Woodring Teacher Curricula and Certification Council
MINUTES

Meeting Date: February 28, 2017 | Miller Hall 258, 4:00 PM

Members Present: Bruce Larson (chair), Patty Bourne, David Carroll, Ed Geary, Karen So, Laura Wellington; Deb Currier (by proxy)

Regrets: Jessica Cohen, Gail Coulter, Bruce Goebel, Shaw Gynan, Angie Harwood, Peter Johnson, Tracy Thorndike

Minutes prepared by: Carole Teshima for Karen Olstad

Meeting called to order

I. Introductions

II. Items from Chair

III. Committee discussed and acted on the following items:

SUMMARY

CURRICULAR ITEMS

DEPARTMENT: ELEMENTARY EDUCATION

NEW COURSE (Tabled from 2/14/17 Meeting)

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL 437D</td>
<td>Language: acquisition, policy, structure, and culture</td>
<td>New</td>
<td>Motion: Bourne Second: Carroll Approved; sent to ACC</td>
<td>1087471</td>
</tr>
</tbody>
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DEPARTMENT: SCIENCE EDUCATION

COURSE REVISION

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<td>SCED 480</td>
<td>Science Methods and Curriculum for the Elementary School</td>
<td>Revision</td>
<td>Motion: Carroll Second: Wellington Approved; sent to ACC</td>
<td>1071037</td>
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DEPARTMENT: MUSIC EDUCATION

PROGRAM REVISION

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<tr>
<td>BMus, Music Education P-12</td>
<td>Revision</td>
<td>Motion: Geary Second: Bourne Approved: sent to ACC</td>
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NEW COURSE

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**Final copy:**
This course is designed to examine a variety of subjects around the complex concepts of language including second language acquisition (SLA), policy, structure, and culture, and how they all interact with and affect each other. Specifically, students are introduced to many aspects of language including historical, legal, theoretical and policy foundations to understand experiences of Bilingual students in US public schools. We will examine issues related to the education of language minority students from global to local contexts including indigenous populations in Mexico. We will explore theory and research on second language acquisition and learning drawn from sociocultural, linguistic, psychological, neurological, and sociolinguistic traditions that inform current practice and their own experience learning Spanish. As they learn Spanish, students are also introduced to the structure, history and use of English including an outline of basic linguistic aspects of language (phonology, morphology, syntax, semantics, and pragmatics) and their historical, geographical, and social variation. The theory of English grammar, including parts of speech, syntactic structure, coordination, subordination, and discourse patterns will also be covered. There will be an overriding cultural exploration as well as students reading, write, and learn about historical and current issues including, but not limited to immigration, language policy, and the role of languages in society and school.

**Rationale for new course:**
The University is pushing for more Faculty-led Study Abroad programs during the academic year since it is more financially viable for students. Rather than having 3 separate courses, however, we really wanted to integrate them fully so we created one large course that incorporates the competencies of ELL431 and ELL432 while deepening our cultural study while in Mexico. Course assignments and assessments will be redesigned so that many will be integrated with each other and/or least build on each other. Having one large course will make this integration seamless. We decided to offer competencies of the beginning of the ELL course series since it open to more students (you do not have to be in Woodring to take these courses). We hope this will provide students with a chance to consider getting their ESOL endorsement. We worked closely with the TESOL program to make sure these courses will also count toward some of the coursework required for the TESOL certificate.

**Rationale for prerequisites:**
n/a

DEPARTMENT: SCIENCE EDUCATION

COURSE REVISION

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**Final copy:**
Classroom/laboratory study of theory, curriculum, science content and processes and effective teaching methods in the context of national and Washington state standards in science and with activities appropriate for the elementary classroom.

**NOTE:** It is strongly advised that students are prepared to take SCED 480 and SCED 490 in consecutive quarters.

Prereq: Completion of Natural Science GURs, including SCED 201 or permission of instructor; SCED 202, SCED 203, and SCED 204 are highly desired GURs; ELED 370 or ELED 372 or SPED 420.

Credits: 5
Grade Mode: Letter
Schedule Type: Lecture  
Repeatability: Not Repeatable  
Attributes:

### Rationale for course revision:
Experience with teaching SCED 480 and 490 led us to believe that students benefit from taking them in close succession. The 480/490 sequence integrates lesson planning with practicum experience into both quarters.

### Rationale for prerequisites:
n/a

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**PROGRAM REVISION**  

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**Change to copy:**
Upper-division juries  
Students must expect to achieve upper-division applied instruction (300-400 level) by the end of their second year in the program. **It is recommended that students pass an upper-division jury for achieving upper-division instruction (300-400) level by the end of their second year in the program.** Requirements for passing upper-division juries will be outlined in the instrumental and vocal areas' policy statements.

### Requirements

- ☐ MUS 099 - Concert Attendance: Required for every quarter in residence. Minimum 8 concert programs or ticket stubs required. **Attendance of at least 8 pre-approved concerts every quarter in residence.**
- ☐ MUS 101 - Fundamentals of Music
- ☐ MUS 121A - Aural Skills I
- ☐ MUS 121B - Keyboard Skills I
- ☐ MUS 122 - Theoretical and Analytical Skills I
- ☐ MUS 123A - Aural Skills II
- ☐ MUS 123B - Keyboard Skills II
- ☐ MUS 124 - Theoretical and Analytical Skills II
- ☐ MUS 125A - Aural Skills III
- ☐ MUS 125B - Keyboard Skills III
- ☐ MUS 126 - Theoretical and Analytical Skills III
- ☐ MUS 221A - Aural Skills IV
- ☐ MUS 221B - Keyboard Skills IV
- ☐ MUS 222 - Theoretical and Analytical Skills IV
- ☐ MUS 223A - Aural Skills V
- ☐ MUS 223B - Keyboard Skills V
- ☐ MUS 224 - Theoretical and Analytical Skills V
- ☐ MUS 225A - Aural Skills VI
- ☐ MUS 225B - Keyboard Skills VI
- ☐ **MUS 226 - Theoretical and Analytical Skills VI**
- ☐ MUS 268 - Introduction to Music Education
- ☐ MUS 328 - Technology for Music Educators
- ☐ MUS 341 - History of Music to 1600
- ☐ MUS 342 - History of Music 1600-1830
- ☐ MUS 343 - History of Music 1830-Present
- ☐ MUS 352 - Instrumental Conducting
• MUS 353 - Choral Conducting
• MUS 362 - General Music Education
• MUS 460 - Literacy and Music
• MUS 461 - Advanced Techniques in General Music Education
• MUS 469 - Music Teaching Practicum II (must be taken twice)
• One course from:
  • MUS 354A - Advanced Choral Conducting
  • MUS 354B - Advanced Instrumental Conducting
• One course from: (Each quarter in residence)**
  • MUS 271 - University Choir
  • MUS 272 - Symphonic Band
  • MUS 273 - String Sinfonia
  • MUS 471 - Concert Choir
  • MUS 472 - Wind Symphony
  • MUS 473 - University Symphony Orchestra

Rationale for change:
- MUS 099 is being removed to reduce issues related to tracking student enrollment; concert attendance will remain a non-course requirement as required by the National Association for Schools of Music. This solution has been approved by the Registrar's Office.
- The theory area sequence and course titles have been adjusted to clarify more accurately reflect the annual sequencing of the courses; curriculum within the sequence will remain the same as it has been.

Effect of change on other programs/ departments/ colleges/ collegial communication:
The Woodring College of Education will receive an update of the changes. There is no credit change.