Meeting Date: February 21, 2017

Members Present: David Carroll (chair), Devyani Chandran, Bruce Larson, Anna Lees, Aaron Perzigian, Veronica Velez
Regrets: Larry Antil
Guests: Gail Coulter, Kristen French
Minutes prepared by: Carole Teshima, per David Carroll recording

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
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 310</td>
<td>Education, Culture, and Equity</td>
<td>Revision of</td>
<td>Motion: Perzigian</td>
<td>1089420</td>
</tr>
<tr>
<td></td>
<td></td>
<td>credits</td>
<td>Second: Chandran</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tabled</td>
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Note: See attached memo regarding program revisions affected by addition of one credit.

DETAILS

DEPARTMENT: SPECIAL EDUCATION
COURSE REVISION

<table>
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<td>SPED 310</td>
<td>Education, Culture, and Equity</td>
<td>1089420</td>
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</tbody>
</table>

Change to:
Issues of culture and social justice as they impact education, schools, and teaching. Includes a service learning component.

Prereq: Admission to Woodring College of Education or permission of instructor or department chair.
Credits: 4-5
Grade Mode: Letter
Schedule Type: Lecture; Field Experience
Repeatability: Not Repeatable
Attributes:

Rationale for change:
The Department of Special Education and Education Leadership is requesting an additional credit that will increase SPED 310 Education, Culture, and Equity from a four credit course to a five credit course.
The reason for this request is that Washington State Senate Bill 5028 increases the content requirements for teacher preparation programs. Senate Bill 5028 has two provisions that impact teacher preparation programs. First, it requires that preparation programs provide a one-quarter or one-semester course on Pacific Northwest history and culture. Second, the Senate Bill requires that the 'Since Time Immemorial' curriculum be integrated into existing teacher preparation courses and programs.

Furthermore, Senate Bill 5028 has been introduced as a response, and a follow-up, to a current RCW requiring that all public K-12 teach the 'Since Time Immemorial' curriculum to their students. By requiring that all programs integrate this content through a stand alone course and integrate it into existing courses and programs, the legislature is facilitating candidates, upon graduation, having skills and knowledge to actually teach this curriculum to their students.

We, in the department plan to integrate this curriculum into the SPED 310 Education, Culture, and Equity course. SPED 310 is a natural fit for this additional required curriculum. In order to integrate this curriculum in a meaningful manner, the course needs an additional credit since the course already is heavily impacted with necessary content. This increase in one credit will add an additional credit to the SPED programs. A list of the programs impacted is in the attached memorandum.

We have visited with Dr. Rios, Dean of Woodring College of Education, about the necessity of integrating the content in some form throughout our programs and is in agreement that a one credit increase in either a stand alone course or integration of content into a course is a necessity. Please see attached memo.

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

n/a

See attached memo regarding program changes.
To: Sean Murphy, Chair ACC

From: Gail Coulter, Chair Department of Special Education and Education Leadership

Date: January 25, 2017

Subject: Impact of increase in credit for SPED 310

The Department of Special Education and Education Leadership is requesting an additional credit that will increase SPED 310 Education, Culture, and Equity from a four credit course to a five credit course.

Washington State Senate Bill 5028 increases the content requirements for teacher preparation programs across the state. Senate Bill 5028 has two provisions. First, it requires that preparation programs provide a one-quarter or one-semester course on Pacific Northwest history and culture. Second, and in addition to the first requirement, it stipulates that the “Since Time Immemorial” curriculum be integrated into existing teacher preparation courses and programs.

Furthermore, Senate Bill 5028 has been introduced as a response to, and a follow-up to, a current RCW requiring that all public K-12 teach the “Since Time Immemorial” curriculum to their students. By requiring that all teacher preparation programs integrate this content through a stand alone course and also integrate it into existing courses and programs, the legislature is facilitating candidates, upon graduation, having the skills and knowledge to teach this content to students.

We, in the department plan to integrate this curriculum into the SPED 310 Education, Culture, and Equity course. SPED 310 is a natural fit for this additional required content. In order to integrate it in a meaningful manner, it is necessary to increase the number of course credits from four to five credits. This additional credit will allow the the material to be covered in meaningful manner in a course that is already heavily impacted with content. This increase in one credit will add an additional credit to the SPED programs.

We have visited with Dr. Rios, Dean of Woodring College of Education, about the necessity of integrating the content in some form throughout our programs in Woodring, and he is in agreement that a one credit increase in either a stand alone course or integration of content into a course is a necessity. The table below shows the name of the program and the current credit as well as the proposed credits.

<table>
<thead>
<tr>
<th>Program</th>
<th>Current</th>
<th>Proposed</th>
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</thead>
<tbody>
<tr>
<td>Early Childhood Special Education P-3 and Early Childhood Education P-3 (Dual Endorsement), BAE</td>
<td>157 - 159</td>
<td>158 - 160</td>
</tr>
<tr>
<td>Early Childhood Special Education, BAE</td>
<td>116 – 118</td>
<td>117 - 119</td>
</tr>
<tr>
<td>Exceptionality and Disability, BAE</td>
<td>80 - 85</td>
<td>81 - 86</td>
</tr>
<tr>
<td>Special Education — P-12 and Elementary Education (Dual Endorsement), BAE</td>
<td>155</td>
<td>156</td>
</tr>
<tr>
<td>Special Education — P-12 plus Content Endorsement, BAE</td>
<td>108 – 109</td>
<td>109 - 110</td>
</tr>
</tbody>
</table>

cc: Jamie Lawson, Lizzy Ramhorst