Woodring Curriculum Committee
Curriculum Committee MINUTES

Meeting Date: January 29, 2016   MH 250D

Members Present: Gail Coulter (chair), Larry Antil, David Carroll, Devyani Chandran, Bridget Kelley, Bruce Larson, Veronica Velez

Minutes prepared by: Carole Teshima

Meeting called to order by chairperson, Gail Coulter, 1:00 p.m.

I.   Introductions

II.  Items from Chair

III. Committee discussed and acted on the following items:

NOTE: EDUC 407 (below) is included in the Program Revision of the Education and Social Justice Minor (890451) approved by WCC 1/16/15 and ACC 2/17/15.

SUMMARY

CURRICULAR ITEMS

DEPARTMENT: SECONDARY EDUCATION

PROGRAM REVISION

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Type of Change</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Secondary Education Undergraduate and Post-Baccalaureate Professional Program</td>
<td>Revision</td>
<td>Approved; sent to TCCC</td>
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DEPARTMENT: EDUCATION

NEW COURSE

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<tbody>
<tr>
<td>EDUC 407</td>
<td>Introduction to Education for Sustainability</td>
<td>New</td>
<td>Approved; sent to TCCC</td>
<td>955131</td>
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DEPARTMENT: ELEMENTARY EDUCATION

COURSE REVISION

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<td>Classroom Use of Instructional Technology</td>
<td>Revision</td>
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# DEPARTMENT: SECONDARY EDUCATION

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<td>SEC 410</td>
<td>Dynamics of Teaching</td>
<td>Revision</td>
<td>Approved; sent to TCCC</td>
<td>984996</td>
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<tr>
<td>SEC 425</td>
<td>Developmental Reading, Writing and Learning in Secondary Schools</td>
<td>Revision</td>
<td>Approved; sent to TCCC</td>
<td>994125</td>
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<tr>
<td>SEC 432</td>
<td>Secondary School Methods III – Management, Motivation and Discipline</td>
<td>Revision</td>
<td>Approved; sent to TCCC</td>
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<tr>
<td>SEC 433</td>
<td>Teaching Laboratory</td>
<td>Revision</td>
<td>Approved; sent to TCCC</td>
<td>985012</td>
</tr>
<tr>
<td>SEC 436</td>
<td>Secondary Practicum 2</td>
<td>Revision</td>
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## COURSE CANCELLATION

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<tr>
<td>SEC 444</td>
<td>Classroom Use of Instructional Technology</td>
<td>Cancellation</td>
<td>Approved; sent to TCCC</td>
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<td>Humanities — Middle Level - Additional Endorsement</td>
<td>Revision</td>
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## Details

**Change to copy:**

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 on-going 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.

**Requirements**
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 on other programs/departments/colleges/collegial communication:
All have been notified and are in agreement (see IT 444 revision). The only impact with be that the program guides will need to be updated from SEC 444 to IT 444.

NOTE: EDUC 407 is included in the Program Revision of the Education and Social Justice Minor (890451) approved by WCC 1/16/15 and ACC 2/17/15.

DEPARTMENT: EDUCATION
NEW COURSE

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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.

**Rationale for prerequisites:**
Class activities assume some familiarity with contemporary social justice and or sustainability issues.

### DEPARTMENT: ELEMENTARY EDUCATION

**COURSE REVISION**

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<tr>
<td>IT 444</td>
<td>Classroom Use of Instructional Technology (Secondary)</td>
<td>Revise desc., prereqs, credits</td>
<td>Approved; sent to TCCC</td>
<td>976491</td>
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</table>

**Change to:**
Examine 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
Grade Mode: Letter
Schedule Type: Lecture
Repeatability: Not Repeatable
Attributes:

**Rationale for change:**
Course has recently been 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. Because SEC 444 has been operating as a lab-based course with 2 credits, the credit load can remain at two and still allow candidates to meet the technology competencies. The course is changing from 3 credits to 2 credits, and coincides with the cancellation of SEC 444 (e-form # 976021).

**Effect of change on other programs/ departments/ colleges/ collegial communication:**
Secondary Education Department chair, Bruce Larson, is in agreement. Joanne Carney, Interim Instructional Technology Program Director, is in agreement. The only impact will be that the program guides will need to be updated from SEC 444 to IT 444, and the current SEC 444 catalog description inserted for IT 444. All have been notified.

### DEPARTMENT: SECONDARY EDUCATION

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<td>Revise prereq.</td>
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**Change to:**
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.

Prereq: Admission to Secondary Education; co-requisite: SEC 430
Credits: 2
Grade Mode: Letter
Schedule Type: Lecture
DEPARTMENT: SECONDARY EDUCATION

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<td>SEC 425</td>
<td>Developmental Reading, Writing and Learning in Secondary Schools</td>
<td>Revise prereqs.</td>
<td>Approved; sent to TCCC</td>
<td>994125</td>
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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 on other programs/departments/colleges/collegial communication:
This revision does not affect other departments

DEPARTMENT: SECONDARY EDUCATION

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<td>Secondary School Methods III – Management, Motivation and Discipline</td>
<td>Revise prereq.</td>
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Change to:
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:
Rationale for change:
Removal of SEC 433 as co-req allows options with practicum opportunities

Effect of change on other programs/departments/colleges/collegial communication:
This revision does not affect other departments
### DEPARTMENT: SECONDARY EDUCATION

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<td>SEC 433</td>
<td>Teaching Laboratory</td>
<td>Revise title, desc., prereqs.</td>
<td>Approved; sent to TCCC</td>
<td>985012</td>
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**Change to:**
Extended Secondary Practicum Teaching and Learning Laboratory

Opportunities to collaborate, co-teach, deepen understanding of school culture, and actively facilitate student learning through peer, instructor, and self-evaluations. S/U grading.

Videotaped lesson presentations; peer, instructor, and self-evaluations. S/U grading.

Prereq: 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.

Credits: 1
Grade Mode: S/U
Schedule Type: Lab
Repeatability: Not Repeatable
Attributes:

**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.

**Effect of change on other programs/ departments/ colleges/ collegial communication:**
This revision does not affect other departments

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<td>SEC 436</td>
<td>Secondary Practicum 2</td>
<td>Revise desc., prereq.</td>
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**Change to:**
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.

Prereq: SEC 433; and SEC 432 or SEC 534; or permission of instructor.

Credits: 1
Grade Mode: S/U
Schedule Type: Practicum
Repeatability: Not Repeatable
Attributes:

**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 on other programs/ departments/ colleges/ collegial communication:**
This revision does not affect other departments
DEPARTMENT: SECONDARY EDUCATION

COURSE CANCELLATION

<table>
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<tr>
<th>Approved/ Tabled</th>
<th>Motion by</th>
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<td>Classroom Use of Instructional Technology</td>
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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 on other programs/ departments/ colleges/ collegial communication:
IT director, Paula Dagnon, is in agreement. The only impact with be that the program guides will need to be updated from SEC 444 to IT 444. All have been notified.

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Change to copy:
Additional Requirements
Secondary Education Undergraduate and Post-baccalaureate Professional Program Requirements (62 credits)

- SEC 303 - Teaching Adolescents: Development and Identity
- 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
- ITSEC 444 - Classroom Use of Instructional Technology (Secondary)
- SPED 363 - Secondary Students With Special Needs

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.