

**AGENDA**  
**PROFESSIONAL EDUCATION COUNCIL**  
**3:30 - Wednesday, December 11, 2013**  
**GRH 3073**

- I. Consideration of the Minutes from the November 13, 2013, meeting  
(Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).

II. New Business

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

--Candidates Completing Requirements for Admission to the Professional Education Unit  
November 14, 2013 to December 11, 2013

--Student Teacher Candidates List for Spring 2014

**B. College of Health and Human Services**

Department of Communication Sciences and Disorders

1. Change Course Prefix – CD to SLP
2. Revise Course Title – CD 489G Geriatric Communication Disorders
3. Create New Course – SLP 517 Normal Language Development
4. Revise a Program – 114 Master of Science: Communication Disorders

**C. College of Education and Behavioral Sciences**

Department of Psychology

1. Create a New Course – PSY 625 Seminar in School Psychology

School of Teacher Education

1. Revise Course Number - BE 310 Advanced Computer Applications for Business Educators
2. Create a New Course – BE 400G – Advanced Applications Software for Business Educators
3. Create a New Certification Only Program – MSD Certification

For Information Only – from College of Education and Behavioral Sciences

Temporary Courses

--ENVE 315, Global Sustainability Issues – Spring 2014

--ENVE 325, Foundations of Sustainability Education – Spring 2014

--EDU 401, Special Topics in Teacher Education: Toppers at Sea – Summer 2014

--EDU 401G, Special Topics in Teacher Education: Toppers at Sea – Summer 2014

**D. Potter College of Arts and Letters**

Department of History

1. Revise a Program – 592 Major in Social Studies

**E. Ogden College of Science and Engineering**

Department of Mathematics

1. Revise Course Prerequisites/Corequisites – Math 307, Introduction to Linear Algebra
2. Revise a Program, Ref. # 728 & 528, Major in Mathematics

III. Other Business

# Candidates Completing Requirements for Admission to Professional Education Unit

November 14, 2013 – December 11, 2013

## Elementary

Babb, Latasha N.  
Burris, Jenna L.  
Chartoff, Rebecca S.  
Emmick, Patricia J.  
Fields, Holly O.  
Genardi, Maggie L.  
Greenwell, Kayla  
Hagan, Haley B.  
Henry, Carne B.  
Janes, Shelby L.  
Lethco, Ashley E.  
Miller Jr., Johnathan D.  
Schroader, Steven W.  
Schroering, Claire M.  
Steenbergen, Ginny L.  
Webb, Ashley R.

## MGE

Smiley, JoVonna C.	Math
Talley, Brittany N.	SS/LA
Ward, Autumn C.	Math

## P-12

Ganote, Lauren, A.	Music-Vocal
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## SPED

Pippen, Morgan A.  
Ritchie, Meaghan N.

Young, Whitney E.

**IECE**

Lynch, Samantha E.

**Masters**

Perry, Brittany

MGE Science

Stanley, Heather L.

LME

**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 2014  
QUALIFIED**

**\*\*\*STUDENT TEACHING APPLICATION ACCEPTED\*\*\*12/11/13**

WKU ID	FIRST	LAST	MAJOR	
	BRIDGETT	DUKE	ELEMENTARY	
	BAILLIE	YORK	ELEMENTARY	
	RACHEL	CLARK	MGE/LA/S. STUDIES	
	LAUREN	PIERSON	MGE/LA/S. STUDIES	
	KRISTIN	ALDERSON	MGE/MATH	
	SHELBY	BASEHEART	MGE/MATH	
	BROOKE	COFFMAN	MGE/MATH	
	JAMIE	DONAHUE	MGE/MATH	
	KELLY	RAY	MGE/MATH	
	JoVONNA	SMILEY	MGE/MATH	
	ASHLEY	TAYLOR	MGE/MATH	
	AUTUMN	WARD	MGE/MATH	
	ERIN	WHITTLE	MGE/MATH	
	LISA	ZANGARI	MGE/MATH	
	BROOKE	ANSON	MGE/SCIENCE	
	MISTY	GARDNER	MGE/SCIENCE	
	CALEY	MELTON	MGE/SCIENCE	
	HEATH	MEYER	MGE/SCIENCE	
	MADISON	MOORE	MGE/SCIENCE	
	SANDRA	NEWTON	MGE/SCIENCE	
	ZACHARY	VINCENT	MGE/SCIENCE	
	J. ETHAN	HUGHES	P-12/ART	
	SARA	COULTER	P-12/PE	
	JUSTIN	HOOSIER	P-12/PE	
	SARAH	LEWIS	SEC/BIOLOGY	
	JAY	HOLLIS	SEC/CHEMISTRY; MGE/SCIENCE	
	HANNAH	BLAIR	SEC/MATH	
	ADAM	COX	SEC/MATH	

	ALLISON	MILLER	SEC/MATH	
	ALICIA	STORM	SEC/MATH	
	GREGORY	GREENFIELD	SEC/MGE/MATH	
	ERIN	REYES	SEC/MGE/MATH	
	JOSHUA	TREON	SEC/PHYSICS	
	WILLIAM	BRYANT, JR	SEC/SOCIAL STUDIES	
	EMILY	GLASS	SPECIAL EDUCATION	
	ANNE	KATZMAN	SPECIAL EDUCATION	

**STUDENT TEACHER CANDIDATES FOR SPRING 2014  
NOT QUALIFIED**

**\*\*\*STUDENT TEACHING APPLICATION PENDING\*\*\*12/11/13  
(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)**

WKU ID	FIRST	LAST	MAJOR	D
	HALEY	BRYANT	5-12/AGRICULTURE	FH
	RYAN	RITTER	5-12/AGRICULTURE	FH
	REBECCA	ROYCE	5-12/AGRICULTURE	FH
	HANNAH	SIMMONS	5-12/AGRICULTURE	FH
	KATIE	MEERS	5-12/FCS	FH
	Te'ANDRA	PARKER	ELEMENTARY	FH
	MARGARET	LYONS	MGE/ENGLISH	FH
	KRISTIN	OLIVER	MGE/ENGLISH	FH
	MICHAEL	RIGGS	MGE/ENGLISH	FH
	KAYLA	CUNNINGHAM	MGE/LA/S. STUDIES	FH
	JAWANIA	HAYCRAFT	MGE/LA/S.STUDIES	FH
	KIERSTEN	OTTAWAY	MGE/LA/S.STUDIES	FH
	DEREK	PFEIFFER	MGE/LA/S. STUDIES	FH
	ERIKA	POWERS	MGE/LA/S. STUDIES	FH
	RODNEY	SMITH	MGE/LA/S.STUDIES	FH
	BETHANY	VEALE	MGE/LA/S.STUDIES	FH
	MORGAN	WEBB	MGE/LA/S.STUDIES	FH

	RYAN	SNYDER	MGE/MATH	FH
	JARAD	WENDT	MGE/MATH	FH
	TIM	HOUCHENS	MGE/S. STUDIES	FH
	HOPE	MORTBERG	P-12/ART	FH
	HALEY	KIRTLEY	P-12/ART	FH
	LAUREN	KEMBLE	P-12/GERMAN	FH
	MADELYN	COOK	P-12/MUSIC	FH
	SARAH	CORNELL	P-12/MUSIC	FH
	ANDREW	EDELEN	P-12/MUSIC	FH
	CONNER	EISENMENGER	P-12/MUSIC	FH
	LAUREN	GANOTE	P-12/MUSIC	FH
	M. ELLIE	OSBORNE	P-12/MUSIC	FH
	ALEX	PATTERSON	P-12/MUSIC	FH
	S. BENNETT	STOFER	P-12/MUSIC	FH
	McKENNA	STONE	P-12/MUSIC	FH
	JACOB	STURGEON	P-12/MUSIC	FH
	CATHERINE	WATWOOD	P-12/MUSIC	FH
	RACHEL	WEAVER	P-12/MUSIC	FH
	LAUREN	LAMB	P-12/PE	FH
	TIFFANY	DAVIS	SEC/ENGLISH	FH
	TALLEY	NIX	SEC/ENGLISH	FH
	BLISS	POWERS	SEC/ENGLISH	FH
	TIFFANY	SOCHA	SEC/ENGLISH	FH
	CHELSEA	VanderMOLEN	SEC/ENGLISH	FH
	CODY	COOMES	SEC/SOCIAL STUDIES	FH
	FRED	FLYNN	SEC/SOCIAL STUDIES	FH
	TIMOTHY	GATES, JR	SEC/SOCIAL STUDIES	FH
	CHRISTOPHER	HAMILTON	SEC/SOCIAL STUDIES	FH
	EMILY	KEMP	SEC/SOCIAL STUDIES	FH
	TYLER	MAGAN	SEC/SOCIAL STUDIES	FH
	RONALD	McMINDES	SEC/SOCIAL STUDIES	FH
	KELLI	RALSTON	SEC/SOCIAL STUDIES	FH
	DUSTIN	RICHARDS	SEC/SOCIAL STUDIES	FH
	JAMES	RUSSELL	SEC/SOCIAL STUDIES	FH
	CHRIS	STORATH	SEC/SOCIAL STUDIES	FH

WKU ID	FIRST	LAST	MAJOR	D
	JESSICA	ADAMS	ELEMENTARY	CP
	KIMBERLY	MONTGOMERY	ELEMENTARY	CP
	TERRY	VINEGAR	ELEMENTARY	CP

WKU ID	FIRST	LAST	MAJOR	D
	CASEY	NEWTON	IECE	CA
	CHRIS	CARMAN	MGE/MATH	CA,X
	SHAUN	BAXLEY	P-12/MUSIC	CA,X,F H
	TABITHA	SAMS-ROSE	P-12/MUSIC	CA, FH
	DUSITIN	GENTILE	SEC/MATH	CA, FH

WKU ID	FIRST	LAST	MAJOR	D
	DANIELLE	BAXTER	ELEMENTARY	X
	ANNE	BUNCH	ELEMENTARY	X
	ASHLEY	CRENSHAW	ELEMENTARY	X
	CAITLIN	DEAN	ELEMENTARY	X
	KAYLA	DUNCAN	ELEMENTARY	X
	ASHLEY	INGRAM	ELEMENTARY	X
	JESSICA	LYNCH	ELEMENTARY	X
	JESSAMIN	PERKINS	ELEMENTARY	X
	KELLY	SIMMONS	ELEMENTARY	X
	RAY LAUREN	HALL	MGE/LA/S.STUDIES	X, FH
	ANTHONY	MILLER	MGE/LA/S.STUDIES	X, FH
	KIMBERLEY	BELL	MGE/MATH	X, FH
	ERIC	HAYDEN	MGE/MATH	X
	S. HENDRIX	BRAKEFIELD	SPECIAL EDUCATION	X

FH = Missing field observation hours / December 2013

CP = Critical Performance Score Deficiency or Disposition Score Deficiency Pending

CA = Not Admitted into Teacher Education



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

**STUDENT TEACHER CANDIDATES FOR SPRING 2014**

**\*\*\*APPLICATION WITHDRAWN, 12/11/13\*\*\***

<b>WKU ID</b>	<b>FIRST</b>	<b>LAST</b>	<b>MAJOR</b>	<b>DATE</b>
	TABATHA	CLAYTON	ELEMENTARY	11/8/13
	RACHAEL	HAGEDORN	MGE/LA/S.STUDIES	11/18/13
	SARA	BOOKER	SEC/SOCIAL STUDIES	11/19/13

Proposal date: 09/20/2013

**College of Health & Human Services  
Department of Communication Sciences and Disorders  
Proposal to Revise Course Prefix  
(Information Item)**

Contact Person: Lauren E. Bland, [lauren.bland@wku.edu](mailto:lauren.bland@wku.edu), 745-8860

**1. Identification of current course prefix: CD**

**2. Identification of proposed course prefix: SLP**

**3. Rationale for the prefix revision:** The Communication Sciences and Disorders recently changed its name to align with benchmark institutions, and to include all areas of the department due to programmatic and enrollment growth. A prefix change was made to differentiate between the undergraduate minor and certificate in American Sign Language Studies and the undergraduate major in Communication Disorders. Now, the graduate program is proposing a change to Speech-Language Pathology which will identify the prefix and program with the profession.

**4. Course numbers to be included under the new course prefix:**

SLP 500	SLP 508	SLP 570
SLP 501	SLP 509	SLP 572
SLP 502	SLP 510	SLP 579
SLP 503	SLP 511	SLP 588
SLP 504	SLP 512	SLP 589
SLP 505	SLP 513	SLP 590
SLP 506	SLP 514	SLP 591
SLP 507	SLP 515	
	SLP 518	
	SLP 550	

**5. Term of implementation: Fall 2014**

**6. Dates of notification to committees:**

Department of Communication Sciences and Disorders	10/18/2013
CHHS Graduate Curriculum Committee	11/11/2013
Professional Education Council	
Graduate Council	
University Senate	

Proposal Date: 10/23/2013

**College of Health and Human Services  
Department of Communication Sciences and Disorders  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Jo Shackelford, [jo.shackelford@wku.edu](mailto:jo.shackelford@wku.edu), 745-4360

- 1. Identification of proposed course:**
  - 1.1 Course prefix and number: CD 489G
  - 1.2 Course title: Geriatric Communication Disorders
  - 1.3 Credit Hours: 3
  
- 2. Proposed course title:** Communication Disorders in Aging
  
- 3. Proposed abbreviated course title:** Communication Disorders: Aging
  
- 4. Rationale for the revision of course title:** The term geriatric is viewed as derogatory by many older adults. Adults over the age of 65 who are interviewed for assignments by students of CD 489 respond negatively to the class title.
  
- 5. Proposed term for implementation:** Summer 2014
  
- 6. Dates of prior committee approvals:**

Department/ Unit: Communication Sciences and Disorders	10/18/2013
CHHS Graduate Curriculum Committee	11/11/2013
Professional Education Council	_____
Graduate Council	_____
University Senate	_____



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

3.1 Schedule type: L

3.2 Learning Outcomes:

- Successful course completion will result in students learning the normal developmental progression for communicative, cognitive, motor, social-emotional, and adaptive skills.
- Students will recognize common differences and disorders in speech/language development.
- Students will understand dialect, bilingualism, cultural diversity, and socioeconomic status and implications for development.
- Students will utilize research to analyze and interpret assessment data to write clear clinical reports.

3.3 Content outline:

- Normal development of communication, cognition, social-emotional, motor, literacy, and adaptive skills and brief discussion of common deviations that impact these areas
- Differentiating between normal, disordered, and different language
- Neurological bases of development
- Cognition and language
- Dialect
- Bilingualism
- Language learning processes
- Basic assessment vocabulary
- Language sampling and reporting

3.4 Student expectations and requirements:

- Projects,
- Discussion,
- Report writing,
- Exams

3.5 Tentative texts and course materials:

Owens, R.E. (2008). *Language Development: An Introduction*. (8<sup>th</sup> ed.). Boston, MA: Pearson.

Gard A., Gilman, L., & Gorman, J. (1993). Speech & Language Development Chart. PRO-ED.

Berko, J. (1958). The child's learning of English morphology. *Word*, 14 150-177.

### **4. Resources:**

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

### **5. Budget implications:**

- 5.1 Proposed method of staffing: The staff member who teaches CD 481G will teach this course. CD 481G will be deleted.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Summer 2014

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

Department: Communication Sciences and Disorders	10/18/2013
CHHS Graduate Curriculum Committee	11/11/2013
Professional Education Council	
Graduate Council	
University Senate	

**Proposal Date:** October 18, 2013

**College of Health and Human Services  
Department of Communication Sciences and Disorders  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Lauren E. Bland, 745-8860, lauren.bland@wku.edu

**1. Identification of program:**

- 1.1 Current program reference number: 114 (0466)
- 1.2 Current program title: Master of Science: Communication Disorders
- 1.3 Credit hours: 60

**2. Identification of the proposed program changes:** Master of Science: Speech-Language Pathology

**3. Detailed program description:**

<b>Current Program Name</b>	<b>Proposed Program Name</b>
<b>Master of Science: Communication Disorders</b>	<b>Master of Science: Speech-Language Pathology</b>

**4. Rationale for the proposed program change:** Since 1975, WKU has trained speech-language pathologists at the graduate level. The department name, Communication Sciences and Disorders, does not reflect the profession. This change will align the major and name of the program with the profession. Further, students and alumni have requested that 'speech-language pathology' appear on their transcripts to aid in job search, especially in competitive markets.

**5. Proposed term for implementation and special provisions:** Fall 2014

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

Dept. of Communication Sciences & Disorders	<u>10/18/2013</u>
CHHS Graduate Curriculum Committee	<u>11/11/2013</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Proposal Date: November 15, 2013

**College of Education and Behavioral Science**  
**Department of Psychology**  
**Proposal to Create a New Course**  
**(Action Item)**

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

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: PSY 625
- 1.2 Course title: Seminar in School Psychology
- 1.3 Abbreviated course title: Seminar School Psych
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisite: Acceptance to the school psychology program or by permission of instructor.
- 1.7 Course description: Readings and discussion on current issues in the field of school psychology. Course may be repeated.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The field of school psychology is constantly evolving in response to new accreditation standards [i.e., National Association of School Psychologist's (2010) *Standards for Graduate Preparation of School Psychologists*], new assessment methods in the field, special education regulations, and national and state policy letters. This course is intended to address any gaps in the program related to the latest school psychology accreditation standards and to serve as a mechanism for keeping students up-to-date with current issues in the field. Often, current topics and issues in the field do not merit a course by themselves and are difficult to fit in with any of the current course requirements without decreasing time spent on topics covered in other courses. This course will allow the content of the school psychology program to be more flexible and adaptive.
- 2.2 Projected enrollment in the proposed course: 8-10 per year. The school psychology program typically enrolls about 8 students per year. It is possible that practicing school psychologists may also enroll in the course to stay current with developments in the field and to obtain continuing professional development hours needed for re-certification.
- 2.3 Relationship of the proposed course to courses now offered by the department: The psychology department offers a somewhat similar course, PSY 500 - Trends and Scientific Approaches in Psychological Thinking. The course description states: "New developments and special topics in contemporary psychological research." PSY 500 focuses specifically on psychological research while the proposed course will also focus on applied practices within the fields of education and school psychology. PSY 500 is listed as an optional course taken by Masters-level students in the Psychological Sciences program. The last time the course was taught, the syllabus indicated the focus of the course was on "current research in cognitive neuroscience." The content of the proposed course would be very different.



Furthermore, the “500” number of the course suggests it is a beginning graduate level course while the proposed course will be for advanced students in the school psychology program.

- 2.4 Relationship of the proposed course to courses offered in other departments: Other programs do offer similar courses for students in their programs. For example, Counseling and Student Affairs (CNS) 579 – Seminar in Student Affairs, focuses on “current issues and practices in Student Affairs.” The special education graduate program has a seminar (SPED 518) on “contemporary issues in special education.” The Educational Administration, Leadership, and Research program has a course (EDFN 576) on “Issues and Trends in Education.” All such courses are designed to keep graduate students in their programs of study abreast of current developments. The proposed school psychology course would provide content on current issues specific to the field of school psychology.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with school psychology programs, a few have similar courses. Indiana State University has SPSY 785: Advanced Seminar in School Psychology. James Madison University has PSYC 713 – Professional Practice Issues. Central Michigan has PSY 760 – Seminar: School Services. The University of Southern Mississippi has PSY 671 – Seminar in School Psychology.

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

- 3.1 Schedule type: S (seminar)
- 3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
  - explore, analyze, and critique current issues within the fields of education and school psychology,
  - summarize current research on issues in the fields of education and school psychology and be able to present such summaries through oral presentations, and
  - describe how current issues impact educational practices and the role of the school psychologist.
- 3.3 Content outline: The intent of the course is to have content that will be updated annually; thus, specific course content will change over time to reflect current issues in the field. Initially, the topics might include:
  - Common Core Standards
  - School safety & crisis intervention
  - Autism Spectrum Disorders
  - Effective use of interpreters
  - Diversity issues in assessment and education
- 3.4 Student expectations and requirements: Students will be evaluated on their:
  - performance in completing assignments, discussions, and other projects,
  - critiques and analyses of issues and research in the fields of education and school psychology,
  - quality of oral presentations, and
  - contributions to discussions in the seminar meetings.
- 3.5 Tentative texts and course materials: Readings may come from a variety of sources, including chapters from:





LIBRARY RESOURCES, page 2 of 2

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

Find Your Liaison Librarian: [http://www.wku.edu/library/dlps/subject\\_librarians.php](http://www.wku.edu/library/dlps/subject_librarians.php)

Questions or problems?

Contact Jack Montgomery, [jack.montgomery@wku.edu](mailto:jack.montgomery@wku.edu) Coordinator, Collection Services  
Or UCC Library Representative,  
[http://www.wku.edu/senate/committees/university\\_curriculum\\_committee.php](http://www.wku.edu/senate/committees/university_curriculum_committee.php)

\_\_\_\_\_  
Carl Myers

Faculty Member Proposing Course

\_\_\_\_\_  
Rosemary L. Meszaros

Liaison Librarian

\_\_\_\_\_  
Jack G. Montgomery

Coordinator, Collection Services

Proposal Date: October 30, 2013

**College of Education and Behavioral Sciences  
School of Teacher Education Proposal to Revise Course Number  
(Action)**

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

**1. Identification of proposed course**

1.1 Course prefix (subject area) and number: BE 310

1.2 Course title: Advanced Computer Applications for Business Educators

**2. Proposed course number:** BE 400

**3. Rationale for revision of course number:** This course is an advanced course which the skills build on lower level courses. The content and skills in this course are more appropriate for a senior level course.

**4. Proposed term for implementation:** Summer 2014

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

School of Teacher Education 11/08/2013  
\_\_\_\_\_

College of Education and Behavioral Sciences College Curriculum Committee 12/03/2013  
\_\_\_\_\_

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

General Education Committee (if applicable) \_\_\_\_\_

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

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

Proposal Date: October 30, 2013

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

Contact Person: Michael McDonald, [michael.mcdonald@wku.edu](mailto:michael.mcdonald@wku.edu), 745-3097

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: BE 400G
- 1.2 Course title: Advanced Applications Software for Business Educators
- 1.3 Abbreviated course title: Adv Appl Software for BE  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (yes or no)
- 1.5 Grade type: 1 Standard/letter
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description:  
Fundamentals of advanced techniques in computer software utilized by business education teachers.

**2. Rationale:** Reason for developing the proposed course:

Students will develop advanced skills with computer applications programs and Internet skills taught in secondary Business Education courses. Business and Marketing Education is a technology driven program area. According to the Kentucky Department of Education, business teachers teach such classes as: Computer and Technology Applications, Advanced Computer Applications, Multi-Media Publishing, Data Modeling, Introduction to SQL, and Web Data Management.  
(<http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education>).

According to WKU's mission, "Western Kentucky University prepares students to be productive, engaged leaders in a global society" (<http://www.wku.edu/about.html>). A high priority of this proposed class will be to offer future Business and Marketing educators the technological tools to become proficient instructors of technology as well as to make them more productive as administrators of their time. These tools will aid future teachers in becoming engaged leaders in a global society. According to WKU's Statement of Purpose, "Western Kentucky University engages the globe in acclaimed technologically enhanced academic programs (<http://www.education.ky.gov> ). A review of the WKU current Business and Marketing educators graduate program has targeted computer application skills as a component of the program to be strengthened for both proficiency in a the content area and to better align with the Statement of Purpose. This new class will promote WKU's mission to provide acclaimed technologically enhanced academic programs.

2.1 Projected enrollment in the proposed course:

Based on the number of inquiries by prospective students with business degrees seeking teacher certification, enrollment is projected to be 10-20 students per offering.

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

LME 535 Survey of Educational Technology Practices focuses on instructional design and communication models appropriate to effective utilization of multimedia for instruction and training. LME 537 Principles of Educational Technology, emphasizes instructional techniques, evaluation and utilization of appropriate instructional software, productivity tools, and the Internet for various subjects, grade levels, and needs of diverse learners. None of these classes directly focuses on the software taught in secondary Business and Marketing secondary classes. (<http://www.wku.edu/lme/mastercours.php>)

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

A search was conducted on classes that address similar software at different levels. Various classes in different colleges and departments address some of the topics and software such as BA 513 Information Technology and Strategy. However, the proposed course will concentrate on the software and skills needed specifically by business educators at the advanced skill level. After examining the syllabi and descriptions of courses which may include similar software, the need for this course became apparent. The proposed course will align with the needs determined by the Kentucky Department of Education: Career and Technical Education and the standards published by the National Business Education Association. An informal survey of regional Business and Marketing Educators (most participants graduated from the program at the WKU) further supported the need for this course.

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

As discussed above, five of Western Kentucky University's benchmark institutions were randomly selected and their Business and/or Marketing Education programs were compared. The following are the 4 benchmark institutions reviewed and the classes they offer that are similar to the one proposed here. Some programs used more than one class to deliver the content of this proposed class.

1. Central Missouri State University –INST 5100 Foundations of Educational Technology, INST4400 Design and Production of Media for Instruction, INST 4310 Fund Development for Educational Technology
2. Middle Tennessee State University – BCEN 5340 Integrated Administrative Technology, BCEN 5410 Managerial Media Presentations

3. Youngstown State University – ENGL 6944 Document Design and Production, MGT 6917 Information Systems for Management
4. Indiana State University –CIMT 543 - Production of Instructional Materials, CIMT 547 - Using Microcomputers in Education and Training

**3. Discussion of proposed course:**

- 3.1 Schedule type: C— Lecture/Lab: Combination of formal presentation and experimental study.
- 3.2 Learning Outcomes:

After completing this course students will use and will be prepared to teach advanced features in:

- A. Word (word processor)
- B. Excel (spreadsheets)
- C. Access (database)
- D. PowerPoint (multimedia presentation)
- E. Publisher (desktop publishing)
- F. Expressions (web page creator)
- G. Instructional/evaluation software for the Business & Marketing classroom
- H. Computer applications trends and issues in Business & Marketing Education
- I. Overview of teaching strategies for teaching advanced computer applications in the Business & Marketing classroom

- 3.3 Content outline:

- A. Microsoft Word
  - Creating and Formatting Tables
  - Illustrating Documents with Graphics
  - Creating a Web Site
  - Merging Word Documents
- B. Microsoft Excel
  - Working with Formulas and Functions
  - Managing Workbooks and Preparing Them for the Web
  - Automating Worksheet Tasks
  - Using Lists
  - Integrating Word and Excel
- C. Microsoft Access
  - Modifying a Relational Database Structure
  - Creating Multiple Table Queries
  - Developing Forms and Subforms
  - Sharing Information and Enhancing Reports
  - Integrating Word, Excel and Access



- D. Microsoft PowerPoint
  - Customizing your Presentation
  - Enhancing Charts
  - Working with Embedded and Linked Objects and Hyperlinks
  - Using Advanced Features
  - Integrating Word, Excel, Access and PowerPoint
  
- E. Publisher
  - Getting Started with Publisher
  - Working with Text and Graphics
  - Creating a Web Publication
  
- F. Expression
  - Getting Started with Expression
  - Creating a Web Site
  
- G. Computer applications trends and issues in Business & Marketing courses
  - Keeping current with business
  - Strategies for teaching advanced computer applications in the Business & Marketing Education classroom

3.4 Student expectations and requirements:

Basis for Student Evaluation

- A. In-class activities – working on computers in class producing documents and completing projects
- B. Out-of-class laboratory assignments - – working on computers in class producing documents and completing projects
- C. Tests/quizzes
- D. Skills tests taken on the computer

3.5 Tentative texts and course materials:

Shelly & Vermaat, (2011). Microsoft Office 2010: Advanced. ISBN: 13: 978-1-4390-9855-6. Boston: Course Technology. (Or current similar text depending on WKU software upgrades)

**4. Resources:**

- 4.1 Library resources: No additional resources necessary.
- 4.2 Computer resources:

The College of Education and Behavioral Sciences-Educational Technology Services currently maintains two computer labs with appropriate software to support this course.

**5. Budget implications:**

5.1 Proposed method of staffing:

The current faculty will be appropriate for staffing this course. The faculty member in the Business and Marketing Education program area will instruct this course. This course will become a part of the regular load. This instructor has been teaching courses for another college which are no longer necessary. This will free the faculty member for teaching this course.

5.2 Special equipment needed:

The College of Education and Behavioral Sciences-Educational Technology Services currently maintains two computer labs with appropriate software to support this course.

5.3 Expendable materials needed: No expendable materials will be needed

5.4 Laboratory materials needed: No additional laboratory materials will be needed

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

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

School of Teacher Education	11/08/2013
College of Education and Behavioral Sciences College Curriculum Committee	12/03/2013
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

**College of Education and Behavioral Sciences**  
**Department of Special Education**  
**Proposal to Create a New Certification Only Program**  
**(Action Item)**

Contact Person: Dr. Gail Kirby, [gail.kirby@wku.edu](mailto:gail.kirby@wku.edu) , 270-745-3746

**1. Identification of certificate program:**

- 1.1 Program title: MSD Certification
- 1.2 Required hours in program: 15 hours
- 1.3 Special information: A persistent area of need in Kentucky P-12 is the preparation of teachers with Exceptional Education: Moderate to Severe Disabilities certification. Currently, the special education program in the School of Teacher Education does not offer a certification only program for experienced special education teachers who wish to acquire MSD certification outside of a full masters program. As a result, possible candidates must go to other institutions of higher education in order to earn this certification.
- 1.4 Catalog description:  
A certification program designed to give special education professionals both a deep and practical knowledge of the content and pedagogy to teach students with Moderate and Severe Disabilities (MSD) in P-12 settings. Within the MSD certification program in Special Education, candidates are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Moderate and Severe Disabilities and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

This graduate certification program requires 15 hours. All courses in the certification carry critical performance indicators (CPIs) that must be successfully completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

Successful completion of a practicum with MSD population in a public school is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a "C." Note: To be eligible for recommendation for teacher certification, students must document that they have received a passing score on the required Praxis II MSD examination for Kentucky. Students must pass all required Praxis II examinations before they may enroll in the capstone course, SPED 595: Advanced Preparation Capstone SPED.

**Admission Requirements:**

Applicants for the MSD Certification Program must hold a current Exceptional Education: Learning and Behavior Disabilities (LBD) teaching certificate with three years teaching in the field OR a Masters in LBD or related field and a

current teaching certificate. Applicants who wish to count the certification hours toward a master's degree or other graduate program must meet the eligibility requirements of that program.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll in no more than six hours before they apply to the EPSB for reissue of a Kentucky certificate. After the completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of a current certificate.

## **2. Objectives of the proposed certificate program:**

This certification program is designed for post-baccalaureate Special Educators who desire to obtain additional certification in Exceptional Education: Moderate to Severe Disabilities. The Council for Exceptional Children has developed seven major preparation standards organized around: learners and learning environments, curricular knowledge, assessment, specialized pedagogical skills, and professional and collaborative skills. CEC has further analyzed the seven preparation standards into key elements with which preparation programs align program assessments of special education candidates for CEC Professional Program Recognition. Upon completion of this certification, students can assure the public that as a practicing professional, they have mastered the specialized skills for safe and effective practices.

The standards of the Learned Society Standards: CEC can be found here:

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Advanced%20Preparation%20Standards%20with%20Elaborations.pdf>

## **3. Rationale:**

### **3.1 Reason for developing the proposed certificate program:**

Currently, the Special Education program in the WKU School of Teacher Education offers this certification only through the Masters of Education (MAE) Special Education: Moderate to Severe Disabilities (MSD) program (#0438). However, if a candidate has completed the MAE Special Education: Learning and Behavior Disorders (LBD) program (#0457), and desires to also acquire certification in MSD, the only program available is the MAE Special Education: Moderate and Severe Disabilities program, with a redundancy of TCHL courses. There is no provision for MSD certification outside of the full MAE-MSD program. The Special Education program has more requests and inquiries requesting a certification only option for MSD from practicing special education teachers than any other certification area. School districts in our region and across the state consistently contact the university seeking new graduates to fill MSD positions as it remains a high need area of certification. Special education teachers remain on the national and state shortage lists consistently (U. S. Department of Education, Office of

Postsecondary Education, 2013). The U.S. Department of Labor, Occupational Outlook Handbook (2013) expects the need for special education teachers to grow by 17 percent from 2010 to 2020 or faster than the average for all occupations.

### **3.2 Relationship of the proposed certification program to other programs now offered by the department:**

Graduates from the MAE Special Education: LBD program are the most likely students to enroll in this certification program. Others would include professionals in the field who hold a current LBD certification and now desire to add the MSD certification without need of full master program.

The College of Education and Behavioral Sciences offers teacher certification graduate program endorsements in Environmental Education, Gifted and Talented Education, and Instructional Computer Technology. In addition, the following are offered but do not provide eligibility for endorsements to teaching certificates: Autism Spectrum Disorders, Educational Technology, and Instructional Design. As with each of the other endorsements and certifications noted above, the proposed MSD certification has its unique characteristics and goals.

### **3.3 Relationship of the proposed certification program to certification programs offered in other departments:**

Other CEBS certification programs are in the department of Counseling and Student Affairs in Career Counseling and International Student Services; and in Psychology in Leadership Studies. Potter College offers Teaching English as a Second Language endorsement. The proposed certification will not have any course work that overlaps with the other certifications.

### **3.4 Projected enrollment in the proposed certification program:**

Based on inquires and the number of students enrolled in the MAE Special Education: MSD program, we predict 25-30 per year. The interest level in the courses already in place indicates that this number will increase over the next several years.

### **3.5 Similar certification programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):**

In other Kentucky universities included in the Benchmark Institutions that offer post-baccalaureate programs, EKV, KSU, MSU, Murray State, U of L, and NKU do not offer a similar certification. UK offers a non-degree alternative certification in MSD.

Benchmark institutions outside of Kentucky were not included in this examination because this is a Kentucky-certification based endorsement.

### **3.6 Relationship of the proposed certification program to the university mission and objectives:**

WKU's Mission Statement: *Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.* Providing the best-trained teachers for the most needy students is a socially responsive service to our state as well as the students. Our MSD certification candidates are already certified teachers desiring to expand their skills into the MSD area so that they may be more productive citizens in their teaching responsibilities.

In addition, WKU's Quality Enhancement Plan (QEP) has two student learning outcomes that correspond to the goals of special education and the qualities that teachers with the MSD certification demonstrate. They are: Students will demonstrate their capacity to apply knowledge and training to address relevant concern in community or society; and Students will demonstrate respect for diversity of peoples, ideas, and cultures.

**4. Curriculum:**

Fifteen hours will be required as follows:

Required Core Courses (9 hours)

SPED 535: Curriculum for MSD (3 hours)

SPED 517: Transition, Services, and Programming (3 hours)

SPED 595: Advanced Preparation Capstone SPED (3 hours)

Additional 6 hours as approved by advisor from the following:

SPED 534: Research in EXED (3 hours)

SPED 618: Social Skills Instruction and Behavioral Programming in ASD (3 hours)

SPED 619: Assistive Technology in ASD (3 hours)

EDU 522: Fundamentals of Differentiated Instruction (3)

LTCY 523: Diagnostic Reading Procedures (3)

ID 560: Instructional Design Foundations (3)

LME 535: Survey of Educational Technology Practices (3)

**5. Budget implications:**

The department already has, and presents, these courses on a regular schedule. Existing faculty currently teach these courses. Adding this certification should only enhance class enrollment without creating a staffing issue.

**6. Proposed term for implementation:**

Summer, 2014

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

School of Teacher Education

October 25, 2013

CEBS Curriculum Committee

December 3, 2013

Professional Education Council

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Graduate Council (for information)

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University Senate (for information)

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**Potter College of Arts and Letters  
Department of History  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Robert Dietle, [robert.dietle@wku.edu](mailto:robert.dietle@wku.edu), 745-5731

- 1. Identification of program:**
  - 1.1 Current program reference number: 592
  - 1.2 Current program title: Major in Social Studies
  - 1.3 Credit hours: 60
  
- 2. Identification of the proposed program changes:** As part of the new Colonnade Program, the department's Western Civilization Courses (HIST 119/HIST 120) will be replaced with World History (HIST 101/HIST 102). The Social Studies major is being revised to reflect that change.
  
- 3. Detailed program description\*:**

**\*The following is provided as a model for presenting program revision information.**

**Current Program**

**Proposed Program**

<p>The major in social studies requires a minimum of 60 semester hours and leads to a Bachelor of Arts degree. Students completing this major may become eligible for teacher certification in social studies. Students with a major in social studies receive a 12-hour waiver in the upper-division hour requirement in the major field. The courses required are distributed as follows:  <b>History:</b> 27 hours, including HIST <b>119, 120</b>, 240,241, and 498. The remaining 12 hours must be upper-division hours and must include a course from each of the following areas: United States History, European History to 1648, European History since 1648, and Areas other than Europe and the United States.  <b>Political Science:</b> 9 hours, including PS 110, PS 250 or 260, and an upper-division elective chosen from the following: PS 310, PS 316, PS 326, PS 327, PS 328, and PS 370.  <b>Economics:</b> 6 hours, including ECON 202 and 203.  <b>Geography:</b> 9 hours, including GEOG 110; and two of the following GEOG 350, 360 426, 430.  <b>Anthropology, Psychology and Sociology:</b> 9</p>	<p>The major in social studies requires a minimum of 60 semester hours and leads to a Bachelor of Arts degree. Students completing this major may become eligible for teacher certification in social studies. Students with a major in social studies receive a 12-hour waiver in the upper-division hour requirement in the major field. The courses required are distributed as follows:  <b>History:</b> 27 hours, including HIST <b>101, 102</b>, 240,241, and 498. The remaining 12 hours must be upper-division hours and must include a course from each of the following areas: United States History, European History to 1648, European History since 1648, and Areas other than Europe and the United States.  <b>Political Science:</b> 9 hours, including PS 110, PS 250 or 260, and an upper-division elective chosen from the following: PS 310, PS 316, PS 326, PS 327, PS 328, and PS 370.  <b>Economics:</b> 6 hours, including ECON 202 and 203.  <b>Geography:</b> 9 hours, including GEOG 110; and two of the following GEOG 350, 360 426, 430.  <b>Anthropology, Psychology and Sociology:</b> 9 hours</p>
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hours including ANTH 120, PSY 100 and SOCL 100.	including ANTH 120, PSY 100 and SOCL 100.

### Current Program

### Proposed Program

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
HIST	119	Western Civilization to 1648	3	HIST	101	World History I	3
HIST	120	Western Civilization since 1648	3	HIST	102	World History II	3
HIST	240	The United States to 1865	3	HIST	240	The United States to 1865	3
HIST	241	The United States since 1865	3	HIST	241	The United States since 1865	3
HIST	498	Senior Seminar	3	HIST	498	Senior Seminar	3
HIST		Upper-level class in United States History	3	HIST		Upper-level class in United States History	3
HIST		Upper-level class in European History to 1648	3	HIST		Upper-level class in European History to 1648	3
HIST		Upper-level class in European History since 1648	3	HIST		Upper-level class in European History since 1648	3
HIST		Upper-level class in area other than Europe or the United States	3	HIST		Upper-level class in area other than Europe or the United States	3
PS	110	American National Government	3	PS	110	American National Government	3
PS	250 or 260	International Politics or Introduction to Comparative Politics	3	PS	250 or 260	International Politics or Introduction to Comparative Politics	3
PS		Upper-division elective chosen from the following: PS 310, 316, 326, 327, 328 and 370	3	PS		Upper-division elective chosen from the following: PS 310, 316, 326, 327, 328 and 370	3
ECON	202	Principles of Economics (MICRO)	3	ECON	202	Principles of Economics (MICRO)	3
ECON	203	Principles of Economics (MACRO)	3	ECON	203	Principles of Economics (MACRO)	3
GEOG	110	Introduction to the Physical Environment	3	GEOG	110	Introduction to the Physical Environment	3
GEOG		Any two of the	6	GEOG		Any two of the following:	6

		following: GEOG 350, 360, 425, 430				GEOG 350, 360, 425, 430		
ANTH	120	Introduction to Cultural Anthropology	3		ANTH	120	Introduction to Cultural Anthropology	3
PSY	100	Introduction to Psychology	3		PSY	100	Introduction to Psychology	3
SOCL	100	Introductory Sociology	3		SOCL	100	Introductory Sociology	3
TOTALS		Credit Hours	60		TOTALS		Credit Hours	60

**4. Rationale for the proposed program change:** In the fall 2014 semester, as part of the Colonnade Program, the History Department will replace HIST 119/120 with HIST 101/102. This program revision will bring the Social Studies major in line with that change in the curriculum.

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

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

History Department: \_\_\_\_\_10/17/2013\_\_\_\_\_

PCAL Curriculum Committee \_\_\_\_\_11/07/2013\_\_\_\_\_

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

~~General Education Committee (if applicable)~~ \_\_\_\_\_

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

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

Proposal Date: 11/15/13

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

Contact Person: John Spraker, [john.spraker@wku.edu](mailto:john.spraker@wku.edu), 745 - 6220

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 307
- 1.2 Course title: Introduction to Linear Algebra

**2. Current prerequisites:**

MATH 136 and either EE 180 or PHIL 215 with a grade of C or better.

**3. Proposed prerequisites:**

MATH 136 with an A or MATH 142 with an A or MATH 137 with a C or better.

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

The new requirement better reflects the required preparation and provides the opportunity for some students to progress more rapidly in the major.

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

As stated above, some students will be able to complete the major more rapidly with the new prerequisites.

**6. Proposed term for implementation:**

Fall 2014

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

Department of Mathematics

November 15, 2013

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Ogden College Curriculum Committee

December 5, 2013

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Professional Education Council

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University Senate

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Proposal Date:11/15/13

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise A Program  
(Action Item)**

Contact Person: John Spraker, [john.spraker@wku.edu](mailto:john.spraker@wku.edu), 745 - 6220

**1. Identification of program:**

- 1.1 Current program reference numbers: 728 and 528
- 1.2 Current program title: Major in Mathematics
- 1.3 Credit hours: 39 or 36 hours (728), 51 hours (528)

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

- Removal of the PHIL 215 or EE 180 requirement from the 728 major.
- Reduction of the computer science requirement from 8 hours to 4 hours in the 728 major.
- Removal of the 12-hour supporting course requirement from the 728 major.
- Removal of the deleted course MATH 432.
- Inclusion of MATH 371 as an elective in the 528 major and the non-teacher certifiable 728 major.
- Inclusion of MATH 371 as an option in the computational requirement of the 528 major.

**3. Detailed program description:**

Program Description  
Major in Mathematics

A major in mathematics provides a Bachelor of Arts degree and requires either a minimum of 36 -39 semester hours for a general major with a minor or second major or a minimum of 51 semester hours for an extended major . Note: All mathematics courses listed as prerequisites for other courses must have been completed with a grade of C or better.

Students who wish to declare a 728 or 528 mathematics major will initially be designated as “seeking admission” until the following requirements have been satisfied:

- Complete MATH 136, MATH 137, and MATH 307 or MATH 310 with a grade of “C” or better in each course.
- Have an overall GPA of at least 2.4 in mathematics program courses (MATH 136 and above) completed prior to admission.

The general major (728) offers two options: (1) Non-teacher certifiable Major in Mathematics; (2) Major Certifiable for Teaching Secondary Level Mathematics.

The extended major (528) offers only the first option.

**Option 1 students are required to complete both CS 180 and 181.** Option 2 students are required to complete either CS 170 or 180.

**Option 1: Non-Teacher Certifiable Major in Mathematics.**

**(A) General Major(728): To**

New Program Description  
Major in Mathematics

A major in mathematics provides a Bachelor of Arts degree and requires either a minimum of 36 -39 semester hours for a general major with a minor or second major or a minimum of 51 semester hours for an extended major . Note: All mathematics courses listed as prerequisites for other courses must have been completed with a grade of C or better.

Students who wish to declare a 728 or 528 mathematics major will initially be designated as “seeking admission” until the following requirements have been satisfied:

- Complete MATH 136, MATH 137, and MATH 307 or MATH 310 with a grade of “C” or better in each course.
- Have an overall GPA of at least 2.4 in mathematics program courses (MATH 136 and above) completed prior to admission.

The general major (728) offers two options: (1) Non-teacher certifiable Major in Mathematics; (2) Major Certifiable for Teaching Secondary Level Mathematics.

The extended major (528) offers only the first option.

**Option 1 students in the general major (728) are required to satisfy a computational requirement by completing either CS 180 or 181, while those in the extended major (528) are required to satisfy a computational requirement by completing both CS 180 and either CS 181 or MATH 371. (If MATH 371 is selected to fulfill this requirement, it cannot also be used as an elective in the extended major (528).)**

Option 2 students are required to complete either CS 170 or 180.

**Option 1: Non-Teacher Certifiable Major in Mathematics.**

**(A) General Major (728): The student must complete a**

3. Students may take certain 500-level mathematics courses for undergraduate credit in place of courses listed in items B1i, B1ii, B2i, B2ii, B3i, or B3ii with the approval of the Mathematics Department head. No minor or a second major for the extended major is required.

4. Also required is PHIL 215 or EE 180.

Option 2: Major Certifiable for Teaching Secondary Level Mathematics (reference number 728): The student must complete a minimum of 36 hours of mathematics with a second major in Science and Mathematics Education (SMED) and with the following requirements:

1. MATH 136, 137, 237, 304, 307, 310, 317, 323, 498; STAT 301. Before the “professional semester” the student must complete each of these courses with a grade of “C” or better and achieve a GPA of at least 2.5 in required mathematics courses.
2. At least 3 hours of 400-level mathematics from the following list: MATH 405, 406, 409, 415, 417, 421, 423, 431, 432, 435, 439, 450, 470, 482.

3. Also required is PHIL 215, or EE 180.

Students in this option must have a second major in science and mathematics education (SMED). In addition students must attain a grade of “C” or better in each required mathematics course and

mathematics courses for undergraduate credit in place of courses listed in items B1i, B1ii, B2i, B2ii, B3i, or B3ii with the approval of the Mathematics Department head. No minor or a second major for the extended major is required.

4. Also required is PHIL 215 or EE 180.

Option 2: Major Certifiable for Teaching Secondary Level Mathematics (reference number 728): The student must complete a minimum of 36 hours of mathematics with a second major in Science and Mathematics Education (SMED) and with the following requirements:

1. MATH 136, 137, 237, 304, 307, 310, 317, 323, 498; STAT 301. Before the “professional semester” the student must complete each of these courses with a grade of “C” or better and achieve a GPA of at least 2.5 in required mathematics courses.
2. At least 3 hours of 400-level mathematics from the following list: MATH 405, 406, 409, 415, 417, 421, 423, 431, 435, 439, 450, 470, 482.

Students in this option must have a second major in science and mathematics education (SMED). In addition students must attain a grade of “C” or better in each required mathematics course and

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

Since WKU's general education program is being revised we are taking the opportunity to review our offerings as well. We believe that the new Colonnade program may substitute for some of the requirements we are deleting. The proposed changes in our 728 program should make this major more attractive to students with an interest in mathematics who would like to major or minor in some other area as well. It is hoped that the new requirements will provide more flexibility in scheduling so that students are able to complete their programs on time. Some of the courses required in the current program were included because they were prerequisites for MATH 307, but that is no longer the case. The inclusion of MATH 371 as an option in the computational requirement for the 528 major and as an elective in the 528 major and the non-teacher certifiable 728 major will provide students the opportunity to use *Mathematica*, which is a powerful tool in problem solving.

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

Fall 2014

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

Department of Mathematics	<u>11-15-2013</u>
Ogden College_Curriculum Committee	<u>12-05-2013</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____