

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: TLES PROPOSED EFFECTIVE SEMESTER: 2016f COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- Academic Program checkboxes: New degree*, New major*, New curriculum*, New concentration*, New certificate, New minor, Revised major, Revised minor, Admission requirements, Graduation requirements, Deletion, Transfer, Other (explain**)

Substantive Course Changes

- Substantive Course Changes checkboxes: New course, Pre or Co-requisites, Deletion (required by others), Course #, different level, Credit hours, Enrollment restriction, Course-level restriction, Prefix, Title and description, General education (select one), Other (explain**)

Misc. Course Changes

- Misc. Course Changes checkboxes: Title, Description (attach current & proposed), Deletion (not required by others), Course #, same level, Variable credit, Credit/no credit, Cross-listing, COGE reapproval, Other (explain**)

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Elementary Minor for Speech Pathology and Audiology Majors

Existing course prefix and #: Proposed course prefix and #: Credit hours:

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

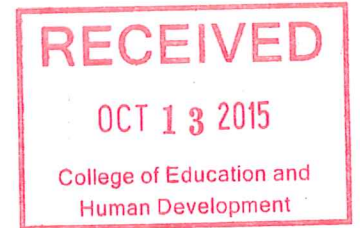
Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both



Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: No Yes

c. Repeatable for credit: No Yes

d. Mandatory credit/no credit: No Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

- 1. Lecture 2. Lab or discussion 3. Lecture/lab/discussion 4. Seminar or studio 5. Independent study 6. Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director: [Signature] Date: 10/14/15

Chair, College Curriculum Committee: [Signature] Date: 10-27-15

Dean: [Signature] Date: 11-1-15 Graduate Dean: Date

Curriculum Manager: Return to dean Date Forward to: Date

Chair, COGE/ PEB / FS President Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* Approve Disapprove Chair, GSC/USC Date

* Approve Disapprove Provost Date

1. Explain briefly and clearly the proposed improvement.

We propose to eliminate the Elementary minor for Speech Pathology and Audiology majors.

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

The Michigan Department of Education (MDE) no longer requires Speech Pathology and Audiology majors to be certified teachers in order to work in a K-8 setting. Therefore, the minor is no longer necessary.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

No Effect.

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

No Effect.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

No Effect.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Not Applicable.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

No Effect.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

Not Applicable

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Not Applicable

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

Not Applicable

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not Applicable

Current Undergraduate Catalog (2015-16)

Elementary Education Minor with a Major of Speech Pathology and Audiology

This interdepartmental program is designed to prepare students to assume teaching responsibilities in a self-contained classroom in grades K-8.

Minimum 2.0 GPA required in this minor.

Program Requirements

BIOS 1120 - Principles of Biology Credits: 3 hours

ED 2500 - Human Development: Applications in Education
Credits: 3 hours

ENGL 3820 - Literature for the Young Child Credits: 4 hours

MATH 1500 - Number Concepts for Elementary/Middle School
Teachers Credits: 4 hours

PHYS 1070 - Elementary Physics Credits: 4 hours

PHYS 1080 - Elementary Physics Laboratory Credits: 1 hour

One of the Following:

GEOG 1020 - World Geography Through Media and Maps
Credits: 3 hours or

HIST 2110 - American History since 1877 Credits: 3 hours or

PSCI 2000 - National Government Credits: 3 hours

One of the Following:

GWS 3500 - Psychological Perspectives on Gender Credits: 3
hours or

HIST 3160 - Women in United States History Credits: 3 hours

Admission to the Upper Professional Level is a prerequisite for
the following:

ED 3100 - Educational Psychology of Childhood Credits: 3 hours
(Early Childhood students take ED 3090)

ED 3710 - Elementary Classroom Organization and Management
Credits: 3 hours (Early Childhood students take ED 3690)

And concurrently

ED 4070 - Teaching Elementary Social Studies Credits: 3 hours

EDT 3470 - Technology for Elementary Education Credits: 3
hours

ENGL 3690 - Writing in the Elementary School Credits: 4 hours

ES 3950 - School and Society Credits: 3 hours

LS 3770 - Literacy I: Literacy/Language Development in
Emergent and Beginning Literacy Credits: 3 hours

LS 3780 - Literacy II: Literacy/Language Arts Development in
the Content Areas Credits: 3 hours

LS 3790 - Literacy III: Literacy/Language Inquiry and Multiple
Media Credits: 3 hours

SPED 3300 - Foundations of Special Education Credits: 3 hours

If Elementary Education minor, elect only the following:

ED 4100 - Seminar in Education Credits: 1 to 2 hours Credits: 2
hours

ED 4710 - Intern Teaching: Elementary/Middle School Credits:
5, 8, or 10 hours

Proposed Undergraduate Catalog (2016-17)

[delete]

If Early Childhood Education minor, elect only the following:
ED 3500 - Young Children, Their Families, and Their Society
Credits: 3 hours
ED 4090 - Seminar in Early Childhood Education Credits: 1 hour
ED 4700 - Intern Teaching: Early Childhood Credits: 5 hours
ED 5750 - Administration of Child Development Centers Credits:
3 hours or
FCS 5750 - Administration of Child Development Centers
Credits: 3 hours

WESTERN MICHIGAN UNIVERSITY



Department of Speech Pathology and Audiology
College of Health and Human Services

Date: 10/19/2015

From: Dr. Linda Shuster, Professor and Interim Chair
Department of Speech Pathology and Audiology

To: College of Education and Human Development

Re: Deleting the Minor in Elementary Education for Students in the Speech-Language Pathology Undergraduate Program

It is with regret that the Department of Speech Pathology and Audiology supports deleting the minor in elementary education for undergraduate students in our department. While we understand the motivation for deleting the minor, we are saddened that those few students who are interested in the minor will no longer have it available to them. We respectfully request that, as you discuss the elimination of this specific minor, you explore alternative means by which students might still obtain a minor. For example, it is not unusual for students who are majoring in Elementary Education to take our SPPA 2000 course and then decide to switch majors to SPPA. Would it be possible for those students to assemble the courses that they have taken in EE into a minor in EE?

If you have further questions regarding our support for this proposal, please do not hesitate to contact me.

Sincerely,

Linda I. Shuster

Linda I. Shuster, Ph.D.
Professor and Interim Chair