### Woodring Curriculum Committee
#### Curriculum Committee MINUTES

**Meeting Date:** October 10, 2016

**Members Present:** David Carroll (chair), Larry Antil, Devyani Chandran, Anna Lees, Aaron Perzigian  
**Absent:** Bruce Larson, Veronica Velez

**Minutes prepared by:** Carole Teshima

**Meeting called to order by chairperson,** David Carroll

**I. Introductions**

**II. Items from Chair**

**III. Committee discussed and acted on the following items:**

### SUMMARY

#### CURRICULAR ITEMS

**DEPARTMENT: SPECIAL EDUCATION**

**NEW COURSE**

<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>
</table>
| SPED 303  | Educational Psychology                                                   | New            | Motion: Lees  
Approved; sent to ACC | 1063151  |
| SPED 462  | Teaching for Learning, Motivation, and Achievement in a Diverse Society | New            | Motion: Lees  
Approved; sent to ACC | 1063161  |
| SPED 463  | Curriculum Based Evaluation: Data Based Assessment for Effective Decision Making | New            | Motion: Perzigian  
Approved; sent to ACC | 1063159  |
| SPED 469  | Professional Collaboration: Working Effectively with Families, Colleagues, and Community | New            | Motion: Lees  
Approved; sent to ACC | 1063157  |
| SPED 487  | Written Expression Instruction and Interventions                        | New            | Motion: Chandran  
Approved; sent to ACC | 1063156  |
| SPED 488  | Math Instruction and Interventions                                      | New            | Motion: Chandran  
Approved; sent to ACC | 1063154  |
| SPED 489  | Practicum V - Individual and Group Interventions                        | New            | Motion: Lees  
Approved; sent to ACC | 1063149  |
## DEPARTMENT: SPECIAL EDUCATION  
### COURSE REVISION OR 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>SPED 478</td>
<td>Complex Needs II</td>
<td>Revision of Desc. and credits</td>
<td>Motion: Lees</td>
<td>1063326</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Second: Chandran Approved;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sent to ACC</td>
<td></td>
</tr>
<tr>
<td>SPED 499</td>
<td>Internship - Exceptional Children/Secondary</td>
<td>Revision of Desc. and credits</td>
<td>Motion: Perzigian</td>
<td>1063333</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Second: Chandran Approved;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sent to ACC</td>
<td></td>
</tr>
</tbody>
</table>

## DEPARTMENT: SPECIAL EDUCATION  
### PROGRAM REVISION

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-Form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Special Education P-3 and Early Childhood Education P-3 (Dual Endorsement), BAE</td>
<td>Revision</td>
<td>Motion: Lees</td>
<td>1063594</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second: Perzigian Approved;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sent to ACC</td>
<td></td>
</tr>
<tr>
<td>Exceptionality and Disability, BAE</td>
<td>Revision</td>
<td>Motion: Lees</td>
<td>1063591</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second: Chandran Approved;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sent to ACC</td>
<td></td>
</tr>
<tr>
<td>Special Education - P-12 and Elementary Education (Dual Endorsement), BAE</td>
<td>Revision</td>
<td>Motion: Perzigian</td>
<td>1063588</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second: Lees</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approved;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sent to ACC</td>
<td></td>
</tr>
<tr>
<td>Special Education - P-12 plus Content Endorsement, BAE</td>
<td>Revision</td>
<td>Motion: Perzigian</td>
<td>1063552</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second: Chandran Approved;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sent to ACC</td>
<td></td>
</tr>
</tbody>
</table>

## DETAILS

### DEPARTMENT: SPECIAL EDUCATION  
### NEW COURSE

<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>SPED 303</td>
<td>Educational Psychology</td>
<td>New</td>
<td>Approved; sent to ACC</td>
<td>1063151</td>
</tr>
</tbody>
</table>

**Final copy:** Principles of human development, learning, and motivation as they relate to both academic and non-academic functioning. Emphasis on implications for P-12 classrooms.

**Rationale for new course:**
Currently, the program requires two four-credit educational psychology courses, SPED 301 Educational Psychology 1: Development and Individual Differences and SPED 302 Educational Psychology II: Motivation, Learning, and Assessment. We propose to combine content of these two courses into one five-credit course, SPED 303 Educational Psychology, thus a saving of three credits. This is strategic because there is content overlap of elements of each of the prior courses in later program courses. While some redundancy is expected and worthwhile, inordinate redundancy decreases efficiency across the program. This combining of the two courses also aligns with the
changes that have been made in both Secondary Education and Elementary Education programs, regarding educational psychology courses. Because of the combining of content, the course needs to be five credits to cover necessary material.

**Rationale for prerequisites:**
This course is a beginning course in the special education programs. Admission to the program is the only requirement.

---

**DEPARTMENT: SPECIAL EDUCATION**
**NEW COURSE**

<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>SPED 462</td>
<td>Teaching for Learning, Motivation, and Achievement in a Diverse Society</td>
<td>New</td>
<td>Approved; sent to ACC</td>
<td>1063161</td>
</tr>
</tbody>
</table>

**Final copy:**
The class focuses on teaching to improve the attention, memory, motivation, mindset and self-monitoring in a diverse classroom. Focus of the course is on the application of strategy instruction, academic vocabulary instruction, study skills instruction, assistive technology and current best practice in designing and delivering powerful interventions for learning in an inclusionary setting. Additional emphasis is placed on understanding the impact of a teacher’s mindset, beliefs and dispositions, especially in relation to culture, disability, and ethnicity, on potential student learning outcomes.

**Rationale for new course:**
Content in this course is required to meet CEC Standards. This content focuses upon a major theme in our department, that of inclusion. In the early part of the program, we have a course regarding the impact of culture and diversity upon teaching and learning. This course continues the theme of the Woodring and Western as a main focus and is strategically placed toward the end of the program. The content in this course is extensive and requires five credits.

**Rationale for prerequisites:**
All courses build upon each other. Students need foundational information that is provided through prior coursework for the content to be meaningful in SPED 462.

---

**DEPARTMENT: SPECIAL EDUCATION**
**NEW COURSE**

<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>SPED 463</td>
<td>Curriculum Based Evaluation: Data Based Assessment for Effective Decision Making</td>
<td>New</td>
<td>Approved; sent to ACC</td>
<td>1063159</td>
</tr>
</tbody>
</table>

**Final copy:**
Curriculum-based assessment procedures, summative and formative evaluation and progress monitoring. Course emphasizes research-based methods that support effective evaluation within the context of the Response to Intervention framework in both general and special education settings. Specific focus is on the implementation of assessment and evaluation procedures, development of IEP goals and objectives, and instructional intervention plans in the areas of math, reading, and written expression. This course includes field experiences in which these assessment and evaluation procedures are practiced.

**Rationale for new course:**
This new course replaces a similar course in the program. The difference is that a field experience is required in SPED 463. The program has found that teaching content in isolation without having opportunities to practice is less effective than ensuring that candidates practice skills in real-world setting with oversight by the instructor. This additional practice requires a five credit course because of the density of content and application in the school setting.

**Rationale for prerequisites:**
This course requires foundational knowledge, thus the prerequisites. The course occurs in a block with content that is shared and supported across courses; therefore, the courses must occur together.
### DEPARTMENT: SPECIAL EDUCATION
### NEW COURSE

<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>SPED 469</td>
<td>Professional Collaboration: Working Effectively with Families, Colleagues, and Community</td>
<td>New</td>
<td>Approved; sent to ACC</td>
<td>1063157</td>
</tr>
</tbody>
</table>

**Final copy:**
Provides students with knowledge and skills for developing and sustaining effective collaborative partnerships with other professionals, paraeducators, family members, and community members. Focus is on effective communication, problem solving, and cultural competence skills necessary for sustaining collaborative relationships within a diverse society. Co-teaching and collaboration in the classroom is a focus of this course.

**Rationale for new course:**
SPED 469 Professional Collaboration: Working Effectively with Families, Colleagues, and Community incorporates additional content beyond what is currently taught in similar courses. For example, SPED 469 focuses upon families, professionals, and communities. Additional CEC Standards require co-teaching and collaboration with colleagues within the classroom as an inclusion model. These robust topics extend the content of the course and cannot be addressed without a five credit course. This course also is designated as a 1 unit writing proficiency course.

**Rationale for prerequisites:**
This course builds upon concepts that are previously taught in the program. For students to be successful, they need to have the foundational information.

### DEPARTMENT: SPECIAL EDUCATION
### NEW COURSE

<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>SPED 487</td>
<td>Written Expression Instruction and Interventions</td>
<td>New</td>
<td>Approved; sent to ACC</td>
<td>1063156</td>
</tr>
</tbody>
</table>

**Final copy:**
Designing and teaching written expression for a diverse classroom. Course emphasizes pedagogy and methods that support decision-making within the context of a Response to Intervention framework in both general and special education. Focus is on the application and alignment of assessment, strategies and interventions to student needs through problem-solving, progress monitoring and decision making. Additional topics include emergent writing skills, mechanics, sentence fluency, and the writing process. This course is linked to a field experience for application of concepts in real-world settings as part of a senior project.

**Rationale for new course:**
SPED 487 Written Expression Instruction and Interventions, will have four credits of content and one credit of field experience for a total of five credits. A major component of this course is the application of content with students in classrooms. This course culminates in the senior project that is completed in local schools.

**Rationale for prerequisites:**
This course will be in a block of courses. All candidates must take all courses in the Block in order to be meaningful. Candidates need prerequisites because the previous courses are foundational to this course.

### DEPARTMENT: SPECIAL EDUCATION
### NEW COURSE

<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>SPED 488</td>
<td>Math Instruction and Interventions</td>
<td>New</td>
<td>Approved; sent to ACC</td>
<td>1063154</td>
</tr>
</tbody>
</table>

**Final copy:**
Designing and teaching mathematics for a diverse classroom. Course emphasizes pedagogy and methods that support decision-making within the context of a Response to Intervention framework in both general and special education. Focus is on the alignment of assessment data, instructional strategies and progress monitoring. Specific focus is on data-based decision making; designing and implementing strategies and interventions based on student need. Additional topics include emergent numeracy, computation, problem solving, algebra and functional
applications of measurement, time and money. This course is linked to a field experience for application of concepts in real-world settings as part of a senior project.

**Rationale for new course:**
SPED 488 Math Instruction and Intervention will increase the amount and type of content from a similar course and increase the credits from four credits to five credits. The purpose in creating this new course is to, not only provide theory about how to teach math to children with disabilities, but also to provide for a real-world math application project of assessment, design of instruction, and progress monitoring for children with disabilities in a local school setting. In addition, this course is one of the two courses that incorporates the senior project. The senior project is implemented in a local school.

**Rationale for prerequisites:**
This course occurs at the end of the program. Other courses are foundational. Co-requisites are required because the courses occur in a block. The content for the senior project is operationalized in two courses that must occur together.

### DEPARTMENT: SPECIAL EDUCATION

#### NEW COURSE

<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>SPED 489</td>
<td>Practicum V - Individual and Group Interventions</td>
<td>New</td>
<td>Approved; sent to ACC</td>
<td>1063149</td>
</tr>
</tbody>
</table>

**Final copy:**
Practicum experience in school/community settings. Designed to provide opportunities for students to develop, implement, and monitor instructional interventions. Candidates will have experiences with large and small groups and with individuals with disabilities.

**Rationale for new course:** This course is a culminating experience for candidates seeking endorsement in special education. It prepares candidates, through close supervision, for the more independent teaching internships that occurs at the end of the candidates program. It provides candidates an opportunity to practice skills learned throughout their program.

**Rationale for prerequisites:** This course is one of the courses that occurs immediately before internship. It needs the permission of instructor in order to determine that the candidate is ready for this experience.

### DEPARTMENT: SPECIAL EDUCATION

#### 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>SPED 478</td>
<td>Complex Needs II</td>
<td>Revision of Desc. and credits</td>
<td>Approved; sent to ACC</td>
<td>1063326</td>
</tr>
</tbody>
</table>

**Change to:**
This course focuses on daily living skills for students with disabilities and builds upon concepts presented in SPED 474 Complex Needs. Topics include: vocational education, community based-education, developing leisure and recreation skills, communication skills, motor and medical needs, and assistive technology appropriate for persons with complex needs. The course emphasizes the transition of students with significant needs into post-secondary environments. **This course requires a field experience.**

Prereq: SPED 474
Credits: 4 5
Grade Mode: Letter
Schedule Type: Lecture
Repeatability: Not Repeatable
Attributes:

**Rationale for change:**
Currently, SPED 478 Complex Needs II includes content without an associated field experience. Topics in the course range across multiple types of low-incidence disabilities, including physical, sensory, and cognitive. The department proposes to include a one-credit field experience along with the content which will provide candidates opportunities for application of concepts taught in class. Practical experience with children with low-incidence disabilities is necessary for Washington State certification as well as to meet CEC standards. This raises the credits from four to five. This change in credit does not impact the overall credits in the program because of multiple changes across the program.

**Effect of change on other programs/ departments/ colleges/ collegial communication:**
N/A
DEPARTMENT: SPECIAL EDUCATION

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>SPED 499</td>
<td>Internship - Exceptional Children/Secondary</td>
<td>Revision of Title, Desc. and credits</td>
<td>Approved; sent to ACC</td>
<td>1063333</td>
</tr>
</tbody>
</table>

**Change to:**
Internship - Special Education/Secondary

Supervised teaching experience to develop and demonstrate teaching competence for exceptional children. Repeatable to 24 cr. S/U grading.

Prereq: Recommendation for supervised teaching.
Credits: 2 to 16
Grade Mode: S/U
Schedule Type: Internship
Repeatability: Repeatable (24 units)
Attributes: ITRN

**Rationale for change:**
The department is changing this course from a variable number of credits (2 to 16) to a set number of 15 credits. This provides for more consistency in number of credits assigned to internships across programs in special education.

**Effect of change on other programs/departments/colleges/collegial communication:**
N/A

DEPARTMENT: SPECIAL EDUCATION

PROGRAM REVISION

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Special Education P-3 and Early Childhood Education P-3 (Dual Endorsement), BAE</td>
<td>Revision</td>
<td>Approved; sent to ACC</td>
<td>1063594</td>
</tr>
</tbody>
</table>

**Change to copy:**

Requirements
Major — Early Childhood Special Education (P-3): 85-87 credits

- One course from:
  - ECE 380 - Foundations of Literacy for Early Childhood Education
  - ELED 480 - Literacy: Beginning Communicators
  - ECE 390 - Infant and Toddler Practicum and Seminar
  - ECE 391 - Preschool Practicum and Seminar
  - ECE 430 - Creativity & Play in ECE
  - ECE 431 - Fundamentals of Early Childhood Education

- One course from:
  - ECE 434 - Environments for Early Learning
  - ELED 426 - Social Studies Methods
  - SPED 436 - Intervention to Special Education
  - SPED 443 - Early Development Variations
  - SPED 444 - Assessment and Intervention in Early Childhood Special Education
  - SPED 460 - Interventions for Classroom Management

- **SPED 463 - Curriculum Based Evaluation: Data Based Assessment for Effective Decision Making**
- **SPED 464 - Disability Law and IEP**
- **SPED 465 - Assessment for Special Education and General Education Teachers**
- **SPED 467 - Curriculum Based Evaluation**
- **SPED 468 - Effective Collaboration with Families, Professionals, and Community**
- **SPED 469 - Professional Collaboration: Working Effectively with Families, Colleagues, and Community**
- **SPED 472 - Behavior Assessment and Intervention**
- **SPED 474 - Students With Complex Needs**
- **SPED 480 - Practicum III - Individual/Group Intervention, Reading**
- **SPED 483 - Reading Instruction for Students With Special Needs**
- **SPED 484 - Designing Written Expression Interventions**
- **SPED 485 - Designing Math Interventions**
- **SPED 486 - Case Study Applications in Special Education**
- **SPED 487 - Written Expression Instruction and Interventions**
- **SPED 488 - Math Instruction and Interventions**
Professional Studies Core: 31 credits
- ECE 435 - Child Abuse and Neglect
- SPED 301 - Educational Psychology I: Development and Individual Differences
- SPED 302 - Educational Psychology II: Motivation, Learning and Assessment
- SPED 303 - Educational Psychology
- SPED 310 - Education, Culture, and Equity
- IT 443 - Digital Decisions: Technology for Educators
- MATH 381 - Teaching K-8 Mathematics I
- SPED 420 - Effective Teaching
- SPED 440 - Practicum I - General Education

Early Childhood Elementary Courses: 19 credits
- MATH 382 - Teaching K-8 Mathematics II
- MATH 383 - Teaching K-8 Mathematics III
- PE 345 - Physical Education for Elementary School
- SCED 480 - Science Methods and Curriculum for the Elementary School
- SCED 490 - Laboratory/Field Experience in Elementary Science

Public School Practica and Internship — Special Education: 22 credits
- SPED 481 - Practicum VI - Individual/Group Intervention, Written Expression
- SPED 482 - Practicum VII - Individual/Group Intervention, Math
- SPED 489 - Practicum V - Individual and Group Interventions
- SPED 496 - Internship - Exceptional Children/Early Childhood

Rationale for change:
Special Education is seeking National Program Recognition from Council for Exceptional Children (CEC), our primary professional organization. The department's second year's efforts of program improvement have focused upon efficiency and expediency as well as alignment of field experiences with associated content. This re-alignment does not add or decrease the number of overall credit hours. We propose to create new courses to replace current courses that are still relevant for other programs both on-campus and off. The deleted courses will not be cancelled and will still be included in the catalog.

We propose to reduce the program by one stand-alone three-credit practicum and redistribute those credits (i.e., one credit per course) across three courses to more fully integrate field experiences that are more supportive of course content. For example, a course in math methods (i.e., SPED 488 Math Instruction and Intervention) will increase by one credit, from four credits to five credits, to not only provide theory about how to teach math to children with disabilities, but also to provide for a real-world math application project of assessment, design of instruction, and progress monitoring for children with disabilities in a local school setting. Likewise SPED 463 Curriculum Based Evaluation: Data based assessment for effective decision making and SPED 487 Written Expression Instruction and Interventions, will each have four credits of content and one credit of field experience for a total of five credits for each course.

The remaining three-credit practicum will become SPED 489 Practicum V - Individual and Group Interventions and will more clearly culminate in supervised practice, incorporating all aspects of skills taught throughout the special education program, thus providing candidates with a more meaningful experience before they attempt the more independent internships at the end of their program.

Currently, the program requires two four-credit educational psychology courses, SPED 301 Educational Psychology I: Development and Individual Differences and SPED 302 Educational Psychology II: Motivation, Learning, and Assessment. We propose to combine content of these two courses into one five-credit course, SPED 303 Educational Psychology, thus a saving of three credits. This is strategic because there is content overlap in other courses later in the program. While some redundancy is expected and worthwhile, inordinate redundancy decreases efficiency across the program. Combining content in the two courses also aligns with the changes that have been made in both Secondary Education and Elementary Education programs, regarding educational psychology courses.

We propose to use the three remaining credits from the combination in order to provide additional relevant field experience and content that is either not covered or requires heightened coverage based upon analysis of overall program standards. For example, SPED 469 focuses upon families, professionals, and communities. Standards for CEC require teachers to co-teach and collaborate with colleagues in the development and instruction of lessons within a school environment. These robust topics extend the content of the course and cannot be addressed without adding a credit.

The department also proposes to add the one-credit courses, SPED 476 Practicum II - Service Delivery Models and SPED 477 Practicum IV - Behavior Assessment and Interventions. The addition of these two courses contributes to
the standards required for certification and CEC requirements. These additions do not change the number of total credits for the program.

In summary, the department is proposing to integrate, deep and extend content and field experiences, required by professional bodies, more effectively into individual courses within the program, thus supporting the quality of the program while still maintaining efficiency. This program realignment maintains the current credits for the program and does not extend time to degree.

**Effect of change on other programs/departments/colleges/collegial communication:**

N/A

**DEPARTMENT: SPECIAL EDUCATION**

**PROGRAM REVISION**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptionality and Disability, BAE</td>
<td>Revision</td>
<td>Approved; sent to ACC</td>
<td>1063591</td>
</tr>
</tbody>
</table>

**Change to copy:**

Major — Exceptionality and Disability: 80-85 credits

- SPED 360 - Introduction to Special Education
- SPED 420 - Effective Teaching
- SPED 440 - Practicum I - General Education
- SPED 442 - Clinical Practicum
- SPED 460 - Interventions for Classroom Management
- SPED 464 - Disability Law and IEP
- SPED 465 - Assessment for Special Education and General Education Teachers
- SPED 469 - Professional Collaboration: Working Effectively with Families, Colleagues, and Community
- SPED 472 - Behavior Assessment and Intervention
- SPED 474 - Students With Complex Needs
- SPED 476 - Practicum II - Service Delivery Models
- SPED 477 - Practicum IV - Behavior Assessment and Intervention
- SPED 479 - Practicum VI - Individual/Group Intervention, Written Expression
- SPED 480 - Practicum III - Individual/Group Intervention, Reading
- SPED 481 - Practicum V - Individual/Group Intervention, Written Expression
- SPED 482 - Practicum VII - Individual/Group Intervention, Math
- SPED 489 - Practicum V - Individual and Group Interventions
- CSD 251 - Introduction to Communication Disorders
- CSD 354 - Speech and Language Development in Children
- HSP 302 - Introduction to Human Services
- HSP 311 - Health Care and Human Services
- HSP 315 - Human Development and Human Services
- HSP 325 - Interviewing and Interventions for Human Services
- HSP 410 - Mental Health: Individuals and Systems
- HSP 450 - Survey of Addictions and Dependencies
- HSP 484 - Grant Writing
- Or other courses with permission of advisor

**Rationale for change:**

Special Education is seeking National Program Recognition from Council for Exceptional Children (CEC), our primary professional organization. The department's second year's efforts of program improvement have focused upon efficiency and expediency as well as alignment of field experiences with associated content. This re-alignment does
not add or decrease the number of overall credit hours. We propose to create new courses to replace current courses that are still relevant for other programs both on-campus and off. The deleted courses will not be cancelled and will still be included in the catalog.

Currently, the program requires two four-credit educational psychology courses, SPED 301 Educational Psychology I: Development and Individual Differences and SPED 302 Educational Psychology II: Motivation, Learning, and Assessment. We propose to combine content of these two courses into one five-credit course, SPED 303 Educational Psychology, thus a saving of three credits. This is strategic because there is content overlap in other courses later in the program. While some redundancy is expected and worthwhile, inordinate redundancy decreases efficiency across the program. Combining content in the two courses also aligns with the changes that have been made in both Secondary Education and Elementary Education programs, regarding educational psychology courses.

We propose to use the three remaining credits from the combination in order to provide additional relevant field experience and content that is either not covered or requires heightened coverage based upon analysis of overall program standards. For example, SPED 469 Professional Collaboration: Working Effectively with Families, Colleagues, and Community focuses upon families, professionals, and communities. Content relative to working with school personnel will be added to the course.

The department also proposes to add the one-credit courses, SPED 476 Practicum II – Service Delivery Models and SPED 477 Practicum IV – Behavior Assessment and Interventions. The addition of these two courses contributes to the general knowledge needed, regarding how services for persons with disabilities are provided across schools and across community settings.

In addition, the department proposes to add three electives under advisement (i.e., SPED 462 Teaching for Learning, Motivation, and Achievement in a Diverse Society, SPED 463 Curriculum Based Evaluation: Data based assessment for effective decision-making, and SPED 489 Practicum V – Individual and Group Interventions. These additions to electives do not change the required credit total. Four courses will be deleted from the electives (i.e., SPED 471, SPED 467, SPED 481, and SPED 482.) These courses will be deleted to reduce confusion and reflect current changes in department course offerings.

In summary, the department is proposing to integrate, deepen, and extend content and field experiences, thus supporting the quality of the program while still maintaining efficiency. This program realignment maintains the current credits for the program and does not extend time to degree.

Effect of change on other programs/ departments/ colleges/ collegial communication: N/A
Elementary Program Curriculum and Methods: 39 credits
- One course from:
  - ART 398 - Integrated Arts for Elementary Educators
  - DNC 398 - Integrated Arts for Elementary Educators
  - MUS 398 - Integrated Arts for Elementary Educators
  - THTR 398 - Integrated Arts for Elementary Educators
- ELED 424 - Language Arts in the Elementary Curriculum
- ELED 426 - Social Studies Methods
- HLED 455 - Health Education Grades K-8
- I T 443 - Digital Decisions: Technology for Educators
- MATH 381 - Teaching K-8 Mathematics I
- MATH 382 - Teaching K-8 Mathematics II
- MATH 383 - Teaching K-8 Mathematics III
- PE 345 - Physical Education for Elementary School
- SCED 480 - Science Methods and Curriculum for the Elementary School
- SCED 490 - Laboratory/Field Experience in Elementary Science

Professional Studies Core: 20 credits
- SPED 301 - Educational Psychology I: Development and Individual Differences
- SPED 302 - Educational Psychology II: Motivation, Learning and Assessment
- SPED 303 - Educational Psychology
- SPED 310 - Education, Culture, and Equity
- SPED 420 - Effective Teaching
- SPED 440 - Practicum I - General Education

Internships — Special Education and Elementary Education: 30 credits
- SPED 494 - Internship - Elementary
- SPED 498 - Internship - Special Education

Rationale:

Special Education is seeking National Program Recognition from Council for Exceptional Children (CEC), our primary professional organization. The department's second year's efforts of program improvement have focused upon efficiency and expediency as well as alignment of field experiences with associated content. This re-alignment does not add or decrease the number of overall credit hours. We propose to create new courses to replace current courses that are still relevant for other programs both on-campus and off. The deleted courses will not be cancelled and will still be included in the catalog.

We propose to reduce the program by one stand-alone three-credit practicum and redistribute those credits (i.e., one credit per course) across three courses to more fully integrate field experiences that are more supportive of course content. For example, a course in math methods (i.e., SPED 488 Math Instruction and Intervention) will increase by one credit, from four credits to five credits, to not only provide theory about how to teach math to children with disabilities, but also to provide for a real-world math application project of assessment, design of instruction, and progress monitoring for children with disabilities in a local school setting. Likewise SPED 463 Curriculum Based Evaluation: Data based assessment for effective decision making and SPED 487 Written Expression Instruction and Interventions, will each have four credits of content and one credit of field experience for a total of five credits for each course.

The remaining three-credit practicum will become SPED 489 Practicum V - Individual and Group Interventions and will more clearly culminate in supervised practice, incorporating all aspects of skills taught throughout the special education program, thus providing candidates with a more meaningful experience before they attempt the more independent internships at the end of their program.

Currently, the program requires two four-credit educational psychology courses, SPED 301 Educational Psychology I: Development and Individual Differences and SPED 302 Educational Psychology II: Motivation, Learning, and Assessment. We propose to combine content of these two courses into one five-credit course, SPED 303 Educational Psychology, thus a saving of three credits. This is strategic because there is content overlap of elements of each of the prior courses in later program courses. While some redundancy is expected and worthwhile, inordinate
redundancy decreases efficiency across the program. This combining of the two courses also aligns with the changes that have been made in both Secondary Education and Elementary Education programs, regarding educational psychology courses.

We propose to use those three remaining credits in order to provide additional relevant field experience and content that is either not covered or requires heightened coverage based upon analysis of overall program standards. For example, SPED 478 Complex Needs II is currently four credits and needs to be five credits to more fully address requirements for knowledge and experience with low-incidence disabilities. This course needs more complete coverage because of the scope of the Washington certification requirements and CEC standards that require both breadth and depth of coverage, encompassing knowledge and experience from pre-K through 12 and then transitions to post-school outcomes. The course includes topics such as communication, inclusion, supported employment, physical, sensory, and cognitive disabilities. The course includes a hands-on experience that will strengthen the quality of the special education program.

Similarly, SPED 462 Teaching for Learning, Motivation, and Achievement in a Diverse Society and SPED 469 Professional Collaboration: Working Effectively with Families, Colleagues, and Community incorporate additional content beyond what is currently taught in existing courses. For example, SPED 469 focuses upon families, professionals, and communities. Standards for CEC require co-teaching and collaboration with colleagues within a school environment. These robust topics extend the content of the course and cannot be addressed without adding a credit.

In summary, the department is proposing to integrate, deepen, and extend content and field experiences, required by professional bodies, more effectively into individual courses within the program, thus supporting the quality of the program while still maintaining efficiency. This program realignment maintains the current credits for the program. While credits are not changed, time to degree is reduced by two courses.

Effect of change on other programs/departments/colleges/collegial communication: N/A

---

**DEPARTMENT: SPECIAL EDUCATION**

**PROGRAM REVISION**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education - P-12 plus Content Endorsement, BAE</td>
<td>Revision</td>
<td>Approved; sent to ACC</td>
<td>1063552</td>
</tr>
</tbody>
</table>

**Change to copy:**

Major — Special Education: 60 credits

- SPED 360 - Introduction to Special Education
- SPED 460 - Interventions for Classroom Management
- **SPED 462 - Teaching for Learning, Motivation, and Achievement in a Diverse Society**
- **SPED 463 - Curriculum Based Evaluation: Data Based Assessment for Effective Decision Making**
- SPED 464 - Disability Law and IEP
- SPED 465 - Assessment for Special Education and General Education Teachers
- **SPED 467 - Curriculum Based Evaluation**
- **SPED 468 - Effective Collaboration with Families, Professionals and Community**
- **SPED 469 - Professional Collaboration: Working Effectively with Families, Colleagues, and Community**
- **SPED 471 - Interventions for Learning and Achievement in a Diverse Classroom**
- SPED 472 - Behavior Assessment and Intervention
- SPED 474 - Students With Complex Needs
- **SPED 476 - Practicum II - Service Delivery Models**
- **SPED 477 - Practicum IV - Behavior Assessment and Intervention**
- **SPED 480 - Practicum III - Individual/Group Intervention, Reading**
- **SPED 481 - Practicum VI - Individual/Group Intervention, Written Expression**
- **SPED 482 - Practicum VII - Individual/Group Intervention, Math**
Rationale for change:
Special Education is seeking National Program Recognition from Council for Exceptional Children (CEC), our primary professional organization. The department’s second year’s efforts of program improvement have focused upon efficiency and expediency as well as alignment of field experiences with associated content. This re-alignment does not add or decrease the number of overall credit hours. We propose to create new courses to replace current courses that are still relevant for other programs both on-campus and off. The deleted courses will not be cancelled and will still be included in the catalog.

We propose to reduce the program by one stand-alone three-credit practicum and redistribute those credits (i.e., one credit per course) across three courses to more fully integrate field experiences that are more supportive of course content. For example, a course in math methods (i.e., SPED 488 Math Instruction and Intervention) will increase by one credit, from four credits to five credits, to not only provide theory about how to teach math to children with disabilities, but also to provide for a real-world math application project of assessment, design of instruction, and progress monitoring for children with disabilities in a local school setting. Likewise SPED 463 Curriculum Based Evaluation: Data based assessment for effective decision making and SPED 487 Written Expression Instruction and Interventions, will each have four credits of content and one credit of field experience for a total of five credits for each course.
The remaining three-credit practicum will become SPED 489 Practicum V – Individual and Group Interventions and will more clearly culminate in supervised practice, incorporating all aspects of skills taught throughout the special education program, thus providing candidates with a more meaningful experience before they attempt the more independent internships at the end of their program.

Currently, the program requires two four-credit educational psychology courses, SPED 301 Educational Psychology 1: Development and Individual Differences and SPED 302 Educational Psychology II: Motivation, Learning, and Assessment. We propose to combine content of these two courses into one five-credit course, SPED 303 Educational Psychology, thus a saving of three credits. This is strategic because there is content overlap in other courses later in the program. While some redundancy is expected and worthwhile, inordinate redundancy decreases efficiency across the program. Combining content in the two courses also aligns with the changes that have been made in both Secondary Education and Elementary Education programs, regarding educational psychology courses.

We propose to use the three remaining credits from the combination in order to provide additional relevant field experience and content that is either not covered or requires heightened coverage based upon analysis of overall program standards. For example, SPED 462 Teaching for Learning, Motivation, and Achievement in a Diverse Society and SPED 469 Professional Collaboration: Working Effectively with Families, Colleagues, and Community incorporate additional content beyond what is currently taught in existing courses. For example, SPED 469 focuses upon families, professionals, and communities. Standards for CEC require teachers to co-teach and collaborate with colleagues in the development and instruction of lessons within a school environment. These robust topics extend the content of the course and cannot be addressed without adding a credit.

The department also proposes to add two one-credit courses, SPED 476 Practicum II – Service Delivery Models and SPED 477 Practicum IV – Behavior Assessment and Interventions. The addition of these two courses contributes to the standards required for certification and CEC requirements.

Finally, the Department proposes to reduce the number of credits for SPED 499 Internship Exceptional Children/Secondary from 16 credits to 15 credits. This brings the number of credit hours more in line with the other program requirements and provides consistency across programs.

In summary, the department is proposing to integrate, deepen and extend content and field experiences, required by professional bodies, more effectively into individual courses within the program, thus supporting the quality of the program while still maintaining efficiency. This program realignment maintains the current credits for the program and does not extend time to degree.

**Effect of change on other programs/ departments/ colleges/ collegial communication:**

N/A