### Teacher Curricula and Certification Council

**Agenda**

**Meeting Date:** January 26, 2016 | Miller Hall 258, 4:00 p.m.

**Present:** Bruce Larson (Chair), Patty Bourne, David Carroll, Gail Coulter, Deb Currier, Bruce Goebel, Peter Johnson, Tracy Thorndike, Laura Wellington

**Excused:** Jessica Cohen, Shaw Gynan, Angie Harwood,

**Recording:** Emily Sasnett

Meeting called to order:

I. Committee discussed and acted on the following items:

#### SUMMARY

#### INFORMATIONAL ITEM

##### 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>Special Education &amp; Education Leadership</td>
<td>Inclusive Classrooms: A Creative Approach to the Common Core</td>
<td>Linda Christensen, Michael Vendiola</td>
<td>Winter Qtr 1/23/16</td>
</tr>
</tbody>
</table>

##### CURRICULAR ITEMS

**DEPARTMENT:** Elementary Education, WCE

**NEW COURSES**

<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>ELL 531</td>
<td>Second Language Acquisition and Theory and ELL Policy for K-12 Teachers</td>
<td>NEW</td>
<td>Motion: David Carroll Second: Patty Bourne Approved; sent to ACC</td>
<td>985408</td>
</tr>
<tr>
<td>ELL 533</td>
<td>Understanding Bilingual Learners in a Socio-Cultural Context and Assessment</td>
<td>NEW</td>
<td></td>
<td>985409</td>
</tr>
<tr>
<td>ELL 536</td>
<td>Seminar and Practicum for ELL Endorsement for P-12 Teachers</td>
<td>NEW</td>
<td></td>
<td>985410</td>
</tr>
</tbody>
</table>

**DEPARTMENT:** Music, CFPA

**COURSE CANCELLATION**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>MUS 328A</td>
<td>Technology of Music Educators</td>
<td>Cancellation</td>
<td>Motion: David Carroll Second: Deb Currier Approved; sent to ACC</td>
<td>985353</td>
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<table>
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<tbody>
<tr>
<td>MUS 328</td>
<td>Technology of Music Educators</td>
<td>NEW</td>
<td>Motion: Deb Currier Second: Bruce Goebel Approved; sent to ACC</td>
<td>985382</td>
</tr>
<tr>
<td>MUS 460</td>
<td>Literacy and Music</td>
<td>NEW</td>
<td>Motion: Patty Bourne Second: Ed Geary Approved; sent to ACC</td>
<td>956788</td>
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COURSE REVISION

<table>
<thead>
<tr>
<th>Course No</th>
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<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 268</td>
<td>Introduction to Music Education</td>
<td>Revision</td>
<td>Motion: Deb Currier, Second: Bruce Goebel, Approved; sent to ACC</td>
<td>956762</td>
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PROGRAM REVISION

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
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</thead>
<tbody>
<tr>
<td>Music Education P-12, BMus</td>
<td>Courses, credits</td>
<td>Motion: Bruce Goebel, Second: Peter Johnson, Approved; sent to ACC</td>
<td>980148</td>
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DEPARTMENT: Secondary Education, WCE

COURSE REVISIONS

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Type of Change</th>
<th>Status</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SEC 513</td>
<td>Seminar in Socio-Cultural and Legal Issues in Education</td>
<td>Name, prerequisite</td>
<td>Motion: David Carroll, Second: Patty Bourne, Approved; sent to ACC</td>
<td>985016</td>
</tr>
<tr>
<td>SEC 534</td>
<td>Management, Motivation and Discipline in Secondary Schools</td>
<td>Co-requisite</td>
<td>Motion: Peter Johnson, Second: Ed Geary, Approved; sent to ACC</td>
<td>994134</td>
</tr>
</tbody>
</table>

INFORMATIONAL ITEM

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

Department: Special Education and Education Leadership
Course Title: Inclusive Classrooms: A Creative Approach to the Common Core
Contact Hours: 4 hours
Clock Hours: 4 hours
Location: Miller Hall
Instructors: Linda Christensen, Michael Vendiola
Class dates/time: Saturday, January 23, 2016; 8:00 am – 12:30 pm

Course Description:

Linda Christensen

In this workshop, Linda Christensen will draw on her 40 years as a classroom teacher in Portland, Oregon, to explain her model of social justice teaching by discussing a unit on language. Using stories and examples from her classroom work, Christensen will explore ways she has attempted to engage students in a critical study about the power of language by grounding the curriculum in the language and lives of students, teaching students to pose essential and critical questions about language and society, and encouraging them to reflect on ways to make a difference in the world around them. She will provide examples that demonstrate how to value the cultures of marginalized groups while giving them access to the language and tools of power.
Michael Vendiola
Since Time Immemorial: “Tribal Sovereignty & Indian Education in Washington State” Understanding the mandated curriculum of Indian Education as presented in the House Bill and how it will need to be implemented in all K-12 classrooms. Examples for various grade levels will be shared.

### CURRICULAR ITEMS

**DEPARTMENT:** Elementary Education, WCE

**NEW COURSES**

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<tr>
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<tr>
<td>ELL 531 – Second Language Acquisition Theory and ELL Policy for K-12 Teachers</td>
<td>Approved; sent to ACC</td>
<td>985408</td>
</tr>
<tr>
<td><strong>Final copy:</strong></td>
<td></td>
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</tr>
<tr>
<td>This course provides a historical, legal, theoretical and policy foundation to understand experiences of Bilingual students in US public schools. We will examine issues related to the education of language minority students from global to local contexts. Students will understand sociocultural and equity issues of schooling for English learners in the US. We will explore theory and research on second language acquisition and learning drawn from sociocultural, linguistic, psychological, neurological, and sociolinguistic traditions that inform current practice. The course presents research on program models and effective school practices with English language learners. Students will become familiar with language development standards across domains of reading, writing, listening and speaking as these interact with content standards across program models and instructional approaches. This is a 500 level course so you will have extra assignments and readings as compared to peers in ELL 431.</td>
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<tr>
<td><strong>Rationale for new course:</strong></td>
<td></td>
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</tr>
<tr>
<td>Some students in the M.Ed Literacy or the M.I.T program prefer or need 500-level courses in the ELL Endorsement program. Generally, this course would be stacked with students at the 400-level, but we could have a stand-alone course if enough students registered. The basic objectives are the same as ELL 431. However, the expectations and some assignments are different.</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>Admission to the ELL Endorsement program or approval by the director.</td>
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<tr>
<td>This course provides a foundation for teachers to understand and address the relevant cultural and equity issues that linguistically diverse students face in US public schools. The emphasis is on culturally and linguistically sustaining approaches to instruction, assessment, professional collaboration, and partnerships with families and communities to benefit students. Specific attention is given to culturally relevant teaching, equity pedagogy and differentiated instruction for ELL. The course provides an introduction to assessment from theory to practice for linguistically diverse students. A service learning experience allows teacher candidates to develop abilities to observe, reflect and employ informal assessments to better understand and support the learning and development of an English Learner. This is a 500 level course so you will have extra assignments and readings as compared to peers in ELL 433.</td>
<td></td>
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<td><strong>Rationale for new course:</strong></td>
<td></td>
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<tr>
<td>Some students in the M.Ed Literacy or the M.I.T program prefer or need 500-level courses in the ELL Endorsement program. Generally, this course would be stacked with ELL 433 students, but we could have a stand-alone course if enough students registered. The basic objectives are the same as for ELL 433. However, the expectations and some assignments are different.</td>
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</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>ELL431 or 531, ELL432 or 532</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Co-requisites:</strong></td>
<td>ELL 434 or ELL 534</td>
<td>----------</td>
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</table>
ELL 536 – Seminar and Practicum for ELL Endorsement for P-12 Teachers

**Final copy:**
ELL 536 provides a forum for reflection and sharing of the teaching of ELLs in P-12 schools. In this course, students will have the opportunity to practice research-based lesson planning and delivery, to advocate for ELLs using state and federal laws, and to work collaboratively with colleagues and community. Bilingual option for this course includes supervised bilingual teaching in English and second language of instruction in P-12 bilingual program for 5 credits. S/U grading.

**Rationale for new course:**
Some students in the M.Ed Literacy or the M.I.T program prefer or need 500-level courses in the ELL Endorsement program. Generally, this course would be stacked with students in ELL 436, but we could have a stand-alone course if enough students registered. The basic objectives are the same as ELL 436; however, the expectations and some assignments are different.

**Prerequisites:** ELL431 or 531, ELL432 or 532, ELL433 or 533, ELL434 or 534, ELL435 or 535 or ELED481

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DEPARTMENT: Music, CFPA

**COURSE CANCELLATION**

**MUS 328A – Technology for Music Educators**

**Rationale for cancellation:**
The department wishes to remove the alpha as there are no other 328 classes; in order to do that, we need to cancel 328A and request a new course, MUS 328.

**Effect of change:** None.

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**NEW COURSES**

**MUS 328 – Technology for Music Educators**

**Final copy:**
Analysis, application, and interaction with current technology used for educational purposes in music. Sequencing, notation, smart board instruction, web design, and mixed media as instructional and research tools.

Prereq: MUS 126, MUS 221, or permission of instructor, music education major status.

Credits: 2

Grade Mode: Letter

Schedule Type: Lecture

Repeatability: Not Repeatable

Attributes:

**Rationale for new course:**
This course replaces an equivalent course to be cancelled, MUS 328A.

1. Reduction of credits, from 3 to 2. The content of this class is becoming more embedded in music education methods courses; in addition, 2 credits align with the course equivalent in Woodring, (ITT 444).
2. Removal of specific prerequisites that allow students to register for the class before the completion of the second year of music theory and aural skills; in addition, removal of class not related to major.
3. Removal of the "A", as there are no other 328 classes

**Prerequisites:** MUS 126 and MUS 221, or instructor permission; music education major status
### MUS 460 – Literacy and Music

**Final copy:**

This course is designed to introduce processes associated with the development of comprehensive literacy (reading, writing, speaking, and listening) within the P-12 music classroom. The course considers and includes two approaches to the pursuit of teaching toward literacy: 1) the cross-over, combination, and correlation between literacy standards and music standards, and 2) the onset of guiding students toward literacy in the academic area of music, i.e., the symbolic systems and “codes” related to musical ideas, meaning, and communication.

**Rationale for new course:**

The Woodring College of Education has stated, “All teachers, regardless of subject, must be responsible for helping students read and write to learn from the ‘texts’ they use in their classrooms”. In the music classroom, the ‘text’ is music: a symbolic system made up of notation and ‘codes’ that encompasses expression, meaning, and communication. This course is designed to introduce processes associated with reading, writing, speaking, and listening, as they apply to the development of comprehensive literacy within the K-12 music classroom. It is offered with full support from those who teach reading in the content field in the Secondary Education area of Woodring.

**Prerequisites:** Admitted teacher candidate in Woodring College of Education, or permission of instructor

**Other:** Woodring College of Education, Department of Secondary Education's Undergraduate/Post-Bacalaureate and Masters in Teaching Programs supports this course as substitute for SEC 425 OR SEC 525 for current teacher education candidates in music education.

### COURSE REVISION

**MUS 268 – Introduction to Music Education**

**Change to:**

This course is designed to introduce philosophical issues and pedagogical practices in the teaching of music in elementary and secondary schools. Through discussion, reading, presentation, and observation, students will explore the career realities of full-time public school music teaching. Students will be introduced to a variety of frameworks for effective instruction, and will examine content and strategies for organizing and presenting lessons in classroom and rehearsal settings.

**Prereq:** Music Education major, MUS 124 and MUS 125, or equivalent.

**Credits:** 2

**Grade Mode:** Letter

**Schedule Type:** Lecture

**Repeatability:** Not Repeatable

**Attributes:**

**Rationale for change:**

The revision includes a change in the prerequisite for the course. MUS 268 is designed to serve as the first course in the music education sequence and applies skills gained from early "core" classes of theory, aural skills/keyboarding. The material and outcomes assume knowledge of basic theory and vocabulary related to aural skills and keyboarding (i.e., solfege, chords and tonality, etc.)

**Effect of change:** None

### PROGRAM REVISION

**Music Education P-12, BMus**

**Change to:**

142–148 139-145 credits minimum*

Sample Careers
- Secondary School Choir Director
- Secondary School Band Director
- Secondary School Orchestra Director/Elementary and/or Secondary General Music Teacher
How to Declare (Admission and Declaration Process):
Freshmen and transfer students will be declared as their intended major after performing a successful audition on their main instrument or voice. Progress will be reviewed by coordinators in each applied and academic area.

Admissions: The prerequisite for all Music degrees is the entrance audition on the primary instrument of or voice.

Application Deadlines: The audition must be complete prior to the quarter in which the student intends to enroll. The audition deadline for each fall quarter is the end of the previous May. Due to the sequential nature of the music curriculum, midyear applications are not recommended. Students electing to begin in a quarter other than fall should seek advisement prior to enrollment.

*Includes 40/36 credits from the Secondary Education Program: This major must be accompanied by courses in the professional preparation program in secondary education that are specified under Additional Requirements. See the Secondary Education section of this catalog for program admission, completion, and teacher certification requirements.

Grade Requirements
A grade of C (2.0) or better is required for courses in the secondary education professional program and all courses required for the endorsement. A minimum GPA of 2.5 in music courses is required for graduation with a degree in music.

Upper-division juries
Students must expect to achieve upper-division applied instruction (300-400-level) by the end of their third year in the program. Requirements for passing upper-division juries will be outlined in the policy statements of each instrumental and vocal area.

Requirements
- MUS 099 - Concert Attendance
  Required for every quarter in residence. Minimum 8 concert programs or ticket stubs required.
- MUS 101 - Fundamentals of Music
- MUS 121 - Aural and Keyboard Skills I
- MUS 122 - Theoretical and Analytical Skills I
- MUS 123 - Aural and Keyboard Skills I
- MUS 124 - Theoretical and Analytical Skills I
- MUS 125 - Aural and Keyboard Skills I
- MUS 126 - Theoretical and Analytical Skills I
- MUS 221 - Aural and Keyboard Skills II
- MUS 222 - Theoretical and Analytical Skills II
- MUS 223 - Aural and Keyboard Skills II
- MUS 224 - Theoretical and Analytical Skills II
- MUS 225 - Aural and Keyboard Skills II
- MUS 268 - Introduction to Music Education
- MUS 328A MUS 328 Technology for Music Educators
- MUS 341 - History of Music to 1600
- MUS 342 - History of Music 1600-1830
- MUS 343 - History of Music 1830-Present
- MUS 352 - Instrumental Conducting
- MUS 353 - Choral Conducting
- MUS 362 - General Music Education
- MUS 460 - Music and Literacy
- MUS 461 - Advanced Techniques in General Music Education
- MUS 469 - Music Teaching Practicum II (must be taken twice)
- One course from:
  - MUS 354A - Advanced Choral Conducting
  - MUS 354B - Advanced Instrumental Conducting
- One course from: (Each quarter in residence minimum 24 credits)**
  - MUS 271 - University Choir
  - MUS 272 - Symphonic Band
  - MUS 471 - Concert Choir
  - MUS 472 - Wind Symphony
  - MUS 473 - University Symphony Orchestra
- **Piano students will take six quarters of major performing ensemble and six quarters of MUS 276 and/or 476 (piano accompanying). Guitar students as follows: six quarters major performance ensemble (MUS 271 or 471), three quarters of Collegium (MUS 280 or 480) and three quarters Guitar Ensemble (MUS 282).
- Applied music on major instrument or voice each quarter in residence (minimum 12 credits); including at least three credits in courses numbered 312-316 or 412-416:
  - MUS 212 - Applied Instruction: Piano
  - MUS 213 - Applied Instruction: Strings
  - MUS 214 - Applied Instruction: Winds and Percussion
  - MUS 215 - Applied Instruction: Voice
  - MUS 216 - Applied Instruction: Classical Guitar
  - MUS 312 - Applied Instruction: Piano
  - MUS 313 - Applied Instruction: Strings
  - MUS 314 - Winds and Percussion
  - MUS 315 - Applied Instruction: Voice
  - MUS 316 - Applied Instruction: Classical Guitar
  - MUS 412 - Applied Instruction: Piano
  - MUS 413 - Applied Instruction: Strings
  - MUS 414 - Applied Instruction: Winds and Percussion
  - MUS 415 - Applied Instruction: Voice
  - MUS 416 - Applied Instruction: Classical Guitar

Additional Requirements (40 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 495 - Internship - Secondary
- SPED 363 - Secondary Students With Special Needs

**Rationale for change:**
This revision accompanies the adjustment of credits for the major due to new courses, reduced credits, removed courses, and adjustments in text for applied lessons and ensemble requirements.

**Effect of change:** None. Agreement within the Secondary Education Department of Woodring College of Education
COURSE REVISIONS

SEC 513 – Seminar in Socio-Cultural and Legal Issues in Education

| Change to: |
|---|---|
| Seminar in *Education, Culture, and Equity* Socio-Cultural and Legal Issues in Education |

This seminar examines the larger cultural issues affecting education within a social, political and *social justice* legal frameworks.

**Prereq:** SEC 512 or permission of instructor.

Credits: 4
Grade Mode: Letter
Schedule Type: Seminar
Repeatability: Not Repeatable
Attributes:

**Rationale for change:**
SEC 513 will move to the first quarter when starting the program, so the SEC 512 pre-requisite will not be necessary. Based on feedback from partners in the field and the professional opinion of department faculty, the socio-cultural lens provided by SEC 513 is more appropriate as a first-quarter course than the philosophical framework provided by SEC 512.

Update to course title and description to align with current practices.

**Effect of change:** None. This revision does not affect other departments.

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SEC 534 – Management, Motivation and Discipline in Secondary Schools

| Change to: |
|---|---|
| Theories of adolescent development, including issues of diversity as a basis for creating effective learning environments. Emphasis on classroom models of management, creating an individual management plan, and the importance of student motivation. |

Prereq: SEC 533; co-requisite: SEC 436-and-SEC-433; or permission of instructor.
Credits: 4
Grade Mode: Letter
Schedule Type: Lecture
Repeatability: Not Repeatable
Attributes:

**Rationale for change:**
Removal of co-req SEC 433 allows for options with practicum opportunities throughout the program of study.

**Effect of change:** None. This revision does not affect other departments.