Teacher Curricula and Certification Council
Minutes

Meeting Date: February 9, 2016 | Miller Hall 258, 4:00 p.m.
Present: Bruce Larson (Chair), Patty Bourne, David Carroll, Gail Coulter, Bruce Goebel, Shaw Gynan, Peter Johnson, Tracy Thorndike, Laura Wellington
Excused: Jessica Cohen, Deb Currier, Ed Geary, Angie Harwood
Recording: Emily Sasnett

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

SUMMARY

INFORMATIONAL ITEMS

CLOCK HOUR PROPOSALS

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Title</th>
<th>Faculty</th>
<th>Qtrs/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Science</td>
<td>Marine Naturalist Training Program</td>
<td>Cindy Hansen</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>

DEPARTMENT: Secondary Education, WCE

COURSE CANCELLATION

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 444</td>
<td>Supporting Teaching and Learning with Technology</td>
<td>Cancellation</td>
<td>Motion: Bruce Goebel Second: David Carroll Approved; sent to ACC</td>
<td>976021</td>
</tr>
</tbody>
</table>

NEW COURSE

<table>
<thead>
<tr>
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<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 407</td>
<td>Introduction to Education for Sustainability</td>
<td>NEW</td>
<td>Motion: Peter Johnson Second: Patty Bourne Approved; sent to ACC</td>
<td>955131</td>
</tr>
</tbody>
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COURSE REVISIONS

<table>
<thead>
<tr>
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<th>Status</th>
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</thead>
<tbody>
<tr>
<td>SEC 410</td>
<td>Dynamics of Teaching</td>
<td>Co-requisite</td>
<td>Motion: Gail Coulter Second: Shaw Gynan Approved; sent to ACC</td>
<td>984996</td>
</tr>
<tr>
<td>SEC 425</td>
<td>Developmental Reading, Writing and Learning in Secondary Schools</td>
<td>Co-requisite</td>
<td></td>
<td>994125</td>
</tr>
<tr>
<td>SEC 432</td>
<td>Secondary School Methods III – Management, Motivation and Discipline</td>
<td>Co-requisite</td>
<td></td>
<td>994129</td>
</tr>
<tr>
<td>SEC 433</td>
<td>Teaching Laboratory</td>
<td>Co-requisite, title, description</td>
<td></td>
<td>985012</td>
</tr>
<tr>
<td>SEC 436</td>
<td>Secondary Practicum II</td>
<td>Co-requisite, description</td>
<td></td>
<td>994131</td>
</tr>
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</table>

PROGRAM REVISIONS

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Education Undergraduate and Post-Baccalaureate Professional Program</td>
<td>Course changes</td>
<td>Motion: Shaw Gynan Second: David Carroll Approved; sent to ACC</td>
<td>979826</td>
</tr>
<tr>
<td>Program</td>
<td>Type of Change</td>
<td>Status</td>
<td>E-form#</td>
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<tr>
<td>Humanities – Middle Level – Additional Endorsement</td>
<td>Course changes</td>
<td>Motion: Patty Bourne Second: Laura Wellington Approved; sent to ACC</td>
<td>991374</td>
</tr>
</tbody>
</table>

**DEPARTMENT:** Elementary Education, WCE  
**COURSE REVISION**

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 444</td>
<td>Classroom Use of Instructional Technology (Secondary)</td>
<td>Credit reduction</td>
<td>Motion: Bruce Goebel Second: Shaw Gynan Approved; sent to ACC</td>
<td>976491</td>
</tr>
</tbody>
</table>

**DEPARTMENT:** English, CHSS  
**NEW PROGRAM**

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – Creative Writing Emphasis, BA with Teaching Endorsement Option</td>
<td>NEW</td>
<td>Motion: Patty Bourne Second: David Carroll Approved; sent to ACC</td>
<td>968076</td>
</tr>
</tbody>
</table>

**DEPARTMENT:** Modern and Classical Languages, CHSS  
**PROGRAM REVISIONS**

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese with a Teaching Endorsement, BA</td>
<td>Title, format</td>
<td>Motion: Bruce Goebel Second: David Carroll Approved; sent to ACC</td>
<td>981369</td>
</tr>
<tr>
<td>German with a Teaching Endorsement, BA</td>
<td>Title, format</td>
<td>996378</td>
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</tr>
<tr>
<td>French with a Teaching Endorsement, BA</td>
<td>Title, format</td>
<td>996334</td>
<td></td>
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<tr>
<td>Chinese Language and Culture with a Teaching Endorsement, BA</td>
<td>Title, format</td>
<td>982336</td>
<td></td>
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<tr>
<td>Spanish with a Teaching Endorsement, BA</td>
<td>Title, format</td>
<td>996365</td>
<td></td>
</tr>
<tr>
<td>Designated World Languages, Additional Endorsement</td>
<td>Course</td>
<td>Motion: Bruce Goebel Second: David Carroll Approved; sent to ACC</td>
<td>982316</td>
</tr>
</tbody>
</table>

**INFORMATIONAL ITEM**

The following Extended Education *Clock Hours Proposal* has been approved and is included here as informational items:

- **Department:** Environmental Science
- **Course Title:** Marine Naturalist Training Program
- **Contact Hours:** 33.5 hours
- **Clock Hours:**
- **Location:** Friday Harbor and Orcas
- **Instructors:** Cindy Hansen
- **Class dates/time:** April 30 – May 22, 2016 (6 days); 10:00 a.m. – 5:00 a.m. with a few exceptions

**Course Goals/Objective:** The objective of this training is to provide a learning experience that assists the adult graduate to be qualified regionally as a professional or volunteer naturalist. In order to become fully certified a ten-hour practicum is required with The Whale Museum. This may be arranged during training.

**Course Description:** Since 1994, this course has been presenting an overview of the natural history of the San Juan Islands and the inland marine waters of Washington State and Southern British Columbia, known as the Salish Sea. The course includes an in-depth treatment of the ecology and conservation of local marine species.
including lessons about local whale species, salmon, pinnipeds, birds, intertidal organisms and geology. The information is presented with a mix of lectures, field trips, and hands-on learning. Instructors are highly trained naturalists, regional environmental educators, and scientists. The program is 6 sessions long and is typically held over 4 or 5 weekends, with a marine field trip on board a boat the last day. Additional field trips will take place at various parks, waters and shorelines on San Juan Island and Orcas Island.

The Pacific Whale Watch Association endorses this course for Naturalist Certification and some whale watch companies look for graduates of the course when hiring. Completion of this program entitles participants to become members of the Salish Sea Association of Marine Naturalists (SSAMN), a professional naturalist association formed in 2008.

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**CURRICULAR ITEMS**

<table>
<thead>
<tr>
<th>DEPARTMENT:</th>
<th>Secondary Education, WCE</th>
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</thead>
<tbody>
<tr>
<td>COURSE CANCELLATION</td>
<td>Approved; sent to ACC</td>
</tr>
<tr>
<td>SEC 444 – Supporting Teaching and Learning with Technology</td>
<td>976021</td>
</tr>
</tbody>
</table>

**Rationale for cancellation:**
Course currently taught as SEC 444 (2 credits) will be offered as IT 444 (2 credits) to allow the IT program to direct the course and assign instructors.

**Effect of change:** IT director, Paula Dagnon, is in agreement. The only impact will be that the program guides will need to be updated from SEC 444 to IT 444. All have been notified.

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**NEW COURSE**

<table>
<thead>
<tr>
<th>Approved; sent to ACC</th>
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<tbody>
<tr>
<td>EDUC 407 – Introduction to Education for Sustainability</td>
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</tbody>
</table>

**Final copy:**
Strategies for using education as a tool to address contemporary challenges that involve the interconnectedness of social justice, ecological, economic and systems. Theoretical and practical foundations; historical roots; current and emerging trends in education for sustainability. Emphasis on agency, activism, learner-centered pedagogies, and professional teaching practices applicable in formal and non-formal educational contexts.

Prerequisites: Declaration of Education and Social Justice minor, OR Declaration of Sustainability Minor, OR permission of instructor.
Corequisites: none.
4 Credits;
Repeatable up to 8 credits.
Grading: A-F; Course mode is face to face meeting that combines lecture, discussion, independent study, and student presentations.
Attributes: none

**Rationale for new course:**
This course is part of the Education for Social Justice minor and also is the first course in a series that will lead to a specialty areas endorsement in Environmental and Sustainability Education (approved by Woodring Curriculum Council May, 2011). The class is expected to be included in the Sustainability Minor, pending approval by Committee on Undergraduate Programs. Readings and activities in the class encourage participants to employ multiple perspectives to investigate various aspects of sustainability and the differential impacts of unsustainable practices and policies. Participants gain direct hands-on practice with learner centered and critical pedagogies applicable in a variety of educational contexts.

Prerequisites: Declaration of Education and Social Justice minor OR Declaration of Sustainability Minor OR permission of instructor.

**Rationale for Prerequisites:**
Class activities assume some familiarity with contemporary social justice and or sustainability issues.
# COURSE REVISIONS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Approved; sent to ACC</th>
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</thead>
<tbody>
<tr>
<td><strong>Sec 410 – Dynamics of Teaching</strong></td>
<td>984996</td>
</tr>
<tr>
<td><strong>Change to:</strong></td>
<td></td>
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<tr>
<td>Focus on ideas for communicating effectively in schools/classrooms. Oral, visual, and listening communication skills will be examined as part of the teaching/learning process.</td>
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<tr>
<td>Prereq: Admission to Secondary Education; co-requisite: SEC 430</td>
<td></td>
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<tr>
<td>Credits: 2</td>
<td></td>
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<tr>
<td>Grade Mode: Letter</td>
<td></td>
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<tr>
<td>Schedule Type: Lecture</td>
<td></td>
</tr>
<tr>
<td>Repeatability: Not Repeatable</td>
<td></td>
</tr>
<tr>
<td>Attributes:</td>
<td></td>
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<tr>
<td><strong>Rationale for change:</strong></td>
<td>By removing the SEC 430 co-requisite, students in Music and Health/Fitness can enroll in SEC 410 without delays or overrides.</td>
</tr>
<tr>
<td><strong>Effect of change:</strong></td>
<td>This revision does not affect other departments.</td>
</tr>
</tbody>
</table>

| **SEC 425 – Developmental Reading, Writing and Learning in Secondary Schools** | 994125 |
| **Change to:** | |
| Developmental reading, writing and learning skills and strategies specific to content area instruction in the secondary school. Includes techniques for assessing texts, students' literacy levels; designing appropriate instruction; evolution of literacy definitions, academic language, and the integration of reading and writing with current K-12 Content Standards for instruction and assessment. May include field experience. | |
| Prereq: Co-requisites: SEC 431 and SEC 435 | |
| Credits: 4 | |
| Grade Mode: Letter | |
| Schedule Type: Lecture | |
| Repeatability: Not Repeatable | |
| Attributes: | |
| **Rationale for change:** | Removal of co-reqs allows for improved registration for music and PE/health candidates. |
| **Effect of change:** | This revision does not affect other departments. |

<p>| <strong>SEC 432 – Secondary School Methods III – Management, Motivation and Discipline</strong> | 994129 |
| <strong>Change to:</strong> | |
| Study of theories of behavior management, motivation, and disciplinary approaches. Exploration of family and community contexts and their implications for student behavior. | |
| Prereq: SEC 430, SEC 431; concurrent registration in SEC 433; SEC 436 | |
| Credits: 4 | |
| Grade Mode: Letter | |
| Schedule Type: Lecture | |
| Repeatability: Not Repeatable | |
| Attributes: | |
| <strong>Rationale for change:</strong> | Removal of SEC 433 as co-req allows options with practicum opportunities. |
| <strong>Effect of change:</strong> | This revision does not affect other departments. |</p>
<table>
<thead>
<tr>
<th><strong>SEC 433 – Teaching Laboratory</strong></th>
<th>985012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change to:</strong> Teaching Laboratory</td>
<td>Teaching and Learning Laboratory</td>
</tr>
<tr>
<td><strong>Opportunities to collaborate, co-teach, deepen understanding of school culture, and actively facilitate student learning through peer, instructor, and self-evaluations. S/U grading.</strong> Videotaped lesson presentations; peer, instructor, and self-evaluations. S/U grading.</td>
<td></td>
</tr>
<tr>
<td><strong>Prereq:</strong> SEC 431 or SEC 533 or permission of instructor; SEC 436 concurrent or permission of instructor. Assigned placement at the middle school or high school level with opportunity to assist and learn from cooperating teacher, and facilitate student learning. Candidate completes 20 hours in the practicum classroom per credit. S/U grading.</td>
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<tr>
<td>Credits: 1</td>
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<tr>
<td>Grade Mode: S/U</td>
<td></td>
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<tr>
<td>Schedule Type: Lab</td>
<td></td>
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<tr>
<td>Repeatability: Not Repeatable</td>
<td></td>
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<tr>
<td>Attributes:</td>
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</tbody>
</table>

**Rationale for change:** By removing the pre-req and co-req, SEC 433 can be offered as a first quarter class. Update to course title and description to align with current practices. Moving the reference from the catalog regarding 20 classroom hours to ClassFinder will be more visible for students when they prepare to register.  

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

<table>
<thead>
<tr>
<th><strong>SEC 436 – Secondary Practicum II</strong></th>
<th>994131</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change to:</strong> Assigned placement at the high school level with opportunity to assist and learn from cooperating teacher. Assigned placement in secondary-middle or high school with opportunities to collaborate, co-teach, deepen understanding of school culture, build relationships with students, and actively facilitate student learning. Candidate completes 20 hours in the practicum classroom per credit. S/U grading.**</td>
<td></td>
</tr>
<tr>
<td><strong>Prereq:</strong> SEC 433; and SEC 432 or SEC 534; or permission of instructor.</td>
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</tr>
<tr>
<td>Credits: 1</td>
<td></td>
</tr>
<tr>
<td>Grade Mode: S/U</td>
<td></td>
</tr>
<tr>
<td>Schedule Type: Practicum</td>
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</tr>
<tr>
<td>Repeatability: Not Repeatable</td>
<td></td>
</tr>
<tr>
<td>Attributes:</td>
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</tbody>
</table>

**Rationale for change:** Removal of SEC 433 co-req, because it allows for options with practicum opportunities. The first line of the description was supposed to have been deleted for the 2015-2016 catalog. (Form #899213.) Changing "secondary" to "middle or high" uses consistent language with our practicum SEC 433. Moving the reference from the catalog regarding 20 classroom hours to ClassFinder will be more visible for students when they prepare to register.  

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

<table>
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<tr>
<th><strong>PROGRAM REVISIONS</strong></th>
<th>979826</th>
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<tr>
<td><strong>Secondary Education Undergraduate and Post-Baccalaureate Professional Program</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Change to:</strong> Department of Secondary Education, Woodring College of Education</td>
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</tbody>
</table>

58 credits
Introduction
The Secondary Education program is designed for those who want to become a teacher at the middle or high school level. The program leads to a recommendation to the state of Washington for a teaching certificate endorsed in at least one subject area. This program requires completion of the Secondary professional education course sequence, a baccalaureate degree with academic preparation for a qualifying endorsement, and a student teaching internship.

Why Consider a Secondary Education Undergraduate and Post-Baccalaureate Professional Program?
Teaching today is more and more focused on ensuring student learning. The benchmark of great teaching is student learning. However, this is a challenge. Teaching and learning are collaborative and reciprocal; it is an ongoing process, requiring openness to new ideas. No other profession allows you to engage with a subject matter that you enjoy every day, and work with youth to help them think and learn with you. Teachers have opportunities to go beyond content, and create a classroom environment that fosters students to learn and share diverse viewpoints and perspectives about the content and skills they are learning. Plus, you are able to see firsthand when students understand for the first time a new idea or phenomenon. We hope to prepare teachers who are able to foster creativity, transform the status quo, and develop a classroom community of learners. Teaching will transform you and serve the next generation of citizens in our democracy.

Contact Information
360-650-3327
http://wce.wwu.edu/sec/secondary-education

Sample Careers
Secondary level (middle or high school) teacher

Major/Career Resources
http://www.wwu.edu/careers/students_choosingamajor.shtml

How to Declare (Admission and Declaration Process):
See the Department of Secondary Education catalog for program admission, completion, and teacher certification information.

Grade Requirements
Students must earn a grade of C (2.0) or better in the Secondary Education professional program and in all courses required for the endorsement.

Requirements
- SEC 303 - Teaching Adolescents: Development and Identity
- SEC 310 - Education, Culture, and Equity
- SEC 410 - Dynamics of Teaching
- SEC 411 - Philosophical Foundations of Education
- SEC 425 - Developmental Reading, Writing and Learning in Secondary Schools
- SEC 431 - Secondary School Methods II-Assessment and Long Term Planning
- SEC 432 - Secondary School Methods III - Management, Motivation and Discipline
- SEC 433 - Teaching and Learning Laboratory
- SEC 435 - Secondary Practicum I
- SEC 436 - Secondary Practicum II
- SECIT 444 - Classroom Use of Instructional Technology (Secondary) Supporting Teaching and Learning with Technology
- SEC 495 - Internship - Secondary
- SPED 363 - Secondary Students With Special Needs

Academic content methods courses are required for all major endorsement areas. For specific course numbers and schedule information, students are advised to contact their academic major department advisor.

University Graduation Requirements
General University Requirements (GURS)
Writing Proficiency Requirement (WP)
Rationale for change: Text added to the section "Why Consider a Secondary Education Undergraduate and Post-Baccalaureate Professional Program?"
Change SEC 444 to IT 444 (corresponding e-forms: #976021 cancel SEC 444, and #976491 revision to IT 444).
Updates reflect title change to SEC 433.

Effect of change: All have been notified and are in agreement (see IT 444 revision). The only impact will be that the program guides will need to be updated from SEC 444 to IT 444.

NOTE: Bruce Larson (Chair, Secondary Education) and Peter Johnson (Director, Teacher Certification) will ensure that the following additional programs are updated as a result of these changes to the Secondary Education Undergraduate and Post-Baccalaureate Professional Program:
- Art – P-12, BAE
- Chemistry/Biology – Secondary, BAE
- Chemistry/Mathematics – Secondary, BAE
- Chemistry/Physics – Secondary, BAE
- Earth Science – Secondary, BAE
- Earth Science/General Science – Secondary, BAE
- General Science – Middle Level, BAE
- General Science – Secondary, BAE
- Mathematics – Secondary Minor
- Mathematics – Secondary, BAE
- Physics/Mathematics – Secondary, BAE
- Theatre Arts P-12, Additional Teaching Endorsement

Humanities – Middle Level – Additional Endorsement

Change to:
Humanities — Middle Level - Additional Endorsement

Department of Secondary Education, Woodring College of Education

39-51 credits

Introduction
This additional endorsement program must be accompanied by the professional preparation program in Secondary Education, and preparation for an English Language Arts or Social Studies endorsement. Professional education program admission, completion, and teacher certification requirements are provided within this Secondary Education section of the catalog.

Secondary Education students who complete this program will build on their preparation for an English Language Arts or Social Studies endorsement to earn an additional endorsement in Middle Level Humanities. The Middle Level-Humanities endorsement prepares individuals to teach these core subjects and an integrated language arts/social studies core block classroom in the middle and junior high school.

Why Consider a Middle Level Additional Endorsement in Humanities?

Contact Information
360-650-3327
https://wce.wwu.edu/sec/middle-level-additional-endorsement

Sample Careers
Middle school teacher

Approved; sent to ACC
## Grade Requirements

Students must earn a grade of C (2.0) or better in the Secondary Education professional program and in all courses required for the endorsement.

## Requirements

### Middle School Pedagogy
- SEC 450 - Introduction to Middle Schools

### Content and Methods — Option I or Option II

#### Option I - Requirements

#### English Language Arts Endorsement

See English for a description of the major in English – Literature Emphasis with Teaching Endorsement leading to an endorsement in English Language Arts.

#### Social Studies Supporting Component
- ENVS 204 - Human Geography
- HIST 103 - Introduction to American Civilization: American History to 1865
- HIST 104 - Introduction to American Civilization: American History Since 1865
- HIST 391 - History of the Pacific Northwest

- One course from:
  - HIST 111 - Introduction to Western Civilization: Prehistory to 476
  - HIST 121 - World History to 500 (preferred)
- PLSC 250 - The American Political System
- SEC 426 - Social Studies for the Secondary School

- One course from:
  - ECON 206 - Introduction to Microeconomics
  - ECON 446 - Economics for the Teacher (preferred)

#### Option II - Requirements

#### Social Studies Endorsement

See the WWU Endorsement Programs webpage for majors leading to a qualifying endorsement in Social Studies.

#### English Language Arts Supporting Component
- ENG 202 - Writing About Literature
- ENG 347 - Studies in Young Adult Literature
- ENG 370 - Introduction to Language
- ENG 436 - The Structure of English
- ENG 443 - Teaching English Language Arts in the Secondary Schools I

- One course from:
  - ENG 301 - Introduction to Writing Studies
  - ENG 302 - Introduction to Technical and Professional Writing
  - ENG 350 - Introduction to Creative Writing
  - ENG 371 - Introduction to Rhetorical Analysis

- One course from:
  - ENG 307 - Seminar in Literature & Culture: Medieval
  - ENG 308 - Seminar in Literature & Culture: Early Modern
  - ENG 309 - Seminar in Literature & Culture: The Long 18th Century
  - ENG 310 - Seminar in Literature & Culture: The Long 19th Century
  - ENG 311 - Seminar in Literature & Culture: The 20-21st Century
- ENG 317 - Survey in Literature & Culture: Medieval
- ENG 318 - Survey in Literature & Culture: Early Modern
- ENG 319 - Survey in Literature & Culture: The Long 18th Century
- ENG 320 - Survey in Literature & Culture: The Long 19th Century
- ENG 321 - Survey in Literature & Culture: The 20-21st Centuries

Additional Requirements

Secondary Education Undergraduate and Post-baccalaureate Professional Program Requirements (62 credits)
- SEC 303 - Teaching Adolescents: Development and Identity
- SEC 301 - Educational Psychology I: Development and Individual Differences
- SEC 302 - Educational Psychology II: Motivation, Learning and Assessment
- SEC 310 - Education, Culture, and Equity
- SEC 410 - Dynamics of Teaching
- SEC 411 - Philosophical Foundations of Education
- SEC 425 - Developmental Reading, Writing and Learning in Secondary Schools
- SEC 431 - Secondary School Methods II-Assessment and Long Term Planning
- SEC 432 - Secondary School Methods III - Management, Motivation and Discipline
- SEC 433 - Teaching and Learning Laboratory
- SEC 435 - Secondary Practicum I
- SEC 436 - Secondary Practicum II
- IT SEC 444 - Classroom Use of Instructional Technology (Secondary)

University Graduation Requirements

General University Requirements (GURS)
Writing Proficiency Requirement (WP)
180 Minimum Total Credits
60 Minimum Upper Division Credits
Residency Requirement
Minimum Grade Requirements
Final Quarter Requirement

*Rationale for change:* No change to the endorsement. Updates reflect SEC 303 replaces SEC 301 and SEC 302 (related forms are 899002, 977047, and 977048), title change to SEC 433, and the change of SEC 444 to IT 444.

*Effect of change:* The IT program has been notified of IT 444 change and is in agreement. Other departments and programs are not affected.

**DEPARTMENT:** Elementary Education, WCE  
**COURSE REVISION** Approved; sent to ACC  
**IT 444 – Classroom Use of Instructional Technology (Secondary)**  
| Change to: |  
| Examines the use of instructional technology, including using the computer as teacher, student, partner (tool) and aide. Successful completion satisfies the Woodring College of Education instructional technology education competency requirement.  
| Learn and improve skills necessary to effectively integrate technology for teaching and learning into professional teaching practices, including planning, assessment, and classroom management. Lab course tied to practicum experience.  
| Prereq: IT 344 or portfolio of basic instructional technology skills  
| Credits: 3 | 976491 |
**Rationale for change:** IT 444 is currently 3 credits. It is only taught in the Secondary Education program. Secondary Education and IT faculty have concluded that a 2-credit course is sufficient to address the content of the course.

**Effect of change:** Minimal. This course will fall under the direction of the IT program in Woodring, who will hire the instructors. It will allow SEC faculty who are currently teaching the course to teach additional SEC courses, but qualified SEC faculty might still teach IT 444 if deemed necessary by IT. IT faculty/instructors will need to be assigned/hired to teach this course, but that is currently the case; this is not a new course, but merely a reassignment of a current course.

**DEPARTMENT: English, CHSS**

**NEW PROGRAM**

Approved; sent to ACC

| English – Creative Writing Emphasis, BA with Teaching Endorsement Option | 968076 |

**Final Copy:**

### 75 credits (58 additional credits for teacher certification)

**Introduction/What is the Study of English?**

English is one of the central liberal arts degrees. A background in English provides graduates with a sound basis for pursuing a variety of careers, including law, business, education, publishing and government, as well as graduate work in creative writing, language, literary and cultural studies, and writing. English engages students in diverse literary heritages as well as fosters the development of sophisticated abilities in critical analysis, creative inquiry, reflective reading, and effective communication and expression.

**Why Consider a Creative Writing Emphasis with Teaching Endorsement Option as a Major?**

The English – Creative Writing Emphasis with a Teaching Endorsement Option focuses on writing courses: creative writing in fiction, drama, poetry, or nonfiction prose and includes coursework in literature, language and pedagogy to supplement the writing courses.

Introductory and advanced genre courses form the core of the major, giving students an opportunity to develop their craft and aesthetics through intensive writing, reading and workshops. Students must take courses in at least two different genres. Aside from the core courses, this major requires courses in literature, linguistics, and pedagogy to meet state secondary English language arts endorsement requirements.

The English – Creative Writing Emphasis with Teaching Endorsement Option, BA major leads to a baccalaureate degree without teacher certification. To receive a recommendation for state of Washington teacher certification with an English Language Arts endorsement, students must complete courses within the English – Literature Emphasis major as specified herein, and the teacher certification program offered by the Department of Secondary Education as one of the following:

- A part of the undergraduate baccalaureate degree
- A post-baccalaureate program
- A part of the Master in Teaching program

See the Secondary Education section of this catalog for program admission, completion, and teacher certification requirements. Regulations for teaching endorsement are subject to change. Contact the English Education advisor.

**Contact Information**

Undergraduate Program Coordinator
Linda Flanagan
Humanities 327
360-650-3209
Sample Careers
Education (teaching or administrating) | Graduate work in Literature and Creative Writing | Graduate work in Composition and Language Major/Career Resources

How to Declare (Admission and Declaration Process):
Meet with English Department's Undergraduate Program Coordinator, Linda Flanagan, to declare this major. The prerequisites for declaring the major are 60 credits completed and ENG 202. Though the English department cannot guarantee immediate enrollment in the major or access to any specific class, we matriculate students into the major on a rolling basis as space is available and offer a wide variety of topics each term.

Advising Tips: Students are strongly encouraged to meet with the Undergraduate Program Coordinator, Linda Flanagan, early in their careers at Western. Students must declare their major by the start of their junior year.

Grade Requirements
A grade of C- or better is required for a student's major or minor courses, and supporting courses for majors and minors. Courses required for a state teaching endorsement must be completed with a grade of C (2.0) or better

Program Requirements
❑ Four literature and culture courses consisting of two seminars and two surveys. Combined, the literature and culture courses must cover four different historical periods. Historical periods should not be repeated.

Two literature culture seminars from:
• ENG 307 - Seminar in Literature & Culture: Medieval
• ENG 308 - Seminar in Literature & Culture: Early Modern
• ENG 309 - Seminar in Literature & Culture: The Long 18th Century
• ENG 310 - Seminar in Literature & Culture: The Long 19th Century
• ENG 311 - Seminar in Literature & Culture: The 20-21st Centuries

Two literature and culture surveys from:
• ENG 317 - Survey in Literature & Culture: Medieval
• ENG 318 - Survey in Literature & Culture: Early Modern
• ENG 319 - Survey in Literature & Culture: The Long 18th Century
• ENG 320 - Survey in Literature & Culture: The Long 19th Century
• ENG 321 - Survey in Literature & Culture: the 20-21st Centuries

❑ ENG 347 - Studies in Young Adult Literature

❑ One course from:
• ENG 301 - Introduction to Writing Studies
• ENG 302 - Introduction to Technical and Professional Writing
• ENG 371 – Introduction to Rhetorical Analysis
ENG 350 - Introduction to Creative Writing

One course from:
- ENG 351 - Introduction to Fiction Writing
- ENG 353 - Introduction to Poetry Writing
- ENG 354 - Introduction to Creative Nonfiction Writing
- THTR 384 - Introduction to Dramatic Writing
- FAIR 354V - Scriptwriting Workshop I

Three courses from:
- ENG 451 - Creative Writing Seminar - Fiction *
- ENG 453 - Creative Writing Seminar - Poetry *
- ENG 454 - Creative Writing Seminar - Creative Nonfiction *
- ENG 455 - Living Writers
- ENG 456 - Special Topics in Fiction Writing
- ENG 457 - Special Topics in Poetry Writing
- ENG 458 - Special Topics in Creative Nonfiction Writing
- ENG 459 - Editing and Publishing
- ENG 460 - Special Topics In Creative Writing - Multi-Genre
- THTR 485 - Dramatic Writing Workshop **
- FAIR 454Y - Scriptwriting Workshop II

Creative writing courses offered by Canadian-American Studies may also be counted with approval of the English department advisor

*One of these courses is repeatable with a different instructor to a maximum of 10 credits.
** May be repeated under separate topics to a maximum of 12 credits.

ENG 370 - Introduction to Language

(Students who earn a grade of 3.0 or better in Linguistics 201 may substitute a 300 or 400-level English course under advisement for English 370.)

ENG 436 - The Structure of English

ENG 443 - Teaching English Language Arts in the Secondary Schools I

ENG 444 - Teaching English Language Arts in the Secondary Schools II

**Additional Requirements**
Secondary Education Undergraduate and Post-Baccalaureate Professional Program (58 credits)
- SEC 303 - Teaching Adolescents: Development and Identity
- SEC 310 - Education, Culture, and Equity
- SEC 410 - Dynamics of Teaching
- SEC 411 - Philosophical Foundations of Education
- SEC 425 - Developmental Reading, Writing and Learning in Secondary Schools
- SEC 431 - Secondary School Methods II-Assessment and Long Term Planning
- SEC 432 - Secondary School Methods III - Management, Motivation and Discipline
- SEC 433 – Teaching and Learning Laboratory
- SEC 435 - Secondary Practicum I
- SEC 436 - Secondary Practicum II
- SEC IT 444 - Supporting Teaching and Learning with Technology -- Classroom Use of Instructional Technology (Secondary)
- SEC 495 - Internship - Secondary
Rationale for new program:
In recent years, a growing number of students have sought to complete both a major in creative writing and a secondary English language arts endorsement. Since these two curricular pathways have, historically, been quite different, the advising process has been quite confusing. So, in an effort to both streamline the process, make advising easier, and create a catalog reference to this pathway to an endorsement, this new major is being proposed.

While this major is technically new, students have effectively been completing it for the past decade by completing the BA English - Creative Writing Emphasis major and then adding other courses as required for a the secondary English language arts endorsement. However, it has been difficult tracking the number of such students, since they are hidden within the regular creative writing major, and these students are forced to seek overrides into endorsement courses since they are declared in the ‘wrong’ major.

When required to complete the two separate sets of course requirements (major and endorsement), they had to complete a total of 90 credits. This new major actually reduces the total number of credits to 75 while still covering the English Language Arts Endorsement requirements. And, since this new major will have its own code, students can be given access to teaching methodology courses without needing to seek overrides.

Since students are already taking this combined curriculum, creating this major will have no impact on resources or scheduling. It merely simplifies the process and makes clear to students what is expected.

The following explains the rationale for the proposed title and credit requirements:

Over the past few years, our English education interest student enrollment has stayed steady at around 112 students, with 55 or so graduating each year. Over the same time period, Woodring has admitted 20-25 of these students each year into the undergraduate certification program that is described in that portion of the eform. A few more are admitted each year to the MIT program (for whom the credit totals and course requirements would be quite different than what's listed for certification on the eform). This means that a bit more than half the students with an English education interest, those toward whom this major is targeted, will not attend Woodring. So, out of the roughly 55 students who graduate each year in English education, about 25-30 will not attend Woodring. Of those, about a third decide that teaching of any sort is not for them, and they look to other professions. About a third decide that they want to teach, but would rather work with adults, choosing then to go on for MA in English in pursuit of a community college position or head overseas to teach English as Second Language. And about a third choose to pursue their certification at another university. So, for a sizable percentage of our students, the listing a 133 credit total would simply be false.

In addition, and unlike some other programs at Western, upwards of 95% of our English education students will graduate before they go to Woodring. So, they will have completed this BA before ever taking any Woodring courses. So, while listing a 133 credit total makes sense for them (assuming they don't go the MIT route), the idea that they can't receive this BA without taking 58 credits of accreditation courses is false. The sticking point here is that they would not receive the endorsement without taking the addition 58 credits in Woodring, but they would already have completed the requirements for it. Thus, the proposed title English - Literature Emphasis, BA with Teaching Endorsement Option is the most accurate and transparent.

For all of these reasons, English finds the idea of a blanket listing of 133 credits, adopted by some other teaching endorsement programs at Western, to be misleading, and that's why we are suggesting that there be a distinction between the courses required for the major and those that may or may not be required by Woodring later, depending upon the career path of the student.

In any case, we understand the necessities of consistency in the catalog, and we have a very robust advising system in our department that can mitigate the misunderstandings that ‘133 credits’ will likely generate, but we're hoping that there's room for some difference in the ways in departments describe their programs.

Impact on Resources: None. Currently there are approximate 10 students who are combining the Literature emphasis endorsement with a creative writing major. This new major will give those students a clearer path.
Enrollment is expected to stay between 10-20 students. Sent to Bruce Larsen, Chair of Secondary Education, Woodring College of Education, for approval and approved.

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**DEPARTMENT:** Modern and Classical Languages, CHSS  
**PROGRAM REVISIONS**  
Approved; sent to ACC

<table>
<thead>
<tr>
<th>Program Revision</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese with a Teaching Endorsement, BA</td>
<td>981369</td>
</tr>
</tbody>
</table>

**Change to:**  
Japanese with a Teaching Endorsement Option, BA

**425-63 credits (58 additional credits for teacher certification)**

**Introduction**  
In keeping with the aim of providing the skills needed to learn about a culture in depth, the Department of Modern and Classical Languages trains in two areas: language structure and literary analysis. Language structure is taught both holistically and analytically. Holistic language learning is facilitated by modern methods and multimedia technology, as well as study abroad opportunities. The department supports the analytical instruction of language structure through a full range of language skills courses, as well as a significant number of courses in linguistics. Literary analysis is essential to a student's understanding of the highest achievements in aesthetic expression of a culture's values.

The department provides instruction in history and culture, as well as literary theory, with an end to enabling the student to gain access to the intellectual life in the culture. The department imparts skills to future foreign language teachers so that they may similarly enable high school students to begin the acquisition of foreign languages.

**Why Consider a Teaching Endorsement in Japanese Major?**  
The department provides students the skills to learn firsthand about major world societies. The department believes that the best way to understand a culture directly is through its language. The modern languages offered in the department are spoken natively by nearly two billion people. The multifaceted programs of the department provide an opening to the world through language, literature, culture and civilization. It is a meeting place for true diversity.

The BA in Japanese leads to a BA degree without teacher certification. In order to receive a recommendation for state of Washington certification students must complete the "teacher certification" program which is offered by the Department of Secondary Education.

See the Secondary Education section of this catalog for program admission, completion, and teacher certification requirements. Regulations for teaching endorsement are subject to change. For teaching endorsement program, contact the foreign language endorsement advisor.

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**Contact Information**

**Modern and Classical Languages Department Office**  
Miller Hall 223  
360-650-3918

**Japanese Advisor**  
Dr. Massimiliano Tomasi  
Miller Hall 222C  
360-650-3339  
Massimiliano.Tomasi@wwu.edu

**World Languages - Education Advisor**  
Shaw Gynan  
Miller Hall 215A  
360-650-4853  
Shaw.Gynam@wwu.edu

**Secondary Education Website**  
https://wce.wwu.edu/sec/secondary-education

**Secondary Education Program Manager**  
Janna Cecka  
Miller Hall 401C  
360-650-3327  
Janna.Cecka@wwu.edu

**Sample Careers**  
Interpreter | Foreign Correspondent | Foreign Service Officer | FBI Agent | Educator | Linguist | Travel Writer |

All careers involving communication

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**Major/Career Resources**
How to Declare (Admission and Declaration Process):
Make an appointment with the Japanese advisor.

When meeting with the advisor, you should bring:
- An "Official Declaration of Undergraduate Major" form (available at the Department Office)
- An unofficial WWU transcript
- Documentation for courses taken at other colleges or universities
- Documentation for any study-abroad credits earned

Grade Requirements
Students must earn a grade of C (2.0) or better in the secondary education professional program and in all courses required for the endorsement.

A GPA of 3.00 is required in the language major and a GPA of 3.00 or above is required in endorsement courses.

Requirements

Complete both A and B:
A. Language Component (55 credits)
- Japanese, BA

B. Endorsement Requirements (8 credits)
- LANG 410 - World Language Instruction: Theory and Method I
- LANG 430 - Asian Language Pedagogy and Practice
- LANG 420 - World Language Instruction: Theory and Method II

- A passing score on the World Languages WEST-E test, and proficiency in the designated world language assessed by ACTFL oral and written tests at the Advanced-Low level, are required by the state.

- Complete the professional preparation program in secondary education. See the Secondary Education section of this catalog for program admission, completion, and teacher certification requirements.

Additional Requirements
Secondary Education Undergraduate and Post-Baccalaureate Professional Program (58 credits)
- SEC 303 - Teaching Adolescents: Development and Identity
- SEC 310 - Education, Culture, and Equity
- SEC 410 - Dynamics of Teaching
- SEC 411 - Philosophical Foundations of Education
- SEC 425 - Developmental Reading, Writing and Learning in Secondary Schools
- SEC 431 - Secondary School Methods II-Assessment and Long Term Planning
- SEC 432 - Secondary School Methods III - Management, Motivation and Discipline
- SEC 433 - Teaching and Teaching Laboratory
- SEC 435 - Secondary Practicum I
- SEC 436 - Secondary Practicum II
- SEC 444 - Supporting Teaching and Learning with Technology Classroom Use of Instructional Technology (Secondary)
- SEC 495 - Internship - Secondary
- SPED 363 - Secondary Students With Special Needs

Rationale for change: Up until Fall 2014, students who wished to get a Japanese with a Teaching Endorsement, BA, needed to complete the Japanese language major and also two foreign language methodology
courses (LANG 410 and LANG 420). In Spring 2014, we started offering a course specifically geared towards students getting and endorsement in Asian languages (Chinese and Japanese). Our goal was to create a course (LANG 430) that would specifically touch upon the most challenging aspects of teaching Asian languages (as opposed to European languages). In Fall 2014, we requested for the course to be added to the Japanese with a Teaching Endorsement, BA, in replacement of LANG 420. After having offered the course twice, we have now received enough feedback from students to reconsider both the nature of the course and its place in the Japanese with a Teaching Endorsement, BA.

In the last two years, LANG 430 has enrolled just one Japanese student per iteration. The rest of the students have been Chinese majors. Both in student evaluations and in conversations with their professors, students have complained about the fact that even though just one student was in the Japanese major, half the course was devoted to teaching methodology of Japanese as a second language. For the student taking Japanese, the other half of the class, dealing with Chinese teaching methodology, seemed irrelevant. Indeed, both professors realized that the issues complicating the teaching of Japanese and Chinese are different enough that the portion of the class dealing with one seems irrelevant to the students studying the other language. For these reasons, we are requesting a change in title of description of LANG 430, which will deal exclusively with teaching methodology of Chinese as a second language. Given the low number of endorsement students in Japanese, we will not be able to have a class exclusively for them, but they can go back to taking the general methodology course (LANG 420) that they used to take prior to Fall 2014. Although this course is of a general nature, and not specifically designed for Japanese, student evaluations have been strong and several Japanese endorsement students have taken it in the past with good results.

We are also requesting permission to change the title of the program and the format in which the credits are presented. This change in the title and in the format of the credits is made in order to adhere to the new standard in the college, as approved by TCCC. The actual number of credits necessary to complete this major has not changed.

**Effect of change:** This revision will not impact other departments in the College. Sent to Woodring, Bruce Larson, for review and approval.

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**German with a Teaching Endorsement, BA**

**Change to:**

German with a Teaching Endorsement Option, BA

421–63 credits *(58 additional credits for teacher certification)*

**Introduction**

In keeping with the aim of providing the skills needed to learn about a culture in depth, the Department of Modern and Classical Languages trains in two areas: language structure and literary analysis. Language structure is taught both holistically and analytically. Holistic language learning is facilitated by modern methods and multimedia technology, as well as study abroad opportunities. The department supports the analytical instruction of language structure through a full range of language skills courses, as well as a significant number of courses in linguistics. Literary analysis is essential to a student's understanding of the highest achievements in aesthetic expression of a culture's values.

The department provides instruction in history and culture, as well as literary theory, with an end to enabling the student to gain access to the intellectual life in the culture. The department imparts skills to future foreign language teachers so that they may similarly enable high school students to begin the acquisition of foreign languages.

**Why Consider a Teaching Endorsement in German Major?**

The BA in German leads to a BA degree without teacher certification. In order to receive a recommendation for state of Washington certification students must complete the "teacher certification" program which is offered by the Department of Secondary Education.

See the Secondary Education section of this catalog for program admission, completion, and teacher certification requirements.
Regulations for teaching endorsement are subject to change. For teaching endorsement program, contact the foreign language endorsement advisor.

**Contact Information**
Modern and Classical Languages Department Office
Miller Hall 223
360-650-3918

German Advisor
Please see the department for the most up-to-date information.
Miller Hall 223
360-650-3918

World Languages - Education Advisor
Shaw Gynan
Miller Hall 215A
360-650-4853
Shaw.Gynan@wwu.edu

Secondary Education Website
https://wce.wwu.edu/sec/
secondary-education

Secondary Education Program Manager
Janna Cecka
Miller Hall 401C
360-650-3327
Janna.Cecka@wwu.edu

**Sample Careers**
Interpreter | Foreign Correspondent | Foreign Service Officer | FBI Agent | Educator | Linguist | Travel Writer | All careers involving communication
Major/Career Resources
http://www.wwu.edu/careers/students_choosingamajor.shtml

**How to Declare (Admission and Declaration Process):**
Make an appointment with the German advisor.

When meeting with the advisor, you should bring:

An "Official Declaration of Undergraduate Major" form (available at the Department Office)
An unofficial WWU transcript
Documentation for courses taken at other colleges or universities
Documentation for any study-abroad credits earned
Grade Requirements

Students must earn a grade of C (2.0) or better in the secondary education professional program and in all courses required for the endorsement.

A GPA of 3.00 is required in the language major and a GPA of 3.00 or above is required in endorsement courses.

**Requirements**

**Complete both A and B:**

A. Language Component (55 credits)
- German, BA
B. Endorsement Requirements (8 credits)

- LANG 410 - World Language Instruction: Theory and Method I
- LANG 420 - World Language Instruction: Theory and Method II
- A passing score on the World Languages WEST-E test, and proficiency in the designated world language assessed by ACTFL oral and written tests at the Advanced-Low level, are required by the state.
- Complete the professional preparation program in secondary education. See the Secondary Education section of this catalog for program admission, completion, and teacher certification requirements

Additional Requirements
Secondary Education Undergraduate and Post-Baccalaureate Professional Program (58 credits)

- SEC 303 - Teaching Adolescents: Development and Identity
- SEC 310 - Education, Culture, and Equity
- SEC 410 - Dynamics of Teaching
- SEC 411 - Philosophical Foundations of Education
- SEC 425 - Developmental Reading, Writing and Learning in Secondary Schools
- SEC 431 - Secondary School Methods II-Assessment and Long Term Planning
- SEC 432 - Secondary School Methods III - Management, Motivation and Discipline
- SEC 433 - Teaching and Learning Laboratory
- SEC 435 - Secondary Practicum I
- SEC 436 - Secondary Practicum II
- SEC IT 444 - Supporting Teaching and Learning with Technology Classroom Use of Instructional Technology (Secondary)
- SEC 495 - Internship - Secondary
- SPED 363 - Secondary Students With Special Needs

Rationale for change: We are also requesting permission to change the title of the program and the format in which the credits are presented. This change in the title and in the format of the credits is made in order to adhere to the new standard in the college, as approved by TCCC. The actual number of credits necessary to complete this major has not changed.

Effect of change: Sent to and approved by Bruce Larson, Woodring.

Approved; sent to ACC

French with a Teaching Endorsement, BA

Change to:
French with a Teaching Endorsement Option, BA

124 63 credits (58 additional credits for teacher certification).

Introduction
In keeping with the aim of providing the skills needed to learn about a culture in depth, the Department of Modern and Classical Languages trains in two areas: language structure and literary analysis. Language structure is taught both holistically and analytically. Holistic language learning is facilitated by modern methods and multimedia technology, as well as study abroad opportunities. The department supports the analytical instruction of language skills courses, as well as a significant number of courses in Linguistics. Literary analysis is essential to a student's understanding of the highest achievements in aesthetic expression of a culture’s values.

The department provides instruction in history and culture, as well as literary theory, with an end to enabling the student to gain access to the intellectual life in the culture. The department imparts skills to future foreign language teachers so that they may similarly enable high school students to begin the acquisition of foreign languages.

Why Consider a Teaching Endorsement in French Major?
The department provides students the skills to learn firsthand about major world societies. The department believes that the best way to understand a culture directly is through its language. The modern languages offered in the department are spoken natively by nearly two billion people. The multifaceted programs of the department provide an opening to the world through language, literature, culture and civilization. It is a meeting place for true diversity.

The BA in French leads to a BA degree without teacher certification. In order to receive a recommendation for state of Washington certification students must complete the "teacher certification" program which is offered by the Department of Secondary Education.

See the Secondary Education section of this catalog for program admission, completion, and teacher certification requirements.

Contact Information
Modern and Classical Languages
Department Office
Miller Hall 223
360-650-3918

French Advisor
Dr. Cecile Hanania
Miller Hall 126
360-650-4858
Cecile.Hanania@wwu.edu

World Languages - Education Advisor
Shaw Gynan
Miller Hall 215A
360-650-4853
Shaw.Gynan@wwu.edu

Secondary Education
Program Manager
Jenna Cecka
Miller Hall 401C
360-650-3327
Janna.Cecka@wwu.edu

Secondary Education
Website
https://wce.wwu.edu/sec/
secondary-education

Sample Careers
Interpreter | Foreign Correspondent | Foreign Service Officer | FBI Agent | Educator | Linguist | Travel Writer | All careers involving communication

Major/Career Resources
http://www.wwu.edu/careers/students_choosingamajor.shtml

How to Declare (Admission and Declaration Process):
Make an appointment with the French advisor.

When meeting with the advisor, you should bring:

An "Official Declaration of Undergraduate Major" form (available at the Department Office)
An unofficial WWU transcript
Documentation for courses taken at other colleges or universities
Documentation for any study-abroad credits earned
Grade Requirements
Students must earn a grade of C (2.0) or better in the secondary education professional program and in all courses required for the endorsement.

A GPA of 3.00 is required in the language major and a GPA of 3.00 or above is required in endorsement courses.

Requirements

Complete both A and B:

A. Language Component (55 credits)
   - French, BA

B. Endorsement Requirements (8 credits)
   - LANG 410 - World Language Instruction: Theory and Method I
   - LANG 420 - World Language Instruction: Theory and Method II
   - A passing score on the World Languages WEST-E test, and proficiency in the designated world language assessed by ACTFL oral and written tests at the Advanced-Low level, are required by the state.
   - Complete the professional preparation program in secondary education. See the Secondary Education section of this catalog for program admission, completion, and teacher certification requirements.

Additional Requirements
Secondary Education Undergraduate and Post-Baccalaureate Professional Program (58 credits)
   - SEC 303 - Teaching Adolescents: Development and Identity
   - SEC 310 - Education, Culture, and Equity
   - SEC 410 - Dynamics of Teaching
   - SEC 411 - Philosophical Foundations of Education
   - SEC 425 - Developmental Reading, Writing and Learning in Secondary Schools
   - SEC 431 - Secondary School Methods II - Assessment and Long Term Planning
   - SEC 432 - Secondary School Methods III - Management, Motivation and Discipline
   - SEC 433 - Teaching and Learning Laboratory
   - SEC 435 - Secondary Practicum I
   - SEC 436 - Secondary Practicum II
   - SEC IT 444 - Supporting Teaching and Learning with Technology Classroom Use of Instructional Technology (Secondary)
   - SEC 495 - Internship - Secondary
   - SPED 363 - Secondary Students With Special Needs

Rationale for change: We are also requesting permission to change the title of the program and the format in which the credits are presented. This change in the title and in the format of the credits is made in order to adhere to the new standard in the college, as approved by TCCC. The actual number of credits necessary to complete this major has not changed.

Effect of change: Sent to Bruce Larson, Woodring, and approved.
**Introduction**

This major is designed to develop advanced proficiency in both Chinese language and culture with the goal of placing students in a competitive position in this increasingly globalized world. The rigorous curriculum of this major focuses on training students in the communicative skills and in cultural awareness that are essential for success in their career pursuits in business, education, public service, and technology related to China, Chinese people and Chinese language. This program also prepares students to become successful language teachers at the secondary education level.

**Why Consider a Teaching Endorsement in Chinese Language and Culture Major?**

The department provides students the skills to learn firsthand about major world societies. The department believes that the best way to understand a culture directly is through its language. The modern languages offered in the department are spoken natively by nearly two billion people. The multifaceted programs of the department provide an opening to the world through language, literature, culture and civilization. It is a meeting place for true diversity.

The BA in Chinese Language and Culture leads to a BA degree without teacher certification. In order to receive a recommendation for state of Washington certification students must complete the "teacher certification" program which is offered by the Department of Secondary Education. A passing score on the World Languages WEST-E test, and proficiency in the designated world language assessed by ACTFL oral and written tests at the Advanced-Low level, are required by the state.

See the Secondary Education section of this catalog for program admission, completion, and teacher certification requirements. Regulations for teaching endorsement are subject to change. For teaching endorsement program, contact the world languages endorsement advisor.

**Contact Information**

**Modern and Classical Languages**

**Department Office**
Miller Hall 223  
360-650-3918

**World Languages - Education Advisor**
Shaw Gynan  
Miller Hall 215A  
360-650-4853  
Shaw.Gynan@wwu.edu

**Secondary Education Program Manager**
Jenna Cecka  
Miller Hall 401C  
360-650-3327  
Janna.Cecka@wwu.edu

**Secondary Education Website**

https://wce.wwu.edu/sec/secondary-education

**Sample Careers**

Interpreter | Foreign Correspondent | Foreign Service Officer | FBI Agent | Educator | Linguist | Travel Writer | All careers involving communication

**Major/Career Resources**

http://www.wwu.edu/careers/students_choosingamajor.shtml

**How to Declare (Admission and Declaration Process):**

Make an appointment with the Chinese advisor.

When meeting with the advisor, you should bring:
- An "Official Declaration of Undergraduate Major" form (available at the Department Office)
- An unofficial WWU transcript
- Documentation for courses taken at other colleges or universities
- Documentation for any study-abroad credits earned

**Grade Requirements**

Students must earn a grade of C (2.0) or better in the secondary education professional program and in all courses required for the endorsement.

A GPA of 3.00 is required in the language major and a GPA of 3.00 or above is required in endorsement courses.
Requirements

Complete both A and B:
A. Language Component (55-64 credits)
   ❑ Chinese Language and Culture, BA

B. Endorsement Requirements (8 credits)
   • ❑ LANG 410 - World Language Instruction: Theory and Method I
   • ❑ LANG 430 - Asian Chinese Language Pedagogy and Practice

❑ A passing score on the World Languages WEST-E test, and proficiency in the designated world language assessed by ACTFL oral and written tests at the Advanced-Low level, are required by the state.
❑ Complete the professional preparation program in secondary education. See the Secondary Education section of this catalog for program admission, completion, and teacher certification requirements.

Additional Requirements

Secondary Education Undergraduate and Post-Baccalaureate Professional Program (58 credits)
   • ❑ SEC 303 - Teaching Adolescents: Development and Identity
   • ❑ SEC 310 - Education, Culture, and Equity
   • ❑ SEC 410 - Dynamics of Teaching
   • ❑ SEC 411 - Philosophical Foundations of Education
   • ❑ SEC 425 - Developmental Reading, Writing and Learning in Secondary Schools
   • ❑ SEC 430 - Secondary School Methods I - Instructional Strategies, Daily Planning, and Standards
   • ❑ SEC 431 - Secondary School Methods II-Assessment and Long Term Planning
   • ❑ SEC 432 - Secondary School Methods III - Management, Motivation and Discipline
   • ❑ SEC 433 - Teaching and Learning Laboratory
   • ❑ SEC 435 - Secondary Practicum I
   • ❑ SEC 436 - Secondary Practicum II
   • ❑ SEC IT 444 - Supporting Teaching and Learning with Technology Classroom Use of Instructional Technology (Secondary)
   • ❑ SEC 495 - Internship - Secondary
   • ❑ SPED 363 - Secondary Students With Special Needs

Rationale for change: In Fall 2014, and once the Chinese Language and Culture major was approved by the state, we requested permission to start our Chinese Language and Culture major with a Teaching Endorsement, BA. As part of the required courses for the endorsement, students need to complete the Chinese language major and also two foreign language methodology courses (LANG 410 and LANG 430). LANG 430 (Asian Language Pedagogy and Practice) was created as a course that would specifically touch upon the most challenging aspects of teaching Asian languages (as opposed to European languages). And it was designed with both Chinese and Japanese endorsement students in mind.

In the last two years, LANG 430 has enrolled just one Japanese student per iteration. The rest of the students have been Chinese majors. Both in student evaluations and in conversations with their professors, students have complained about the fact that even though just one student was in the Japanese major, half the course was devoted to teaching methodology of Japanese as a second language. For the student taking Japanese, the other half of the class, dealing with Chinese teaching methodology, seemed irrelevant. Indeed, both professors realized that the issues complicating the teaching of Japanese and Chinese are different enough that the portion of the class dealing with one seems irrelevant to the students studying the other language. For these reasons, we are requesting a change in title of description of LANG 430, which will deal exclusively with teaching methodology of Chinese as a second language. We are requesting this change so that the title accompanying LANG 430 in the Chinese Language and Culture, BA with a teaching endorsement, will correctly reflect the changed title of this course (which we have requested separately).

We are also requesting permission to change the title of the program and the format in which the credits are presented. This change in the title and in the format of the credits is made in order to adhere to the new standard
in the college, as approved by TCCC. The actual number of credits necessary to complete this major has not changed, but the correct range of minimum credits is 63-72, which includes the 8 methodology credits.

**Effect of change:** No other departments will be affected by this change. The e-form will be sent to Woodring, Bruce Larson, for approval and approved.

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**PROGRAM REVISION**

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<th>Spanish with a Teaching Endorsement, BA</th>
<th>Approved; sent to ACC</th>
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**Change to:**
Spanish with a Teaching Endorsement **Option**, BA

**121 credits (58 additional credits for teacher certification)**

**Introduction/What is the Study of Spanish?**
In keeping with the aim of providing the skills needed to learn about a culture in depth, the Department of Modern and Classical Languages trains in two areas: language structure and literary analysis. Language structure is taught both holistically and analytically. Holistic language learning is facilitated by modern methods and multimedia technology, as well as study abroad opportunities. The department supports the analytical instruction of language structure through a full range of language skills courses, as well as a significant number of courses in linguistics. Literary analysis is essential to a student's understanding of the highest achievements in aesthetic expression of a culture's values.

The department provides instruction in history and culture, as well as literary theory, with an end to enabling the student to gain access to the intellectual life in the culture. The department imparts skills to future foreign language teachers so that they may similarly enable high school students to begin the acquisition of foreign languages.

**Why Consider a Teaching Endorsement in Spanish Major?**
The department provides students with the skills to learn firsthand about major world societies. The department believes that the best way to understand a culture directly is through its language. The modern languages offered in the department are spoken natively by nearly two billion people. The multifaceted programs of the department provide an opening to the world through language, literature, culture and civilization. It is a meeting place for true diversity.

The BA in or Spanish leads to a BA degree without teacher certification. In order to receive a recommendation for state of Washington certification students must complete the "teacher certification" program which is offered by the Department of Secondary Education.

See the Secondary Education section of this catalog for program admission, completion, and teacher certification requirements.

Regulations for teaching endorsement are subject to change. For teaching endorsement program, contact the foreign language endorsement advisor.

**Contact Information**
Modern and Classical Languages Department Office
Miller Hall 223
360-650-3918

Spanish and World Languages - Education Advisor
Shaw Gynan
Miller Hall 215A
360-650-4853
Shaw.Gynan@wwu.edu
Secondary Education Program Manager
Janna Cecka
Miller Hall 401C
360-650-3327
Janna.Cecka@wwu.edu

Sample Careers
Interpreter | Foreign Correspondent | Foreign Service Officer | FBI Agent | Educator | Linguist | Travel Writer | All careers involving communication

Major/Career Resources
http://www.wwu.edu/careers/students_choosingamajor.shtml

How to Declare (Admission and Declaration Process):
Students seeking admission to the major must meet the following requirements:

Completion of SPAN 203 with a "B" or better (transfer students must meet the same requirement for any course accepted as an equivalent to SPAN 203)
Complete at least one Spanish course at Western
Submit application (available from Spanish advisor or department office)
Students meeting qualifications but not admitted because of space limitations may reapply.

Grade Requirements
Students must earn a grade of C (2.0) or better in the secondary education professional program and in all courses required for the endorsement.

A GPA of 3.00 is required in the language major and a GPA of 3.00 or above is required in endorsement courses

Requirements

Complete both A and B:

A. Language Component (55 credits)
   ❑ Spanish, BA

B. Endorsement Requirements (8 credits)
   ❑ LANG 410 - World Language Instruction: Theory and Method I
   ❑ LANG 420 - World Language Instruction: Theory and Method II
   ❑ A passing score on the World Languages WEST-E test, and proficiency in the designated world language assessed by ACTFL oral and written tests at the Advanced-Low level, are required by the state.
   ❑ Complete the professional preparation program in secondary education. See the Secondary Education section of this catalog for program admission, completion, and teacher certification requirements.

Additional Requirements
Secondary Education Undergraduate and Post-Baccalaureate Professional Program (58 credits)
   ❑ SEC 303 - Teaching Adolescents: Development and Identity
   ❑ SEC 310 - Education, Culture, and Equity
   ❑ SEC 410 - Dynamics of Teaching
   ❑ SEC 411 - Philosophical Foundations of Education
   ❑ SEC 425 - Developmental Reading, Writing and Learning in Secondary Schools
Rationale for change: We are also requesting permission to change the title of the program and the format in which the credits are presented. This change in the title and in the format of the credits is made in order to adhere to the new standard in the college, as approved by TCCC. The actual number of credits necessary to complete this major has not changed.

Effect of change: Sent to and approved by Bruce Larson, Woodring.

Approved; sent to ACC

Designated World Languages, Additional Endorsement

Change to:
Requirements

Chinese P-12 (39 Credits)
- CHIN 201 - Second-Year Chinese
- CHIN 202 - Second-Year Chinese
- CHIN 203 - Second-Year Chinese
- CHIN 301 - Third-Year Chinese
- CHIN 302 - Third-Year Chinese
- CHIN 303 - Third-Year Chinese
- CHIN 304 - Chinese Grammar and Composition
- LANG 410 - World Language Instruction: Theory and Method I
- LANG 430 - Asian Chinese Language Pedagogy and Practice

German P-12 (44 Credits)
- GERM 201 - Intermediate German: Language, Communication & Culture
- GERM 202 - Intermediate German: Language, Communication & Culture
- GERM 203 - Intermediate German: Language, Communication & Culture
- GERM 301 - High Intermediate German: Contexts & Culture
- GERM 302 - Advanced German: Contexts & Cultures I
- GERM 314 - Phonetics
- GERM 340 - Introduction to German Literature
- GERM 401 - Advanced German: Contexts & Cultures II
- GERM 402 - Advanced German: Contexts & Cultures III
- LANG 410 - World Language Instruction: Theory and Method I
- LANG 420 - World Language Instruction: Theory and Method II

French P-12 (45 Credits)
- FREN 201 - Intermediate French
- FREN 202 - Intermediate French
- FREN 203 - Intermediate French
- FREN 301 - Grammar Review
- FREN 302 - Written Exposition
- FREN 314 - Phonetics
One of the following:
- FREN 340 - Introduction to French Literature I
- FREN 341 - Introduction to French Literature II
- FREN 342 - Introduction to French Literature III
- FREN 401 - Elements De Stylistique

One additional 400-level French course
- LANG 410 - World Language Instruction: Theory and Method I
- LANG 420 - World Language Instruction: Theory and Method II

Japanese P-12 (40 credits)
- JAPN 201 - Second-Year Japanese
- JAPN 202 - Second-Year Japanese
- JAPN 203 - Second-Year Japanese
- JAPN 301 - Third-Year Japanese
- JAPN 302 - Third-Year Japanese
- JAPN 303 - Third-Year Japanese
- JAPN 401 - Advanced Japanese

One additional upper division course under advisement
- LANG 410 - World Language Instruction: Theory and Method I
- LANG 430 - Asian Language Pedagogy and Practice

Spanish P-12 (51 credits)
- SPAN 201 - Intermediate Spanish
- SPAN 202 - Intermediate Spanish
- SPAN 203 - Intermediate Spanish
- SPAN 301 - Grammar Review and Composition
- SPAN 302 - Grammar Review and Composition
- SPAN 314 - Phonetics

One of the following:
- SPAN 331 - Culture of Spain
- SPAN 332 - Culture of Latin America
- SPAN 340 - Introduction to Hispanic Literature
- SPAN 401 - Advanced Grammar
- SPAN 402 - Advanced Composition
- LANG 410 - World Language Instruction: Theory and Method I
- LANG 420 - World Language Instruction: Theory and Method II

Rationale for change: Up until Fall 2014, students who wished to get a Designated World Languages, Additional Endorsement in Japanese or in Chinese, needed to complete the designated Japanese or Chinese language courses and also two foreign language methodology courses (LANG 410 and LANG 420). In Spring 2014, we started offering a course specifically geared towards students getting and endorsement in Asian languages (Chinese and Japanese). Our goal was to create a course (LANG 430) that would specifically touch upon the most challenging aspects of teaching Asian languages (as opposed to European languages). In Fall 2014, we requested for the course to be added to the Designated World Languages, Additional Endorsement, in Japanese and Chinese. After having offered the course twice, we have now received enough feedback from students to reconsider both the nature of the course (and its title) and its place in the Chinese and Japanese sections of our Designated World Languages, Additional Endorsement.

In the last two years, LANG 430 has enrolled just one Japanese student per iteration. The rest of the students have been Chinese majors. Both in student evaluations and in conversations with their professors, students have complained about the fact that even though just one student was in the Japanese major, half the course was
devoted to teaching methodology of Japanese as a second language. For the student taking Japanese, the other half of the class, dealing with Chinese teaching methodology, seemed irrelevant. Indeed, both professors realized that the issues complicating the teaching of Japanese and Chinese are different enough that the portion of the class dealing with one seems irrelevant to the students studying the other language. For these reasons, we are requesting a change in title and description of LANG 430, which will deal exclusively with teaching methodology of Chinese as a second language. Given the low number of endorsement students in Japanese (either in the regular endorsement or the additional endorsement), we will not be able to have a class exclusively for them, but they can go back to taking the general methodology course (LANG 420) that they used to take prior to Fall 2014. Although this course is of a general nature, and not specifically designed for Japanese, student evaluations have been strong and several Japanese endorsement students have taken it in the past with good results. Students who are interested in the Designated World Languages, Additional Endorsement, in Chinese will be able to continue to take LANG 430, which will have a new title that will reflect the fact that it is now focusing exclusively on Chinese language methodology and practice. (Request submitted concurrently.)

**Effect of change:** Submitted to and approved by Bruce Larson, Chair Secondary Education, Woodring.