Teacher Curricula and Certification Council
Agenda

Meeting Date: February 23, 2016 | Miller Hall 258, 4:00 p.m.
Present: Bruce Larson (Chair), Patty Bourne, Jessica Cohen, Gail Coulter, Deb Currier, Ed Geary, Shaw Gynan, Peter Johnson,
Excused: David Carroll, Bruce Goebel, Angie Harwood, Tracy Thorndike, Laura Wellington
Recording: Emily Sasnett

Meeting called to order:
I. Committee discussed and acted on the following items:

SUMMARY

INFORMATIONAL ITEMS

CLOCK HOUR PROPOSALS

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<th>Department</th>
<th>Course Title</th>
<th>Faculty</th>
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<tbody>
<tr>
<td>Elementary Education</td>
<td>Cultivating the Social Justice Roots of STEM</td>
<td>Kristen French</td>
<td>Summer 2016</td>
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DEPARTMENT: Elementary Education, WCE
NEW COURSE

<table>
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<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Type of Change</th>
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<th>E-form#</th>
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<tr>
<td>ELED 497H</td>
<td>History of Native American Education and Policy Development</td>
<td>NEW</td>
<td></td>
<td>1000928</td>
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CURRICULAR ITEMS

DEPARTMENT: Special Education, WCE
NEW COURSE

<table>
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<tr>
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<tr>
<td>SPED 475</td>
<td>Seminar on Autism</td>
<td>NEW</td>
<td>Motion: Shaw Gynan Second: Deb Currier Approved; sent to ACC</td>
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DEPARTMENT: Secondary Education, WCE
PROGRAM REVISION

<table>
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<th>Program</th>
<th>Type of Change</th>
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<td>Master in Teaching, Non-Thesis, MIT</td>
<td>Revision</td>
<td>Motion: Deb Currier Second: Gail Coulter Approved; sent to ACC</td>
<td>998068</td>
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TCCC approved: 2/23/2016
Forward to ACC: 2/23/2016
INFORMATIONAL ITEMS

The following Extended Education *Clock Hours Proposals* have been approved and are included here as informational items:

**Department:** Elementary Education  
**Course Title:** Cultivating the Social Justice Roots of STEM  
**Contact Hours:** 21 hours  
**Clock Hours:** 21 hours  
**Location:** Miller Hall  
**Instructors:** Kristen French  
**Class dates/time:** June 27 – 29, 2016; 9:00 – 4:30

**Course Goals/Objective:**
The following are the general objectives of this course:
1. Students will examine different theoretical perspectives of multicultural education, power and privilege, social justice, educational equity, and critical consciousness.
2. Students will engage with individual biases, unexamined assumptions and develop an awareness of self, including multiple identities, personal history, privilege, and cultural identity.
3. Students will promote collaborative inquiry for institutional educational equity and collective consciousness.
4. Students will analyze organizational change through the sociopolitical and historical context of multicultural education for site-specific action research.
5. Students will develop a sound philosophical rationale for multicultural education, critical consciousness, and educational equity, and critically examine the role of multicultural education, educational equity, and critical consciousness in school reform and social change.

**Course Description:**
Everyone seems to be talking about the importance of STEM (Science, Technology, Engineering & Mathematics) education, but where does social justice fit in? How do we integrate social justice issues into STEM curriculum? How do we help students become technically proficient, but also caring human beings who embody the REACH basic principles of seeing things from multiple perspectives, valuing culture, building cultural bridges, engaging the head, heart, and hands for healing, and being co-responsible? These are some of the topics that we will explore at our 2016 Summer Institute.

Participants who attend the summer institute will:
- Hear from three prominent speakers in the STEM field who will link social justice to STEM education.
- Participate in breakout sessions including Basic REACH or practitioner-led workshops on STEM curriculum.
- Choose from STEM-related outdoor excursions, including Sehome Hill Arboretum, the Spanel Planetarium, or the Outback Farm.

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**DEPARTMENT:** Elementary Education, WCE  
**NEW COURSE**  
**ELED 497H – History of Native American Education and Policy Development**

**Final copy:**
A seminar designed to provide students with an understanding of the historical events surrounding the development of schools and schooling of American Indians. Students will explore the historical context of Indigenous education through the impact of federal and state policies affecting education programs and school systems that exist for Indigenous students today. This course has been designed to develop a critical understanding of current issues of Indigenous education through qualitative research based discussions and participation in symposia, workshops, seminars, and film viewings. Students will engage and grapple with their own development of critical consciousness and the implications for educators working with Native communities and educating about Native communities.
**Rationale for new course:**
This course aligns with state law through RCW 28A.320.170, Curricula, Tribal History and Culture and 2005 c 205 s 4, as amended 8 May 2015 by Substitute Senate Bill 5433, K-12 EDUCATION—TRIBAL EDUCATION. According to SB 5433, it is now mandatory that all of Washington's common schools teach Washington's tribal history, culture, and government. Schools are required to use the Since Time Immemorial Curriculum offered by the Superintendent of Public Instruction (OSPI) through the Office of Native Education (ONE) to support the understanding of tribal sovereignty and history of federal policy toward federally recognized tribes.

Reflecting Washington State requirements through SB5433 and the national climate on improving the success of all Native students, Washington teacher candidates, Human Service professionals, and youth workers must develop a level of critical consciousness (often understood as cultural competency) that embraces self-reflection, develops awareness of communities that differ from our own, provides an understanding of complex educational and social issues, and creates possibilities for change. This will not only benefit Indigenous children, it will create the conditions to support all children. In this course through dialogue, readings, and presentations, the general instructional goals are as follows:

1. To examine racial relations in U.S. society in order to shed light on the causes and complex dynamics of educational inequity and racism, as well as other forms of discrimination and intergroup conflict, particularly as experienced by Indigenous communities.
2. To promote the study of the historical and contemporary experiences and contributions of Indigenous scholars, as well as people of color, social justice educators, women and members of historically underrepresented and misrepresented groups.
3. To analyze the influence on learning of such intersecting social identities as race, class, ethnicity, language, sexual/affective orientation, gender, gender identity, ability, and many other human difference and to understand how discrimination based on these factors translates into school structures, policies, and practices that perpetuate inequality of Native and other marginalized communities.
4. To develop a sound philosophical rationale for critical consciousness embodiment and critically examine school reform and social change from Indigenous and equity perspectives.
5. To reconcile the contradiction of teacher and student and become critical co-investigators through dialogue (i.e., naming, reflecting, and acting upon reality) (Paulo Freire, 1970).

**Prerequisites:** None

### CURRICULAR ITEMS

**DEPARTMENT:** Special Education, WCE

**NEW COURSE**

| SPED 475 – Seminar on Autism | 1003997 |

**Final copy:**
Seminar in Autism will focus on educational and therapeutic interventions for clients with autism. There is a lab component to this course which requires hands-on intervention with clients with autism.

**Rationale for new course:**
Because of the nationwide substation increase in diagnoses of children with autism, national accreditation bodies as well as special education directors from across the state are requesting that special education teachers and other professionals graduating from institutions of higher education are better prepared and have greater theoretical basis and skills for meeting the needs of individuals with autism and more complex needs. This course provides theory and practical application, addressing the needs of individuals with autism in schools, clinics, and community settings. This course will also fulfill a much needed requirement of Council Exceptional Children, our special education national accrediting association. This course will be offered as an elective, at this point, in order for students to have deeper knowledge and experience working with a discrete population.

**Prerequisites:** SPED 467 or permission of instructor

**Rationale for Prerequisites:** Special Education students who are taking this course need a foundation in SPED 467 - Curriculum Based Evaluation.
### Collegial Communication

This course will be cross listed with CSD 592. CSD requested our collaboration in order to train future professionals for the task of working together.

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**DEPARTMENT:** Secondary Education, WCE

**PROGRAM REVISION**

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<th>Master in Teaching, Non-Thesis, MIT</th>
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**Change to:**

Secondary Education, Woodring College of Education

68 Credits

**Graduate Faculty**

- Burgess, Donald, PhD.
- Harwood, Angela, PhD, graduate advisor.
- Larson, Bruce, PhD.
- McClanahan, Lauren, PhD, graduate advisor.
- Nolet, Victor, PhD.
- Romano, Rosalie, PhD.
- Roxas, Kevin, PhD.
- Ware, Molly, PhD.

**Program Information**

The Master in Teaching (MIT) program is designed for candidates who wish to complete a master's degree while gaining state of Washington residency certification to teach at the secondary level (middle and high school). Our comprehensive MIT program is firmly backed by current research of effective teaching and promoting student learning. The MIT program can be completed in five quarters, including the student teaching (internship).

The MIT program is available at the Bellingham campus and at our Everett site.

Bellingham program: wce.wwu.edu/sec/master-teaching-mit-bellingham

Everett program: wce.wwu.edu/teop/master-teaching

Secondary Education: 360-650-3327, Christina.Carlson@wwu.edu, Miller Hall 400

Graduate School: 360-650-3170, gradschool@wwu.edu, wwu.edu/gradschool

See the Department of Secondary Education catalog page for additional program and teacher certification information. In particular, review the following headings: Certification, Endorsements, Character and Fitness, and Internships.

**Program Application**

Applicants must meet the admission requirements of the Graduate School and the Secondary Education department requirements below. Note: the GRE is not an application requirement for this graduate program. Before applying, review the endorsement website (wce.wwu.edu/cert/endorsements) to determine your readiness to apply. You may send unofficial transcripts with the name of your endorsement(s) to request an evaluation to Peter.Johnson@wwu.edu Dana.Edward@wwu.edu. To apply, create an online application account with the Graduate School and upload all supporting documents by the application deadline.

**Application Requirements**

A 3.0 grade point average; see Graduate School eligibility requirements.

Completion of an approved English composition course, with a grade or B of higher.
English language proficiency.

**Test requirement:**
Meet the Washington Education Skills Test- Basic (WEST-B) requirement. This may be met by a) taking the WEST-B exam, b) SAT minimum scores, or c) ACT minimum scores. See the WEST-B Requirement website for more information, wce.wwu.edu/admissions/west-b-requirement. Passing scores must be on file by the application due date.

Essays and statement of purpose.

Letters of reference.

Interview by Secondary Education faculty. Details will be provided after application deadline.

Important Application Dates:

Fall quarter: April 1

Winter quarter: September 1

Everett location, Summer quarter: March 1

This off-campus program admits candidates only summer quarter; late applications accepted only on a space available basis.

**Requirements Upon Program Admission**

Upon acceptance, each candidate is assigned an education graduate faculty advisor. All newly accepted teacher education candidates must attend the mandatory orientation and advising session before beginning first quarter classes. Candidates may be dropped from Secondary Education for failing to attend the required orientation. Candidates admitted to the Woodring College of Education must meet specified requirements throughout the course of their teacher education program in order to remain in the program.

Completion of a Pre-Residency Clearance through the Office of Superintendent of Public Instruction and a fingerprint background check as described in Character and Fitness (see catalog page for Secondary Education).

Completion of the Woodring College of Education Prevention of Sexual Harassment Training.

Completion of the Woodring College of Education Blood-Borne Pathogens Training.

Completion of the Secondary Education Supplemental Application/Student Conduct Requirements and Agreement.

**General Retention Requirements**

Candidates must maintain at least a 3.0 GPA, beginning with the quarter they are notified of admission to Secondary Education and all required courses. This requirement applies even to quarters where no education courses are being taken. Candidates who fail to meet this standard will receive a letter advising them that they have been dropped from the program.

Candidates must earn a grade of B (3.0) or better in the professional education sequence, and a C (2.0) or better in all courses required for the endorsement. See Woodring College and the Graduate School policies for more information.

Candidates must successfully complete a minimum of one MIT program course each calendar year

Candidates must complete all certification and endorsement course work.
Candidates are required to conduct themselves in a professional manner, in terms of moral code, use of written or verbal language, abstention from sexual harassment, gender, ethnic and racial bias.

**Program Completion**
To qualify for program completion and recommendation for state of Washington residency certification, candidates must complete the following requirements and assessments:

A state-approved, performance-based teacher preparation program that includes preparation in an endorsable subject area, teaching methodology, and an internship.

Evidence of good moral character and personal fitness.

Pass a content test for each endorsement to be earned. The content tests are Washington Educator Skills Test (WEST-E), National Evaluation Series (NES), and American Council on the Teaching of Foreign Language (ACTFL).

Pass the education Teacher Performance Assessment (edTPA).

Successful completion of the student teaching internship as shown by performance on the WWU Intern Development and Evaluation System (IDES).

Candidates who interrupt enrollment in a teacher education program for more than two consecutive quarters (summer quarter not included) must meet all program admission, completion and certification requirements in place for the quarter in which they expect to return.

The Graduate School policy is for program requirements to be completed within five years. While it is possible to earn the Residency teaching certificate without completing the final requirements for the MIT degree, it is not possible to earn the MIT without earning the Residency teaching certificate.

**Required Program Courses**

- **Research and Foundations** — 12 credits
  - SEC 501 - Introduction to Educational Research Inquiry for Secondary Teachers
  - SEC 512 - Seminar in Educational Philosophy
  - SEC 513 - Seminar in Education, Culture, and Equity Socio-Cultural and Legal Issues in Education

- **Secondary Master’s Requirements** — 34 credits
  - SEC 433 - Teaching and Learning Laboratory
  - SEC 435 - Secondary Practicum I
  - SEC 436 - Secondary Practicum II
  - SEC 510 - Teacher As Communicator
  - SEC 525 - Content Reading, Writing and Communication in Secondary Schools
  - SEC 531 - Teaching Adolescents
  - SEC 532 - Curriculum and Instruction in Secondary Schools
SEC 533 - Assessment and Professional Development in Secondary Schools
SEC 534 - Management, Motivation and Discipline in the Secondary Schools
SPED 510 - Secondary Students With Special Needs
IT 544 - Instructional Technology and Education
☐ Internship (18 credits)
   SEC 595 - Graduate Internship
☐ Research Course (4 credits)
   SEC 691 - Research Seminar

Additional Information

Competency in Instructional Technology
Students admitted to programs in the Woodring College of Education are required to possess competence in the use of instructional technology in education prior to completion of their program and, when applicable, prior to being recommended for certification.

Non-Thesis Assessment
Master in Teaching candidates are in the non-thesis option and are required to complete a final research seminar (SEC 691) after candidates have received their Washington State Teaching Certificate. The course uses online technology to allow for candidates to complete the requirement off-site.

Second Master's Degree
Enrollment must be for a single MEd, MA or MIT program. Students who have earned an MEd or MIT may apply for admission to another MEd program but all requirements of the second program must be met (with possible allowance for some course work taken in the first program). However, all programs must be completed with the minimum number of required credits.

NOTE: Due to a review and revision process which may affect Woodring College of Education programs and courses, the information is subject to change.

Rationale for change:
Updates reflect the title changes to SEC 433 (corresponding eform #985012) and SEC 513 (eform #985016). Updated the contact email for endorsement evaluation (since Dana Edward retired and Peter Johnson has agreed to review transcripts for MIT applicants).

Effect of change: This revision does not affect other departments.