Meeting Date: January 31, 2017

Members Present: David Carroll (chair), Anna Lees, Aaron Perzigian, Veronica Velez (by phone)
Regrets: Larry Antil, Devyani Chandran, Bruce Larson (sabbatical)
Guests: Gail Coulter, Marie Eaton, Raine Dozier, Bonnie Blachly

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

INFORMATIONAL ITEM

Elementary Education Catalog Copy Revision

How to Declare (Admission and Declaration Process):

Admission to Western Washington University and admission to Elementary Education are required before a student may begin taking courses in the Professional Sequence and most courses in the Language, Literacy and Cultural Studies major. Please consult the LLC sheet and receive advisement for information about courses that may be taken before admission. Requirements for consideration of an application include:

- Completion of a minimum of 45 credits
- Cumulative grade point average of 2.75 or higher overall or for the last 45 credits
- Completion of an English composition course with grade of B- or higher
- Meet the West-B basic skills requirement. This may be met by: a) passing the West-B exam, b) SAT minimum scores, or c) ACT minimum scores. See the Woodring admissions website: wce.wwu.edu/admissions/west-b-requirement and the West-B website: www.west.nesinc.com
- Completed application (see web site for dates)

This section is taken from: http://catalog.wwu.edu/preview_program.php?catoid=12&poid=5592&returnto=2524

CURRICULAR ITEMS

DEPARTMENT: ELEMENTARY 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>
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</thead>
<tbody>
<tr>
<td>TESL 404</td>
<td>Understanding English Grammar for TESOL</td>
<td>Revision: Pre-</td>
<td>Motion: Perzigian</td>
<td>1073895</td>
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<td>prerequisites</td>
<td>Second: Lees</td>
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<tr>
<td>ELL 437D</td>
<td>Language: acquisition, policy, structure, and culture</td>
<td>New</td>
<td>Motion: Velez</td>
<td>1087471</td>
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<td>ELED 297X</td>
<td>Understanding Washington State Tribal History, Culture, and Government: Since Time Immemorial Curriculum</td>
<td>New</td>
<td>Motion: Lees</td>
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<tr>
<td>EDUC 300-400 Level</td>
<td>Filmmaking for Social Change</td>
<td>New</td>
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**DEPARTMENT: SPECIAL EDUCATION**

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<tr>
<td>SPED 497X</td>
<td>Special Education and Learning Problems for Secondary Education Students</td>
<td>New</td>
<td>Motion: Perzigian</td>
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<td>SPED 310</td>
<td>Education, Culture, and Equity</td>
<td>Revision of credits</td>
<td>Motion: Perzigian</td>
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Note: Rationale and attached note do not sufficiently explain curricular content of additional credit. Given the urgency of the legislation, the WCC approved this, but recognizes that additional documentation (e.g. syllabus) is required.

**DEPARTMENT: HEALTH AND COMMUNITY STUDIES**

**NEW COURSE**

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<tr>
<td>HSP 497</td>
<td>Death and Dying</td>
<td>New</td>
<td>Motion: Perzigian</td>
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## DEPARTMENT: ELEMENTARY EDUCATION

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**Change to:**
Theory of English grammar including parts of speech, syntactic structure, coordination, subordination, and discourse patterns.

Theory of English grammar including parts of speech, syntactic structure, coordination, subordination, and discourse patterns.

Prereq: TESL 401 or TESL 403 LING 310 with concurrency, TESL 405 with concurrency, or permission of instructor

Credits: 3
Grade Mode: Letter
Schedule Type: Lecture
Repeatability: Not Repeatable
Attributes:

**Rationale for change:**
The department seeks to revise the pre-requisites for TESL 404 to remove TESL 403, which is no longer offered, and recognize LING 310 as a pre-requisite with concurrency as equivalent to TESL 401. In addition, TESOL 405 would be added as a pre-requisite with concurrency.

**Effect of change on other programs/ departments/ colleges/ collegial communication:**
ELL; Approved by correspondence with the Director of Linguistics, Kristin Denham, on November 14th.

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<td>TESL 405</td>
<td>Methods for Teaching English Grammar</td>
<td>1074002</td>
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**Change to:**
Demonstration and practice in explaining key structures in English. Creating and teaching lesson plans with explicit English grammar components. Participation in an embedded practicum with English language learners required. Not eligible for students who have taken TESL 402.

Prereq: TESL 401 or TESL 403 LING 310 with concurrency, or permission of instructor; and TESL 404 or ENG 436, or concurrent.

Credits: 2
Grade Mode: Letter
Schedule Type: Lecture/Lab; Practicum
Repeatability: Not Repeatable
Attributes:

**Rationale for change:**
The department seeks to revise the pre-requisites for TESL 405 to remove TESL 403, which is no longer offered, and recognize LING 310 as a pre-requisite with concurrency as equivalent to TESL 401. In addition, TESL 404 & ENG 436 will no longer be a concurrent pre-requisite to TESL 405.

**Effect of change on other programs/ departments/ colleges/ collegial communication:**
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<td>ELL437D</td>
<td>Language: acquisition, policy, structure, and culture</td>
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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. 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
Visit any website and chances are there will be a video on the home screen, telling the story of the organization’s cause. And while alphabetic texts, in both print and web-based forms, continue to be an important part of our literacy practices, the degree of our video consumption (and today, production, given the proliferation of smartphones) highlights a world in which video speaks louder than the printed word.

From professionally produced films to the video captured by our smartphones, literally thousands of hours of video texts are created, uploaded, and viewed every minute of every day. Yet without the knowledge of how these video texts are produced, without the critical thought and digital storytelling skills required to produce effective video texts, students (and future employees) run the risk of merely adding to the digital noise that comprises so much of the digital landscape.

By partnering with community agencies, students in this course will learn the craft of effective digital storytelling creation, from idea generation, to planning, and eventually creating a short documentary that they can be proud of, and that can call attention to a cause that they care deeply about. Digital storytelling skills mirror the skills needed in more “traditional” literacy settings, including researching, drafting, editing, proofing, and publishing. However, rather than printed words, digital stories include photos, videos, text, and audio/music, organized in a way that can persuade an audience, bring about awareness, and ultimately invite social change.

**Rationale for prerequisites:**
n/a

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**Final copy:**
Major components of types of disabilities and special education law is presented. The course is focused upon strategies for differentiation of instruction for students with disabilities and at-risk for school failure.

**Rationale for new course:**
While other introductory courses for special education focus upon the law and upon types of disabilities, few courses focus upon what general educators, especially at the middle schools and high schools, can do to meet the needs of this diverse population. The course adds a component of differentiation of instruction and addresses learning problems, content that is lacking in other introductory courses.

**Rationale for prerequisites:**
Only students who have been admitted for certification in secondary education should take this course.

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<td>SPED 310</td>
<td>Education, Culture, and Equity</td>
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**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

**DEPARTMENT: HEALTH AND COMMUNITY STUDIES**

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<td>HSP 497</td>
<td>Death and Dying</td>
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**Final copy:**

This course is an exploration of Death and Dying and the varied responses (physical, emotional, spiritual) from different perspectives as presented through literature, art, music, film, medicine, psychology, religion, culture, and philosophy. Through these various mediums, we will explore how people cope with the idea of impending death, the dying process, and the follow up care of bereavement as well as the legal, ethical and policy issues around this subject.

**Rationale for new course:**

This course is offered in collaboration with WWU’s Palliative Care Institute whose mission is ‘to improve care for all those with serious or terminal illness by mounting projects with other partners focused on provider training and community education and activation to demonstrate how ‘palliative care’ can help patients live as actively as possible until death, while improving their quality of life, not just physically, but also in mind and spirit, and ease their dying process when that time arrives.’

This course will be offered to students from all majors.

**Rationale for prerequisites:**

n/a