Teacher Curricula and Certification Council
Minutes

Meeting Date: November 15, 2016 | Miller Hall 158, 4:00 p.m.

Present: Bruce Larson (Chair), Patty Bourne, Karen Bradley, Don Burgess, David Carroll, Gail Coulter, Deb Currier, Ed Geary, Sarah Gallagher, Bruce Goebel, Peter Johnson, Karen So, Laura Wellington

Excused: Jessica Cohen, Tracy Thorndike

Recorder: Karen Olstad

Meeting called to order:

I. Introductions

II. Items from Chair

III. 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>English</td>
<td>Children’s Literature Conference</td>
<td>Nancy Johnson</td>
<td>Feb 2017</td>
</tr>
<tr>
<td>SMATE</td>
<td>Mentor Training – MORE for Teachers</td>
<td>Dan Hanley and Susan Kagel</td>
<td>Fall Qtr 2016</td>
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<tr>
<td>Mathematics</td>
<td>Collaborating with Norwegian Mathematics Educators to Create Professional Development</td>
<td>Jessica Cohen</td>
<td>July 8-15, 2016</td>
</tr>
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<td>Secondary Education</td>
<td>Water Systems Symposium</td>
<td>Peter Donaldson</td>
<td>Fall qtr 2016</td>
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CURRICULAR ITEMS

DEPARTMENT: SPECIAL EDUCATION

NEW COURSE

<table>
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<tr>
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<td>New</td>
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<td>1063151</td>
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<td>SPED 489</td>
<td>Practicum V - Individual and Group Interventions</td>
<td>New</td>
<td>Motion: Carroll Second: Bourne Approved; sent to ACC</td>
<td>1063149</td>
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**DEPARTMENT: SPECIAL EDUCATION**

**COURSE REVISION OR CANCELLATION**

<table>
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<td>Internship - Exceptional Children/Secondary</td>
<td>Revision of Desc. and credits</td>
<td>Motion: Currier Second: Cohen Approved; sent to ACC</td>
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**DEPARTMENT: SPECIAL EDUCATION**

**PROGRAM REVISION**

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<td>Early Childhood Special Education P-3 and Early Childhood Education P-3 (Dual Endorsement), BAE</td>
<td>Revision</td>
<td>Motion: Bourne Second: Burgess Approved; sent to ACC</td>
<td>1063594</td>
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<tr>
<td>Exceptionality and Disability, BAE</td>
<td>Revision</td>
<td>Motion: Geary Second: Gallagher Approved; sent to ACC</td>
<td>1063591</td>
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<tr>
<td>Special Education - P-12 and Elementary Education (Dual Endorsement), BAE</td>
<td>Revision</td>
<td>Motion: Bourne Second: Burgess Approved; sent to ACC</td>
<td>1063588</td>
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<tr>
<td>Special Education - P-12 plus Content Endorsement, BAE</td>
<td>Revision</td>
<td>Motion: Bourne Second: Burgess Approved; sent to ACC</td>
<td>1063552</td>
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</table>
The following Extended Education Clock Hours Proposals have been approved and are included here as informational items:

**Department:** English
**Course Title:** Children’s Literature Conference
**Contact Hours:** 6 hours
**Clock Hours:** 6 hours
**Location:** WWU campus – Performing Arts Center
**Instructors:** Nancy Johnson
**Class dates/time:** February 25, 2017; 9:00 - 3:30

**Course Goals/Objective:**
1. To learn about and examine literature written for children and adolescents
2. To acknowledge and extend personal tastes, attitudes, and experiences with literature
3. To explore the variety and richness of literature written and illustrated for children and young adults
4. To become familiar with the process (from inspiration to publication) of four noteworthy authors and illustrators of books for child/adolescent readers: Laurie Halse Anderson, Rita Williams-Garcia, Christian Robinson, Matt Phelan

**Course Description:** This workshop focuses on becoming familiar with literature and the process of writing/illustrating written for children and adolescents by four award-winning authors/illustrators who value children and teenagers as critical and appreciative readers. Through focused presentations and lively conversation participants will deepen their knowledge about literary formats and genres as well as notable books, authors, and illustrators while they examine their own critical and appreciative response as readers and teachers.

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**Department:** SMATE
**Course Title:** Mentor Training – MORE for Teachers
**Contact Hours:** 8
**Clock Hours:** 8
**Location:** WWU
**Instructors:** Dan Hanley and Susan Kagel
**Class dates/time:** 9/17/16, 10/1/16, 10/8/16

**Course Goals/Objective:**
1. **PEDAGOGY:** Teachers will increase their understanding of elements of effective science teaching, specifically the importance of:
   a. Attention to students’ initial ideas
   b. Promoting student engagement in meaningful experiences
   c. Creating opportunities for students to use evidence to make claims about the science idea in the lesson
   d. Creating opportunities to promote student sense-making
2. **MENTORING:** Teachers will develop their knowledge of, and skills with:
   a. The three mentoring stances
   b. How to collect evidence of student thinking/learning, and
   c. How to structure and facilitate learning-focused conversations
Course Description: A one-day Saturday workshop (9/17/16 or 10/1/16 or 10/8/16) focused on effective pedagogy and an introduction to mentoring strategies and resources. Teachers will have an opportunity to watch videos that highlight both effective science instruction and mentoring, role-play and practice.

Department: Library
Course Title: Poetry Camp: Sharing, Teaching, and Understanding Poetry
Contact Hours: 6
Clock Hours: 5
Location: WWU Campus
Instructors: Janet Wong and Sylvia Vardell
Class dates/time: October 1, 2016 / 9:00 am to 3:00 pm

Course Goals/Objective:
1. Understand the value of sharing poetry with students
2. Understand how poetry can be integrated across the academic year
3. Understand how poetry is a vehicle for content when presented through evocative language and rich vocabulary
4. Gain skills in integrating next Generation Science Standards (NGSS) with weekly poems
5. Create ongoing conversations connections (that reach beyond the program day) with published poets

Course Description: Day long workshop on sharing and using poetry in K-8 classroom settings. The presenters, Sylvia Vardell and Janet Wong, are the creative forces behind The Poetry Friday Anthology series, launched in 2012 and used in thousands of school districts nationwide. The poems and activities in the Friday Anthology series are all linked to Common Core Ideas and Standards. Sessions include the mechanics of writing poetry, exploring techniques of poetry writing, and student engagement in poetry units. Participating poets from the Friday Anthology series will be participating in sessions, providing face to face interactions with published, award winning poets. The Celebrations Poetry Friday Anthology poems are published in English and Spanish.

Department: Mathematics
Course Title: Collaborating with Norwegian Mathematics Educators to Create Professional Development Courses for Norwegian Elementary Teachers
Contact Hours: 42
Clock Hours: 42
Location: Matematikbolgen, Amborenset, Norway
Instructors: Jessica Cohen
Class dates/time: July 8-15

Course Goals/Objective: Lerner will:
- Create a workshop on “Problem Entry” suitable for Norwegian teachers.
- Co-write a booklet describing how to successfully offer a Family Math Night, with native Norwegian speaker Gerd Asta Bones
- Collect, evaluate and synthesize ideas and tasks currently being used in Norwegian schools
- Create a conference presentation on Problem Entry to be translated into Norwegian for the National Conference in November
- Provide any consultation or collaboration requested

Course Description: Mathematics Educators from Norway will work cooperatively with a teacher from the USA designing professional development materials. The work will be conducted both in Trondheim and at a “Mathematics Camp” across the fjord at Amborneset. Mathematics Education resources from the USA, UK, Australia and Norway will all be synthesized into these workshops.
Course Goals/Objective:
- Ability to explain how the future of local water will depend on the integration of water supply, wastewater, and stormwater systems.
- Ability to translate knowledge and resources gleaned from the experts at the Symposium into problem-based learning opportunities in my classroom.

Course Description: The Water Systems Symposium is a day-long event for middle school, high school, and college educators interested in deepening their knowledge of local water systems and problem-based learning. Teachers will hear a series of short, dynamic talks on local water supply systems, wastewater treatment, and stormwater management presented by experts in science, engineering, policy, and economics. Each crisp, 8-minute talk will be followed by Q&A so that teachers can ask technical or clarifying questions. Breakout workshops will provide time for teachers to design pathways for problem-based learning and to explore collections of related real-world resources. All of the speakers will be professionally filmed, edited with integrated slides from their presentations, and posted online along with curated resources.

DETAILS

DEPARTMENT: SPECIAL EDUCATION
NEW COURSE

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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.

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<td>Moved: Johnson Seconded:</td>
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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.

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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.

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<td>New</td>
<td>Motion: Courier</td>
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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.

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**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.

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**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 Interventions 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 prerequisities:
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.

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<td>SPED 489</td>
<td>Practicum V - Individual and Group Interventions</td>
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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 candidate's program. It provides candidates an opportunity to practice skills learned throughout their program.

Rationale for prerequisities:
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.

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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
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
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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 18 15
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. This minor change to description is to correct a clerical error. Nothing in the content of the course has changed.

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

DEPARTMENT: SPECIAL EDUCATION

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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
  ECE 436 - Child Guidance: Principles and Practices
❑ ELED 426 - Social Studies Methods
❑ SPED 360 - Introduction 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
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, 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

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**DEPARTMENT: SPECIAL EDUCATION**

**PROGRAM REVISION**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Type of Change</th>
<th>Status</th>
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<tr>
<td>Exceptionality and Disability, BAE</td>
<td>Revision</td>
<td>Motion: Geary</td>
<td>1063591</td>
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**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
- Or
  - 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 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 476 - Practicum II - Service Delivery Models
- SPED 477 - Practicum IV - Behavior Assessment and Intervention
- 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
  - HLED 455 - Health Education Grades K-8
- IT 443 - Digital Decisions: Technology for Educators
- Or other technology course by permission of advisor
- SPED 495 - Clinical Internship
  - Choose 14 credits from the following:
    - 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 467 - Interventions for Learning and Achievement in a Diverse Classroom
    - SPED 480 - Practicum III - Individual/Group Intervention, Reading
    - 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 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 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

DEPARTMENT: SPECIAL EDUCATION

PROGRAM REVISION

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<td>Special Education - P-12 and Elementary Education (Dual Endorsement), BAE</td>
<td>Revision</td>
<td>Motion: Bourne Second: Burgess Approved</td>
<td>1063588</td>
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Change to copy:
Requirements
Major — Special Education: 66 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
- Behavior Assessment and Intervention
- Students With Complex Needs
- Practicum II - Service Delivery Models
- Practicum IV - Behavior Assessment and Intervention
- Complex Needs II
- Practicum III - Individual/Group Intervention, Reading
- Practicum VI - Individual/Group Intervention, Written Expression
- Practicum VII – Individual/Group Intervention, Math
- Reading Instruction for Students With Special Needs
- Designing Written Expression Interventions
- Designing Math Interventions
- Case Study Applications in Special Education
- Written Expression Instruction and Interventions
- Math Instruction and Interventions
- Practicum V - Individual and Group Interventions

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 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/collateral communication:**

N/A

**DEPARTMENT: SPECIAL EDUCATION**

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<td>Motion: Bourne Second: Burgess Approved</td>
<td>1063552</td>
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**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
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
SPED 489 - Practicum V - Individual and Group Interventions

Professional Studies Core: 33 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
- HLED 455 - Health Education Grades K-8
- IT 443 - Digital Decisions: Technology for Educators
- MATH 381 - Teaching K-8 Mathematics I
- SPED 420 - Effective Teaching
- SPED 440 - Practicum I - General Education
- ELED 424 - Language Arts in the Elementary Curriculum

Internship — Special Education: 15-16 credits

- One course from:
  SPED 498 - Internship - Special Education
  SPED 499 - Internship - Exceptional Children/Secondary

Note(s): Post-baccalaureate teacher certification with Special Education endorsement has essentially the same requirements as the undergraduate teacher certification program in Special Education, including the Professional Studies Core and internship requirements.

Content Endorsement: Variable credits (20-98 credits)

Students must earn a second endorsement in an area other than Special Education, Early Childhood Special Education, Bilingual Education, or English Language Learner. Information on all endorsement programs delivered through Western Washington University is available on the Woodring College of Education Endorsement Programs resource site.

**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 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

Approved minutes from this meeting Motion: Geary Second: Burgess Approved