemistry, history, music, English, French, German, Spanish, or physics.</li> <li>2. Completion of a baccalaureate degree with an overall undergraduate GPA of 2.5 or higher;</li> <li>3. Passing score on PRAXIS II exams on file before starting program;</li> <li>4. Acceptable GAP score and GRE writing score on file in Graduate Studies before starting program;</li> <li>5. Commitment of employment from a Kentucky school district before beginning program;</li> <li>6. Meet the admission requirements identified by the respective content area;</li> <li>7. Favorable recommendation based on interview by screening committee, which will include a faculty member from the identified content area.</li> </ol> <p><b>MAE Secondary Degree Requirements:</b></p>	<p>Applicants must meet one of the following:</p> <p><b>MAT in Secondary Education for Initial Certification: Program Admission Criteria:</b></p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> <li>• Document completion of a bachelor's degree with a major, or equivalent, in an approved subject area and from an accredited institution.</li> <li>• Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses).</li> <li>• Present a letter of application (including professional goals).</li> <li>• Document a cumulative overall grade point average (GPA) of <b>2.75</b> or above (counting all course work, undergraduate or graduate) <b>OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate or graduate).</b></li> <li>• Submit the following documentation to satisfy partial criteria for admission to Professional Education: references, physical (including TB test), signed code of ethics. In addition, they must meet standardized test requirements for admission to professional education.</li> <li>• Provide qualifying Praxis II score(s), if</li> </ul>	

<p>Required Professional Education Course Components –21 hours</p> <p>Professional Development Component—6 hours  EDU 501 Seminar: Designing Professional Development Plan (2 hrs.)  EDU 596 Portfolio Development and Professional Education Growth Plan (1 hr.)  EDU 590 Advanced Internship (3 hrs.)</p> <p>Educational Psychology Component—3 hours  PSY 511 Psychology of Learning OR  PSY 510 Advanced Educational Psychology</p> <p>Curriculum Component—3 hours  EDU 520 Planning for Instruction</p> <p>Strategies Component—3 hours  EDU 521 Implementing an Instructional Plan</p> <p>Exceptional Education Component—3 hours  EXED 516 Exceptional Child: Perspectives and Issues</p> <p>Research/Assessment Component—3 hours  EDFN 500 Research Methods</p> <p>Content Related Component –9 hours  Courses will be selected from the teaching discipline. The specific selection of courses will be based upon candidate pre-assessment. The course selections must be approved by the candidate's program advisory committee, which will include a representative from the candidate's teaching discipline.</p> <p><b>Total: 30 hours</b></p>	<p>applicable, in the desired certification area.</p> <p><b>OR</b></p> <p><b>GSKyTeach Program Admission Criteria:</b>  Requirements to become a GSKyTeach candidate include the following:</p> <ul style="list-style-type: none"> <li>• A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.</li> <li>• A minimum undergraduate GPA of 2.75.</li> <li>• A GAP score of 2200 (or equivalent): This is based on the GRE score (verbal and quantitative) multiplied by the overall undergraduate GPA.</li> <li>• A score of 3.5 on the Analytical Writing portion of the GRE.</li> <li>• A successful background check.</li> <li>• A passing score on Praxis test in major area (This score may be submitted within the first year of the teacher residency).</li> <li>• A commitment to full attendance and participation in all GSKyTeach coursework and program-related activities.</li> <li>• A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year.</li> </ul>	
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<p><b>GSKyTeach Program Admission Requirements:</b> Requirements to become a GSKyTeach Candidate include the following:</p> <ul style="list-style-type: none"> <li>• A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.</li> <li>• A minimum undergraduate GPA of 2.5.</li> <li>• A GAP score of 2,200: This is based on the GRE score (verbal and quantitative) multiplied by the overall undergraduate GPA.</li> <li>• A score of 3.5 on the Analytical Writing portion of the GRE.</li> <li>• A successful background check.</li> <li>• A passing score on Praxis test in major area (This score may be submitted within the first year of the teacher residency).</li> <li>• A commitment to full attendance and participation in all GSKyTeach coursework and program-related activities.</li> <li>• A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year.</li> </ul>		
<p><b>Degree Requirements – 30 hours</b></p>	<p><b>Program Requirements: 30 - 36 hours</b></p> <ul style="list-style-type: none"> <li>• Selection of specific courses requires advisor approval</li> <li>• Enrollment in SMED courses is restricted to students admitted into the GSKyTeach program</li> </ul>	
<p><b>GSKyTeach:</b> SMED 501: Designing Instructional Sequences in Secondary Math and Science (3 hrs.) SMED 510: Advanced Topics in Knowing and Learning in Mathematics and Science (3 hrs.)</p>	<p><b>Introduction to Professional Education:</b> EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours) OR SMED 501: Designing Instructional Sequences in Secondary Math and Science (3 hrs.)</p>	<p>3</p>

<p>SMED 520: Management for Positive Learning Environments (3 hrs.)  SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)  SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)  SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)  SMED 590: Teacher Internship (8 hrs.)  SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.)  SMED 630: Action Research Seminar (1 hr.)</p> <p>TOTAL: 30 hours</p>	<p><b>Educational Technology:</b>  LME 535: Survey of Educational Technology Practices (3 hrs.)  Not required for GSKyTeach students.</p>	3
	<p><b>Educational Psychology:</b>  PSY 510: Advanced Educational Psychology (3 hrs.) OR  SMED 510: Advanced Topics in Knowing and Learning in Mathematics and Science (3 hrs.)</p>	3
	<p><b>Diversity &amp; Classroom Management:</b>  EDU 522: Fundamentals of Differentiated Instruction (3 hrs.) OR  SMED 520: Management for Positive Learning Environments (3 hrs.)</p>	3
	<p><b>Assessment:</b>  EDU 570: Educational Assessment for All Learners (3 hrs.) OR  SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)</p>	3
	<p><b>Literacy Instruction:</b>  LTCY 510: Course title: Methods of Teaching Literacy to Adolescents (3 hrs.) OR  SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)</p>	3
	<p><b>Research Skills:</b>  TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) OR  EDFN 500: Research Methods (3 hrs.) OR  SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND  SMED 630: Action Research Seminar (1 hour)</p>	3-4
	<p><b>Content Methods Course:</b>  Program-specific content methods course approved by the advisor OR  SMED 589 Science and Mathematics Education Internship Seminar (3 hours)</p>	3
	<p><b>Internship:</b>  EDU 589: Advanced Internship for the MAT (6 hours) OR SMED 590 Teacher</p>	6-8



	Internship (8 hours)	
	<b>Electives:</b> Advisor-approved content electives from the student's teaching discipline selected with advisor approval. Not required for GSKyTeach students. All others must take 6 hours.	0-6
	GSKyTeach students must complete a minimum of 30 total hours. All other students must complete a minimum of 36 total hours.  EDU 589: Advanced Internship for the MAT, or SMED 590 Teacher Internship will serve as the capstone course, and the Teacher Work Sample portfolio will serve as the culminating assessment for the program.	
	<b>Program Total</b>	<b>30-36 hours</b>

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

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master's level. A new degree type, the Master of Arts in Teaching, has been developed for initial certification programs at the master's level, so the present initial certification concentrations and cohort programs, including the alternate route to certification programs, should be moved to the MAT degree. This change will clarify the focus and mission of the MAEs as being for advanced certification and the MATs as being for initial certification.
- The current graduate programs that lead to initial certification will be moved to the new MAT. Therefore, the Alternative Route to Teacher Certification/Master of Arts in Education: Middle Grades/ Secondary will be moved and the name of the program under the MAT will be Secondary Education for Initial Certification.
- A review of similar MAT programs of WKU benchmark universities found admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master's degree level. The separate admission requirements proposed for GSKyTeach students are consistent with the requirements created for this grant-funded pilot program.
- The current Master of Arts in Education (MAE) furthers the knowledge and skills of currently certified teachers. The students in the Master of Arts in Teaching (MAT) will be seeking initial certification, They will have been determined to possess the content knowledge of their certification areas through a review of

their previous course work. . As in the current ARTC-MAE program, the courses needed by MAT students will be those designed to address students' lack of pedagogical knowledge and skills. Few changes in the existing course work are proposed (except for the GSKyTeach students). The proposed changes, which will result in an increase of up to 6 total program hours, include:

- the addition of an educational technology course, an assessment course, and a literacy course;
- substitution of EDU 522 Fundamentals of Differentiated Instruction for EXED 516 Exceptional Child: Perspectives and Issues;
- an increase of 3-5 hours in the internship requirement;
- deletion of EDU 501 and EDU 596; and
- inclusion of a content methods course within the 9 hours of content course work.

The course work for GSKyTeach students is unchanged from what has been required since this program was initiated as a pilot program. All of the proposed curricular changes are intended to provide beginning teachers with the skills that they will need to be successful in the classroom.

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

- Fall 2012, or as soon as all approvals have been attained.

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

School of Teacher Education: 09/09/2011

CEBS Curriculum Committee 11/01/2011

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

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

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

Contact Person: Michael McDonald, michael.mcdonald@wku.edu, 5-3097

**1. Identification of program:**

- 1.1 Current program reference number: 139
- 1.2 Current program title: Alternative Route To Teacher Certification/Master Of Arts In Education: Middle Grades Education
- 1.3 Credit hours: 30

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

- Change the degree type from the Master of Arts in Education to the Master of Arts in Teaching
- Change the program title: Middle Grades Education for Initial Certification
- Revise admission requirements
- Revise curriculum

**3. Detailed program description:**

<b>CURRENT PROGRAM Master of Arts in Education Middle Grades (Middle Grades Math &amp; Science) Or Secondary Education</b>	<b>PROPOSED PROGRAM Master of Arts in Teaching: Middle Grades Education for Initial Certification</b>	
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website at <a href="http://edtech.wku.edu/~teachsvs/alternate_route/index.htm">http://edtech.wku.edu/~teachsvs/alternate_route/index.htm</a>.</p> <p>A recommendation for certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on the Principles of Learning and Teaching. All requirements for certification must be completed within three years of the time of employment by a school district.</p>	<p>The MAT in Middle Grades Education for Initial Certification leads to initial teacher certification in Middle Grades education (Grades 8-12, 5-12, or P-12, depending on certification area) for qualified individuals with bachelor's degrees and content majors (or equivalent) in approved majors. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best</p>	

	<p>teaching practices to increase student achievement.</p> <p>This program is appropriate for three groups of students: students admitted to GSKyTeach, WKU's cohort program for prospective mathematics and science teachers; students who qualify for Option 6 of Kentucky's Education Professional Standards Board's (EPSB) Alternate Routes to Teacher Certification; and other qualified post-baccalaureate students who have completed the equivalent of an undergraduate major in a certification area approved by Kentucky's EPSB for Middle Grades Education (Grades 8-12, 5-12, or P-12).</p> <p>Students are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course's CPIs become a part of the student's portfolio that is reviewed periodically throughout the program.</p> <p>Students who participate in the Alternate Route to Teacher Certification option must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional</p>	
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	<p>information about this Alternate Route to Teacher Certification may be found on the website for the Office of Teacher Services.</p> <p>Upon successful completion of the MAT in Middle Grades Education for Initial Certification and satisfaction of all other certification requirements, students who do not participate in the Alternate Route to Certification option will qualify for a Statement of Eligibility for Certification.</p>	
<p><b>Admission Requirements</b></p>	<p><b>Admission Requirements</b></p>	
<p><b>MAE Middle Grades Education (Alternate Route to Teacher Certification)</b></p> <ol style="list-style-type: none"> <li>1. Completion of content course work in the following: single subject for Middle Grades Education mathematics and sciences or two of the following mathematics, science, language arts, or social studies. Completion of content course work for Middle Grades certification: art, biology, chemistry, history, music, English, French, German, Spanish, or physics.</li> <li>2. Completion of a baccalaureate degree with an overall undergraduate GPA of 2.5 or higher;</li> <li>3. Passing score on PRAXIS II exams on file before starting program;</li> <li>4. Acceptable GAP score and GRE writing score on file in Graduate Studies before starting program;</li> <li>5. Commitment of employment from a Kentucky school district before beginning program;</li> <li>6. Meet the admission requirements identified by the respective content area;</li> <li>7. Favorable recommendation based on interview by screening committee, which will include a faculty member from the</li> </ol>	<p>Applicants must meet one of the following:</p> <p><b>MAT in Middle Grades Education for Initial Certification: Program Admission Criteria:</b></p> <p>To be considered for admission, applicants must:</p> <ul style="list-style-type: none"> <li>• Document completion of a bachelor's degree with a major, or equivalent, in an approved subject area and from an accredited institution.</li> <li>• Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought (If deficiencies are cited the applicant may be required to take additional undergraduate courses).</li> <li>• Present a letter of application (including professional goals).</li> <li>• Document a cumulative overall grade point average (GPA) of <b>2.75</b> or above (counting all course work, undergraduate or graduate) <b>OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate or graduate).</b></li> <li>• Submit the following documentation to satisfy partial criteria for admission to Professional Education: references, physical (including TB test), signed code of ethics. In addition, they must meet standardized test requirements for admission to professional education.</li> </ul>	

<p>identified content area.</p> <p><b>MAE Middle Grades Degree Requirements:</b>  Required Professional Education Course Components –21 hours</p> <p>Professional Development Component—6 hours  EDU 501 Seminar: Designing Professional Development Plan (2 hrs.)  EDU 596 Portfolio Development and Professional Education Growth Plan (1 hr.)  EDU 590 Advanced Internship (3 hrs.)</p> <p>Educational Psychology Component—3 hours  PSY 511 Psychology of Learning OR  PSY 510 Advanced Educational Psychology</p> <p>Curriculum Component—3 hours  EDU 520 Planning for Instruction</p> <p>Strategies Component—3 hours  EDU 521 Implementing an Instructional Plan</p> <p>Exceptional Education Component—3 hours  EXED 516 Exceptional Child: Perspectives and Issues</p> <p>Research/Assessment Component—3 hours  EDFN 500 Research Methods</p> <p>Content Related Component –9 hours  Courses will be selected from the teaching discipline. The specific selection of courses will be based upon candidate pre-assessment. The course selections must be approved by the candidate's program advisory committee, which will include a representative from the candidate's teaching discipline.</p>	<ul style="list-style-type: none"> <li>• Provide qualifying Praxis II score(s), if applicable, in the desired certification area.</li> </ul> <p><b>OR</b></p> <p><b>GSKyTeach Program Admission Criteria:</b>  Requirements to become a GSKyTeach candidate include the following:</p> <ul style="list-style-type: none"> <li>• A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.</li> <li>• A minimum undergraduate GPA of 2.75.</li> <li>• A GAP score of 2200 (or equivalent): This is based on the GRE score (verbal and quantitative) multiplied by the overall undergraduate GPA.</li> <li>• A score of 3.5 on the Analytical Writing portion of the GRE.</li> <li>• A successful background check.</li> <li>• A passing score on Praxis test in major area (This score may be submitted within the first year of the teacher residency).</li> <li>• A commitment to full attendance and participation in all GSKyTeach coursework and program-related activities.</li> <li>• A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year.</li> </ul>	
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<p><b>Total: 30 hours</b></p> <p><b>GSKyTeach Program Admission Requirements:</b>  Requirements to become a GSKyTeach Candidate include the following:</p> <ul style="list-style-type: none"> <li>• A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.</li> <li>• A minimum undergraduate GPA of 2.5.</li> <li>• A GAP score of 2,200: This is based on the GRE score (verbal and quantitative) multiplied by the overall undergraduate GPA.</li> <li>• A score of 3.5 on the Analytical Writing portion of the GRE.</li> <li>• A successful background check.</li> <li>• A passing score on Praxis test in major area (This score may be submitted within the first year of the teacher residency).</li> <li>• A commitment to full attendance and participation in all GSKyTeach coursework and program-related activities.</li> <li>• A willingness to teach three years in Jefferson County Schools after completion of the GSKyTeach residency year.</li> </ul>		
<p><b>Degree Requirements – 30 hours</b></p>	<p><b>Program Requirements: 30 - 36 hours</b></p> <ul style="list-style-type: none"> <li>• Selection of specific courses requires advisor approval</li> <li>• Enrollment in SMED courses is restricted to students admitted into the GSKyTeach program</li> </ul>	
<p><b>GSKyTeach:</b>  SMED 501: Designing Instructional Sequences in Middle Grades Math and Science (3 hrs.) SMED 510: Advanced Topics in Knowing and Learning in Mathematics and Science (3 hrs.)</p>	<p><b>Introduction to Professional Education:</b>  EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours) OR  SMED 501: Designing Instructional Sequences in Middle Grades Math and Science (3 hrs.)</p>	<p>3</p>

<p>SMED 520: Management for Positive Learning Environments (3 hrs.)  SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)  SMED 560: Developing Professional Learning Communities for Instructional Improvement (3 hrs.)  SMED 589: Science and Mathematics Education Internship Seminar (3 hrs.)  SMED 590: Teacher Internship (8 hrs.)  SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.)  SMED 630: Action Research Seminar (1 hr.)</p> <p>TOTAL: 30 hours</p>	<p><b>Educational Technology:</b>  LME 535: Survey of Educational Technology Practices (3 hrs.)  Not required for GSKyTeach students.</p>	3
	<p><b>Educational Psychology:</b>  PSY 510: Advanced Educational Psychology (3 hrs.) OR  SMED 510: Advanced Topics in Knowing and Learning in Mathematics and Science (3 hrs.)</p>	3
	<p><b>Diversity &amp; Classroom Management:</b>  EDU 522: Fundamentals of Differentiated Instruction (3 hrs.) OR  SMED 520: Management for Positive Learning Environments (3 hrs.)</p>	3
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	<p><b>Literacy Instruction:</b>  LTCY 510: Course title: Methods of Teaching Literacy to Adolescents (3 hrs.) OR  SMED 530: Literacy Support for Diverse Learners in Mathematics and Science (3 hrs.)</p>	3
	<p><b>Research Skills:</b>  TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) OR  EDFN 500: Research Methods (3 hrs.) OR  SMED 620: Collaborative Research to Improve Mathematics and Science Teaching (3 hrs.) AND  SMED 630: Action Research Seminar (1 hour)</p>	3-4
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	Internship (8 hours)	
	<b>Electives:</b> Advisor-approved content electives from the student's teaching discipline selected with advisor approval. Not required for GSKyTeach students. All others must take 6 hours.	0-6
	GSKyTeach students must complete a minimum of 30 total hours. All other students must complete a minimum of 36 total hours.  EDU 589: Advanced Internship for the MAT, or SMED 590 Teacher Internship will serve as the capstone course, and the Teacher Work Sample portfolio will serve as the culminating assessment for the program.	
	<b>Program Total</b>	<b>30-36 hours</b>

#### 4. Rationale for the proposed program change:

- With the recent development of the Teacher Leader MAE programs for advanced certification, a program revision is needed for initial certification at the master's level. A new degree type, the Master of Arts in Teaching, has been developed for initial certification programs at the master's level, so the present initial certification concentrations and cohort programs, including the alternate route to certification programs, should be moved to the MAT degree. This change will clarify the focus and mission of the MAEs as being for advanced certification and the MATs as being for initial certification.
- The current graduate programs that lead to initial certification will be moved to the new MAT. Therefore, the Alternative Route to Teacher Certification/Master of Arts in Education: Middle Grades/ Secondary will be moved and the name of the program under the MAT will be Middle Grades Education for Initial Certification.
- A review of similar MAT programs of WKU benchmark universities found admission requirements similar to those proposed here. Further, the proposed admission requirements were created considering the needs of possible candidates for initial certification at the master's degree level. The separate admission requirements proposed for GSKyTeach students are consistent with the requirements created for this grant-funded pilot program.
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possess the content knowledge of their certification areas through a review of their previous course work. . As in the current ARTC-MAE program, the courses needed by MAT students will be those designed to address students' lack of pedagogical knowledge and skills. Few changes in the existing course work are proposed (except for the GSKyTeach students). The proposed changes, which will result in an increase of up to 6 total program hours, include:

- the addition of an educational technology course, an assessment course, and a literacy course;
- substitution of EDU 522 Fundamentals of Differentiated Instruction for EXED 516 Exceptional Child: Perspectives and Issues;
- an increase of 3-5 hours in the internship requirement;
- deletion of EDU 501 and EDU 596; and
- inclusion of a content methods course within the 9 hours of content course work.

The course work for GSKyTeach students is unchanged from what has been required since this program was initiated as a pilot program. All of the proposed curricular changes are intended to provide beginning teachers with the skills that they will need to be successful in the classroom.

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

- Fall 2012, or as soon as all approvals have been attained.

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

School of Teacher Education: 09/09/2011

CEBS Curriculum Committee 10/01/2011

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

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

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

Contact Person: Rico Tyler, rico.tyler@wku.edu, (270) 745-4707

**1. Identification of proposed course:**

- 1.1 Course prefix and number: SMED 300
- 1.2 Course title: Middle Grades Science Skills and Methods
- 1.3 Abbreviated course title: Middle Grade Science Skills and Methods
- 1.4 Credit hours and contact hours: 3.0/3.0
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: Math 117 and 9 hours of science
- 1.7 Course catalog listing:  
Laboratory-based introduction to the science skills and methods needed by middle school teachers.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
Middle grades science pre-service teachers in the SKyTeach program do not have a course that teaches, practices, and builds upon fundamental science technical skills including using measurement equipment, recording data, creating and interpreting graphs, designing experiments and controlling variables. State and national standards describe developmentally appropriate science skills that students need to succeed in secondary and post-secondary science courses. Current data suggest that many pre-service and in-service teachers lack enough understanding of many science skills to teach them to middle grade students. Middle grades science pre-service students score a letter grade lower than other pre-service students in SMED 360 Research Methods; over the past six semesters, the average GPA is 3.7 and 2.4, respectively for pre-service secondary students and pre-service middle grades students. The results of a recent NSF funded study of area middle grade science teachers also support this conclusion. Pre-service secondary science teacher candidates master these skills as part of a progression of lower and upper division courses within a single department. In the current Middle School Science Education program middle grade science teaching coursework is spread among four different departments, creating gaps in the breath and depth of science skills content. SMED 300 extends upon the skill sets learned in the introductory courses that would otherwise not be developed.
- 2.2 Projected enrollment in the proposed course:  
Based on past enrollments and current trends in the SKyTeach program, we expect 40 students per year to enroll.

- 2.3 Relationship of the proposed course to courses now offered by the department: SMED 360: Research Methods covers several science skills. However, SMED 360 addresses advanced topics in experimental research design. The proposed SMED 300 covers fundamental technical skills that students will later apply in SMED 360. ELED 406: Elementary Science Methods is a pedagogy course and does not cover science skills.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Department of Physics and Astronomy offer ASTR 405: Astronomy for Teachers and PHYS 410: Physics for Teachers. Both of these courses cover specific subject area content. Neither of these courses have a significant content overlap with SMED 300.
- 2.5 Relationship of the proposed course to courses offered in other institutions: EDC 348: Teaching Science in the Middle School taught at the University of Kentucky, EDTP 409: Middle School Science Methods at U of L and MID 372: Laboratory in Teaching Science: Middle School taught at Murray State are all science pedagogy courses and do not teach basic science skills.

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

- 3.1 Course objectives: At the conclusion of this course students will be able to:
- Make a variety of direct and indirect measurements using a range of traditional and digital equipment,
  - Design and conduct simple experiments.
  - Collect and properly record data.
  - Create and interpret graphs.
  - Perform basic analysis of data.
  - Design and teach middle grade appropriate lessons incorporating these skills.
- 3.2 Content outline:
- Science skills in state and national standards
  - Use and care of laboratory measuring equipment such as meter sticks, graduated cylinders, stopwatches, triple beam and digital balances, thermometers, multimeters, computer based probes, cameras, video cameras and other equipment
  - Considering accuracy, precision and significant figures when making and using measurements
  - Creating and using graphs by traditional and software-based methods
  - Making indirect measurements
  - Designing experiments and controlling variables
  - Creating lessons that incorporate middle grade science skills
  - Creating lessons that incorporate literacy standards in student writing and presentations

3.3 Student expectations and requirements: Students will be assessed in a variety of ways including:

- Student lab activity reports
- Student experiment proposals
- Quizzes and other formal assessments
- Student presentations
- Instructor observations
- Student designed lesson plans
- Peer and field teaching evaluations

3.4 Tentative texts and course materials  
Course packets of selected readings prepared by the instructor

**4. Resources:**

- 4.1 Library resources: See attached library resource form.  
4.2 Computer resources: No new additional resources required

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current SKyTeach faculty  
5.2 Special equipment needed: None  
5.3 Expendable materials needed: Initially funded through SKyTeach  
5.4 Laboratory materials needed: Initially funded through SKyTeach

**6. Proposed term for implementation:** Fall 2012

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

School of Teacher Education:	<u>10/14/2011</u>
CEBS Curriculum Committee	<u>11/01/2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Library Resources Form**

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

Contact Person: Rico Tyler, rico.tyler@wku.edu, (270) 745-4707

**1. Identification of proposed course:**

- 1.1 Course prefix and number: SMED 400
- 1.2 Course title: Applying Middle Grade Science Across Disciplines
- 1.3 Abbreviated course title: Applying Middle Grade Science Across Disciplines
- 1.4 Credit hours and contact hours: 3.0/3.0
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: Math 117 and 15 hours of science
- 1.7 Course catalog listing:  
Introduction to the knowledge and skills needed to create middle grades science lessons that incorporate content and real world examples from different disciplines.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
Middle grade science teacher course work is spread among four different science departments. This makes it difficult for students to acquire a deep understanding of how different science disciplines are related and apply in real world situations. Both of these topics are currently an important part of middle grades science teaching and will become even more important when the Next Generation Science Standards are introduced. A recent NSF funded study of middle grade science teachers in the WKU service area reported that a majority of middle grade science teachers used few, if any real world examples in their teaching. This finding is supported by anecdotal reports from KTIP observations. This course will give students the knowledge and experience they need to teach and assess rigorous, interdisciplinary science lessons that use real world examples of science combined with content from different science disciplines.
- 2.2 Projected enrollment in the proposed course:  
Based on past enrollments and current trends in the SKyTeach program, we expect 40 students per year to enroll.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
SMED 340: Perspectives in Science and Mathematics provides middle grade science teacher candidates with an understanding of historical perspectives in

science but it does not address real world applications of science that SMED 400 will.

- 2.4 Relationship of the proposed course to courses offered in other departments: PHYS 410: Physics for Teachers and ASTR 405: Astronomy for teachers can include real world applications. Neither course includes any interdisciplinary material nor do the courses specifically cover unit and assessment design.
- 2.5 Relationship of the proposed course to courses offered in other institutions: EDC 348: Teaching Science in the Middle School taught at the University of Kentucky, EDTP 409: Middle School Science Methods at U of L and MID 372: Laboratory in Teaching Science: Middle School taught at Murray State are all science pedagogy courses and do not address applications of science or the connections between different scientific disciplines.

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

#### **3.1 Course objectives:**

The student will be able to:

- Identify and explain the biology, earth and space science and physical science concepts that apply in a range of real world applications and phenomena
- Select and design laboratory, project based and other experiences that use real world applications and phenomena
- Create and teach lessons that use real world examples to improve student learning
- Design lessons that incorporate literacy skills
- Use real world examples to create higher order assessments

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

- Cross cutting and interdisciplinary skills in state and national standards
- Explaining real world and applied science issues using content from different disciplines
- Creating lessons using real world examples and content from different disciplines
- Selecting, adapting and designing laboratory experiences and projects
- Higher order assessment of interdisciplinary lessons

#### **3.3 Student expectations and requirements: Students will be assessed in a variety of ways including:**

- Quizzes and other formal assessments
- Student designed lesson plans
- Peer and field teaching evaluations
- Student lab activity reports
- Student presentations
- Student designed lesson plans

- Instructor observations

3.4 Tentative texts and course materials  
Course packets of selected readings prepared by the instructor

**4. Resources:**

- 4.1 Library resources: See attached library resource form
- 4.2 Computer resources: No new additional resources required

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current SKyTeach faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: Initially funded through SKyTeach
- 5.4 Laboratory materials needed: Initially funded through SKyTeach

**6. Proposed term for implementation:** Fall 2012

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

School of Teacher Education:	<u>10/14/2011</u>
CEBS Curriculum Committee	<u>11/01/2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Library Resources Form**



**Proposal date: 10/3/2011**

**Memorandum  
Proposal to Change Course Prefix (Physical Education)  
(Information Item)**

**TO:** Undergraduate Curriculum Committee

**FROM:** Sponsoring Unit: College of Health and Human Services  
Department: Kinesiology, Recreation and Sport  
Contact Person's Name: Elizabeth Pyle  
Contact Person's Email: elizabeth.pyle@wku.edu  
Contact Person's Phone: 745-5123

**CHANGE:** Current Course Prefix: PE  
Proposed Course Prefix: PETE (Physical Education – Teacher Education)

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE PREFIX:**

**PETE 322 Field Experience I**

**PETE 415 Field Experience II**

**RATIONALE:** To make a distinct separation between the field experiences required for the teacher certification concentration and those practicum experiences required for the non-certification concentration. This distinction will help eliminate students' confusion between courses required for teacher certification and those in the non-certification concentration.

**DATE OF IMPLEMENTATION:** Fall 2012

**Attachment:** Course Inventory Form

Proposal Date: 10/3/2011

**College of Health and Human Services  
Department of Kinesiology, Recreation, and Sport  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Elizabeth Pyle; [elizabeth.pyle@wku.edu](mailto:elizabeth.pyle@wku.edu); 745-5123

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: PETE 322
- 1.2 Course title: Field Experience in Physical Education I
- 1.3 Credit hours: 2

**2. Current course catalog listing:**

Field-based experiences in Early and Middle Childhood emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills.

**3. Proposed course catalog listing:**

Field-based experience in elementary school physical education emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills in an elementary school context.

**4. Rationale for revision of the course catalog listing:**

Since this field experience is intended for teacher certification in physical education the language should reflect that these experiences are in a school setting.

**5. Proposed term for implementation:**

Fall 2012

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

KRS Department:

October 3, 2011

CHHS Undergraduate Curriculum Committee

October 31, 2011

Professional Education Council

\_\_\_\_\_

Undergraduate Curriculum Committee

\_\_\_\_\_

University Senate



**Attachment: Course Inventory Form**

**College of Health and Human Services  
Department of Kinesiology, Recreation and Sport  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Elizabeth Pyle; [elizabeth.pyle@wku.edu](mailto:elizabeth.pyle@wku.edu); 745-5123

**1. Identification of course:**

- 1.1 Current course prefix and number: PETE 415
- 1.2 Course title: Field Experience in Physical Education II
- 1.3 Credit hours: 2

**2. Revise course title:**

- 2.1 Current course title: n/a
- 2.2 Proposed course title: n/a
- 2.3 Proposed abbreviated title: n/a
- 2.4 Rationale for revision of course title: n/a

**3. Revise course number:**

- 3.1 Current course number: n/a
- 3.2 Proposed course number: n/a
- 3.3 Rationale for revision of course number: n/a

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites: none
- 4.2 Proposed prerequisites: Students in the PETE concentration must meet all requirements for admission into the teacher education program and be admitted into teacher education prior to registering for PETE 415.
- 4.3 Rationale for revision of course prerequisites: To make it perfectly clear that admittance into teacher education must be completed prior to this class
- 4.4 Effect on completion of major/minor sequence: none

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
Field-based experiences in adolescent/young adulthood emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills.
- 5.2 Proposed course catalog listing:

Field-based experience in secondary physical education emphasizing the abilities to understand, recognize, analyze, and demonstrate a range of teaching skills in a secondary school context.

- 5.3 Rationale for revision of course catalog listing: Since this field experience is intended for teacher certification in physical education the language should reflect that these experiences are in a school setting.

**6. Revise course credit hours:**

- 6.1 Current course credit hours: n/a
- 6.2 Proposed course credit hours: n/a
- 6.3 Rationale for revision of course credit hours: n/a

**7. Proposed term for implementation: Fall 2012**

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

KRS Department: October 3, 2011

CHHS Undergraduate Curriculum Committee October 31, 2011

Professional Education Council \_\_\_\_\_

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

**Attachment: Course Inventory Form**

**College of Health & Human Services  
Department of Kinesiology, Recreation & Sport  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Elizabeth Pyle; [elizabeth.pyle@wku.edu](mailto:elizabeth.pyle@wku.edu); 745-5123

**1. Identification of program:**

- 1.1 Current program reference number: 587
- 1.2 Current program title: Bachelor of Science in Physical Education
- 1.3 Credit hours: 73 hour major (48 hours in core plus 25 hours in concentration)

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

- Modify the Physical Education major
  - Revise Core Curriculum
  - Remove PETE 322 and PETE 415 from core
  - Add PETE 322 and PETE 415 specific to PETE concentration (teacher certification)
  - Add PEMS 326 and PEMS 426 specific to PEMS concentration (non-certification)
  - Remove PE 325 from core and add PE 483 to core

**3. Detailed program description:**

**Current Program**

**Proposed Program**

Current Program	Proposed Program
<p>Program Description (WKU catalog)</p> <p>The major in Physical Education (reference number 587) is designed to develop positive teaching skills in physical activity and to meet the needs for the development of qualified teachers in public/private schools or business settings or community agencies. The major requires 73 semester hours leading to a Bachelor of Science in Physical Education. Students, who complete the professional education requirements with Physical Education Teacher Education concentration, may be certified in the teacher education program. Students in the Physical Education major must complete the following core courses: PE 111, 121, 122, 123, 211, 212, 220, 222, 223, 300, 310, 311, 313, 314, 319, 320, <b>322</b>, 324, <b>325</b>, <b>415</b>, and 416.</p>	<p>New Program Description</p> <p>The major in Physical Education (reference number 587) is designed to develop positive teaching skills in physical activity and to meet the needs for the development of qualified teachers in public/private schools or business settings or community agencies. The major requires 73 semester hours leading to a Bachelor of Science in Physical Education. Students, who complete the professional education requirements with the physical education teacher education concentration, may be certified in the teacher education program. Students in the physical education major must complete the following core courses: PE 111, 121, 122, 123, 211, 212, 220, 222, 223, 300, 310, 311, 313, 314, 319, 320, 324, <b>483</b> and 416. BIOL 131 is a prerequisite for PE</p>

BIOL 131 is a prerequisite for PE 310 and 311. Students need to select one of the two concentrations: 1) Physical Education Teacher Education, or 2) Physical Education Movement Studies (Non-Certification). The Physical Education Teacher Education concentration requires: EDU 250, EXED 330, PSY 310, SEC 478, SEC 489, ELED 490, and SEC 490 (25 hours). The Physical Education Movement Studies (Non-Certification) concentration requires 25 total hours (half of which must be at the 300-400 level) with 12 hours of advisor approved electives and 13 hours from the following: SFTY 171, FACS 111, PH 381, PH 467, PH 385, PH 390 and PH 456. Students majoring in Physical Education are required to meet with their advisor before enrolling for the next semester. A Health Education minor is recommended for all Physical Education Teacher Education majors. Students must maintain a “C” or better in each course in the major.

310 and 311. Students need to select one of the two concentrations: 1) Physical Education Teacher Education, or 2) Physical Education Movement Studies (non-certification). The Physical Education Teacher Education concentration requires the following **29 hours: PETE 322, PETE 415**, EDU 250, EXED 330, PSY 310, SEC 478, SEC 489, ELED 490, and SEC 490. The Physical Education Movement Studies (Non-Certification) concentration **requires 29** total hours (half of which must be at the 300- or 400-level); **PEMS 326 and PEMS 426 are required for this concentration.** In addition, 12 hours of advisor approved electives and 13 hours from the following: SFTY 171, FACS 111, PH 381, PH 467, PH 385, PH 390, and PH 456. PEMS 326 and PEMS 426 are required for this concentration. Students majoring in physical education are required to meet with their advisor before enrolling for the next semester. A health education minor is recommended for all physical education teacher education majors.

Students must maintain a “C” or better in all coursework for this major. **Students in the Physical Education-Teacher Education concentration must meet all requirements for admission into the teacher education program and be admitted into teacher education prior to registering for PETE 415 and SEC 478.**

**Current Program**

**Proposed Program**

<u>Physical Education (Teacher Education)</u>				<u>Physical Education (Teacher Education)</u>			
PE	111	Movement Themes and Concepts I	2	PE	111	Movement Themes and Concepts I	2
PE	121	Dance & Rhythm. Act.	2	PE	121	Dance & Rhythm. Act.	2
PE	122	Foundations of Kinesiology	3	PE	122	Foundations of Kinesiology	3
PE	123	Movement Themes and Concepts II	2	PE	123	Movement Themes and Concepts II	2
PE	211	Net/Wall & Target Sports	2	PE	211	Net/Wall & Target Sports	2
PE	212	Striking/Fielding & Inv. Sp	2	PE	212	Striking/Fielding & Inv. Sports	2
PE	220	Skill Progression and Assessment	2	PE	220	Skill Progression and Assessment	2

PE	222	Fitness/Wellness Applications	2	PE	222	Fitness/Wellness Applications	2
PE	223	Introduction to Teaching Phys. Ed	3	PE	223	Introduction to Teaching Phys. Ed	3
PE	300	Outdoor Education Act.	2	PE	300	Outdoor Education Act.	2
PE	310	Kinesiology	3	PE	310	Kinesiology	3
PE	311	Exercise Physiology	3	PE	311	Exercise Physiology	3
PE	313	Motor Development	3	PE	313	Motor Development	3
PE	314	Physical Education Curriculum	3	PE	314	Physical Education Curriculum	3
PE	319	Adapted Physical Education	3	PE	319	Adapted Physical Education	3
PE	320	Methods in Early & Middle Childhood Physical Education	2	PE	320	Methods in Early & Middle Childhood Physical Education	2
<b>PE</b>	<b>322</b>	<b>Field Experience in Physical Ed. I</b>	<b>2</b>				
PE	324	Evaluation in P.E.	3	PE	324	Evaluation in P.E.	3
PE	<b>325*</b>	<b>Applied Exercise Physiology*</b>	<b>1*</b>	<b>PE</b>	<b>483</b>	<b>Technology Application in Phys. Ed</b>	<b>1</b>
<b>PE</b>	<b>415</b>	<b>Field Experience in Physical Ed. II</b>	<b>2</b>				
PE	416	Special Topics in Physical Education	1	PE	416	Special Topics in Physical Education	1
		<b>Total Core</b>	<b>48</b>			<b>Total Core</b>	<b>44</b>
		Teacher Education Concentration				Teacher Education Concentration	
				<b>PETE</b>	<b>322</b>	<b>Field Experience in PE I</b>	<b>2</b>
				<b>PETE</b>	<b>415</b>	<b>Field Experience in PE II</b>	<b>2</b>
EDU	250	Introduction to Teacher Education	3	EDU	250	Introduction to Teacher Education	3
PSY	310	Educ. Psy. Dev. and Learning	3	PSY	310	Educ. Psy. Dev. and Learning	3
EXED	330	Intro to Except. Ed. and Div.	3	EXED	330	Intro to Except. Ed. and Div.	3
SEC	478	Teaching Physical Education	3	SEC	478	Teaching Physical Education	3
SEC	489	Student Teaching Seminar	3	SEC	489	Student Teaching Seminar	3
SEC	490	Student Teaching	5	SEC	490	Student Teaching	5
ELED	490	Student Teaching Elementary	5	ELED	490	Student Teaching Elementary	5
		<b>Total -Teacher Education</b>	<b>25</b>			<b>Total - Teacher Education</b>	<b>29</b>
		Core + Concentration	73			Core + Concentration	73
		<u>Physical Education Movement Studies (Non-Certification)</u>				<u>Physical Education Movement Studies (Non-Certification)</u>	
		<b>Total Core</b>	<b>48</b>			<b>Total Core</b>	<b>44</b>
		Movement Studies Concentration				Movement Studies Concentration	
				<b>PEMS</b>	<b>326</b>	<b>Movement Studies Practicum I</b>	<b>2</b>
				<b>PEMS</b>	<b>426</b>	<b>Movement Studies Practicum II</b>	<b>2</b>
		From the following courses:	13			From the following courses:	13
SFTY	171	Safety and First Aid (1)		SFTY	171	Safety and First Aid (1)	



FACS	111	Human Nutrition (3 credits)		FACS	111	Human Nutrition (3 credits)	
PH	381	Community Health (3 credits)		PH	381	Community Health (3 credits)	
PH	467	Drug Abuse Education (3 credits)		PH	467	Drug Abuse Education (3 credits)	
PH	385	Environmental Health (3 credits)		PH	385	Environmental Health (3 credits)	
PH	390	Wellness and Fitness Assessment (3 credits)		PH	390	Wellness and Fitness Assessment (3 credits)	
PH	456	Independent Study (3 credits)		PH	456	Independent Study (3 credits)	
		Approved Electives	12			Approved Electives	12
<b>Total</b>		<b>Physical Education Movement Studies (Non-Certification)</b>	<b>25</b>	<b>Total</b>		<b>Physical Education Movement Studies (Non-Certification)</b>	<b>29</b>
		Core + Concentration	73			Core + Concentration	73

- **Explanation of asterisk\* PE 325 – inadvertently a previous course number was used; the original program revision was written and passed with PE 325 titled as Technology Application in Phys. Ed for 1 hour credit. It was just recently discovered that PE 325 is an old course titled Applied Exercise Physiology for 3 credit hours, and that PE 483 titled Technology Application in Physical Education for 1 credit hour is still an active course in Banner.**

**4. Rationale for the proposed program change:** To delineate the exact field experience and practicum requirements for each concentration thus eliminating any potential confusion. Correction of error regarding course number and title PE 385/483.

**5. Proposed term for implementation:** Fall 2012

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

KRS Department: October 3, 2011

CHHS Undergraduate Curriculum Committee October 31, 2011

Professional Education Council \_\_\_\_\_

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

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

**Attachment: Program Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Name, Nezam Iraniparast, email, nezam.iraniparast@wku.edu phone:56218

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: MATH 498
- 1.2 Course title: Senior Seminar
- 1.3 Credit hours: 3

**2. Proposed course credit hours: 1-3**

**3. Rationale for the revision of course credit hours:**

MATH 498 was originally 1 credit hour. Effective Spring 2012, the number of credit hours for MATH 498 increased to 3 at the same time that the number of hours in the each of the mathematics major programs that require it was increased as part of the program revision process. However, for students entering prior to this year, students were required to have at least six hours at the 400-level. Since MATH 498 was only one credit hour, students had to take two other MATH 400 courses. With the change from one to three credit hours, students entering prior to this year can now graduate with MATH 498 plus just one more course at 400 - level, because this will give them the 6 hours they need. This was not the original intent of the program. Furthermore, some of these students were planning on taking the course as a one-credit class. By changing it to three credits, some of these students will be over the maximum allowable credit hours in a semester potentially affecting their graduation date. Allowing MATH 498 to be a variable credit-hour course will ensure that the students entering prior to fall 2011 can graduate with their intended program without affecting their date of graduation. If the catalog year is 2010 or earlier the student will receive one credit hour and students with the catalog year 2011 and after will receive 3 credit hours.

**4. Proposed term for implementation: Spring 2012**

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

Mathematics and Computer Science Department: Sept. 30, 2011

OCSE Curriculum Committee Oct. 13, 2011

Professional Education Council \_\_\_\_\_

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

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

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 305
- 1.2 Course title: Introduction to Mathematical Modeling
- 1.3 Credit hours: 3

**2. Current prerequisites: MATH 137**

**3. Proposed prerequisites: MATH 137 with a grade of C or better**

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 305, the faculty proposes that the phrase "with a grade of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence: None**

**6. Proposed term for implementation: Fall 2012**

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

Mathematics Department: September 30, 2011

OCSE Curriculum Committee November 3, 2011

Professional Education Council \_\_\_\_\_

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

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

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
 Department of Mathematics  
 Proposal to Revise Course Prerequisites  
 (Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 310
- 1.2 Course title: INTRODUCTION TO DISCRETE MATHEMATICS
- 1.3 Credit hours: 3

**2. Current prerequisites: MATH 137**

**3. Proposed prerequisites: MATH 137 with a grade of C or better**

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 310, the faculty proposes that the phrase "with a grade of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence: None**

**6. Proposed term for implementation: Fall 2012**

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 315
- 1.2 Course title: THEORY OF NUMBERS
- 1.3 Credit hours: 3

**2. Current prerequisites: MATH 307**

**3. Proposed prerequisites: MATH 307 with a grade of C or better**

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 315, the faculty proposes that the phrase "with a grade of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence: None**

**6. Proposed term for implementation: Fall 2012**

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 317
- 1.2 Course title: INTRODUCTION TO ALGEBRAIC SYSTEMS
- 1.3 Credit hours: 3

**2. Current prerequisites:** MATH 307 and MATH 310

**3. Proposed prerequisites:** MATH 307 and MATH 310 with grades of C or better

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 317, the faculty proposes that the phrase "with grades of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence:** None

**6. Proposed term for implementation:** Fall 2012

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 323
- 1.2 Course title: GEOMETRY I
- 1.3 Credit hours: 3

**2. Current prerequisites: MATH 307**

**3. Proposed prerequisites: MATH 307 with a grade of C or better**

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 323, the faculty proposes that the phrase "with a grade of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence: None**

**6. Proposed term for implementation: Fall 2012**

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**



**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 331
- 1.2 Course title: DIFFERENTIAL EQUATIONS
- 1.3 Credit hours: 3

**2. Current prerequisites: MATH 137**

**3. Proposed prerequisites: MATH 137 with a grade of C or better**

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 137, the faculty proposes that the phrase "with a grade of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence: None**

**6. Proposed term for implementation: Fall 2012**

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
 Department of Mathematics  
 Proposal to Revise Course Prerequisites  
 (Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 382
- 1.2 Course title: PROBABILITY AND STATISTICS I
- 1.3 Credit hours: 3

**2. Current prerequisites:** MATH 310

**3. Proposed prerequisites:** MATH 310 with a grade of C or better

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 382, the faculty proposes that the phrase "with a grade of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence:** None

**6. Proposed term for implementation:** Fall 2012

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 398
- 1.2 Course title: SEMINAR
- 1.3 Credit hours: 3

**2. Current prerequisites:** MATH 237

**3. Proposed prerequisites:** MATH 237 with a grade of C or better

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 398, the faculty proposes that the phrase "with a grade of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence:** None

**6. Proposed term for implementation:** Fall 2012

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 405
- 1.2 Course title: NUMERICAL ANALYSIS I (CS 405)
- 1.3 Credit hours: 3

**2. Current prerequisites:** MATH 237 or 307 or 310, and CS 180 or CS 230

**3. Proposed prerequisites:** MATH 237 or 307 or 310, and CS 180 or CS 230 with grades of C or better

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 405, the faculty proposes that the phrase "with grades of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence:** None

**6. Proposed term for implementation:** Fall 2012

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 406
- 1.2 Course title: NUMERICAL ANALYSIS II
- 1.3 Credit hours: 3

**2. Current prerequisites:** MATH 237, 307, 331, and either MATH 405 or CS 405

**3. Proposed prerequisites:** MATH 237, 307, 331, and either MATH 405 or CS 405 all with grades of C or better

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 406, the faculty proposes that the phrase "with grades of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence:** None

**6. Proposed term for implementation:** Fall 2012

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 415
- 1.2 Course title: ALGEBRA AND NUMBER THEORY
- 1.3 Credit hours: 3

**2. Current prerequisites:** MATH 315 or 317

**3. Proposed prerequisites:** MATH 315 or 317 with a grade of C or better

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 415, the faculty proposes that the phrase "with a grade of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence:** None

**6. Proposed term for implementation:** Fall 2012

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 417
- 1.2 Course title: ALGEBRAIC SYSTEMS
- 1.3 Credit hours: 3

**2. Current prerequisites:** MATH 317

**3. Proposed prerequisites:** MATH 317 with a grade of C or better

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 417, the faculty proposes that the phrase "with a grade of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence:** None

**6. Proposed term for implementation:** Fall 2012

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

Mathematics Department: September 30, 2011

OCSE Curriculum Committee November 3, 2011

Professional Education Council \_\_\_\_\_

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

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

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 423
- 1.2 Course title: GEOMETRY II
- 1.3 Credit hours: 3

**2. Current prerequisites:** MATH 323

**3. Proposed prerequisites:** MATH 323 with a grade of C or better

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 423, the faculty proposes that the phrase "with a grade of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence:** None

**6. Proposed term for implementation:** Fall 2012

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

Mathematics Department: September 30, 2011

OCSE Curriculum Committee November 3, 2011

Professional Education Council \_\_\_\_\_

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

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

**Attachment: Course Inventory Form**



**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 431
- 1.2 Course title: INTERMEDIATE ANALYSIS I
- 1.3 Credit hours: 3

**2. Current prerequisites: MATH 337**

**3. Proposed prerequisites: MATH 337 with a grade of C or better**

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 431, the faculty proposes that the phrase "with a grade of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence: None**

**6. Proposed term for implementation: Fall 2012**

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 435
- 1.2 Course title: PARTIAL DIFFERENTIAL EQUATIONS
- 1.3 Credit hours: 3

**2. Current prerequisites:** MATH 237, 307, and 331

**3. Proposed prerequisites:** MATH 237, 307, and 331 all with grades of C or better

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 435, the faculty proposes that the phrase "with grades of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence:** None

**6. Proposed term for implementation:** Fall 2012

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 439
- 1.2 Course title: TOPOLOGY I
- 1.3 Credit hours: 3

**2. Current prerequisites:** MATH 317 or permission of instructor

**3. Proposed prerequisites:** MATH 317 with a grade of C or better, or permission of instructor

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 439, the faculty proposes that the phrase "with grades of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence:** None

**6. Proposed term for implementation:** Fall 2012

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 450
- 1.2 Course title: COMPLEX VARIABLES
- 1.3 Credit hours: 3

**2. Current prerequisites: MATH 237**

**3. Proposed prerequisites: MATH 237 with a grade of C or better**

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 450, the faculty proposes that the phrase "with a grade of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence: None**

**6. Proposed term for implementation: Fall 2012**

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 470
- 1.2 Course title: INTRODUCTION TO OPERATIONS RESEARCH
- 1.3 Credit hours: 3

**2. Current prerequisites:** MATH 237 and 307

**3. Proposed prerequisites:** MATH 237 and 307 with grades of C or better

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 470, the faculty proposes that the phrase "with grades of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence:** None

**6. Proposed term for implementation:** Fall 2012

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

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 482
- 1.2 Course title: PROBABILITY AND STATISTICS II
- 1.3 Credit hours: 3

**2. Current prerequisites:** MATH 237 and 382

**3. Proposed prerequisites:** MATH 237 and 382 with grades of C or better

**4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 482, the faculty proposes that the phrase "with grades of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

**5. Effect on completion of major/minor sequence:** None

**6. Proposed term for implementation:** Fall 2012

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

Mathematics Department: September 30, 2011

OCSE Curriculum Committee November 3, 2011

Professional Education Council \_\_\_\_\_

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

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

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Nezam Iraniparast, email: nezam.iraniparast@wku.edu, phone: 56218

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: MATH 498
  - 1.2 Course title: SENIOR SEMINAR
  - 1.3 Credit hours: 3
- 2. Current prerequisites:** MATH 237 and 317, and senior standing or permission of instructor
- 3. Proposed prerequisites:** MATH 237 and 317 with grades of C or better, and senior standing or permission of instructor
- 4. Rationale for the revision of prerequisites:**

Currently, students majoring in mathematics are required to earn a grade of C or better in each course listed as a prerequisite for another mathematics course. In order to provide a uniform standard for prerequisites and to improve the chances of success for all students enrolling in MATH 498, the faculty proposes that the phrase "with grades of C or better" be added to the current prerequisite. Such a change also will benefit the student who decides to pursue a mathematics major after several semesters of course work.

- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2012
- 7. Dates of prior committee approvals:**

Mathematics Department:	<u>September 30, 2011</u>
OCSE Curriculum Committee	<u>November 3, 2011</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 9/21/2011

**Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Melanie Autin, melanie.autin@wku.edu, 745-6171

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 183
- 1.2 Course title: Introductory Statistics
- 1.3 Credit hours: 3

**2. Current prerequisites:**

Eligibility for College Algebra based on Math ACT or MPE scores, or DMA 096C with a grade of C or better

**3. Proposed prerequisites:**

Satisfactory score on Math ACT and MPE, or COMPASS or KYOTE; or DMA 096C with a grade of C or better

**4. Rationale for the revision of prerequisites:**

The current prerequisite is placement in College Algebra (MATH 116E or MATH 116). Since MATH 116E will no longer be offered, the new prerequisite will still allow students with adequate mathematical skills to take MATH 183.

The Kentucky Online Testing Program (KYOTE) is an online placement and testing system. COMPASS is a computer-adaptive college placement test. WKU is now honoring scores on these placement tests in addition to the WKU Math Placement Exam (MPE).

**5. Effect on completion of major/minor sequence:**

There is no effect on completion of major/minor sequence.

**6. Proposed term for implementation:**

Fall 2012

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

Department of Mathematics and Computer Science 9/30/2011

OCSE Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

General Education Committee \_\_\_\_\_



Undergraduate Curriculum Committee

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University Senate

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**Attachment: Course Inventory Form**