

Undergraduate Curriculum Committee Report (taken from Advisory Council Meeting)

Black Hall Room 228-19

Report By: Mark Oursland (Co-chair)

Note taker: Angela Moore (CTL Secretary)

Timekeeper: Angela Moore (secretary)

Attendees: Advisory Council Members

Report

Agenda item: EDEC 418 (Equity, Culture, & Anti-bias in ECE)

This is a new 3 credit course. A strong foundation in cultural awareness in the pedagogy of equity, cultural relevancy, multiculturalism, and social justice is mandatory for today's early childhood education teacher. According to WA State-Comp. ECE.S1.3.2, the teacher candidate "affirms and respects culturally diverse children".

Conclusions: Recommended as is.

Agenda item: EDEC 364 (Child Safety and Well-Being)

This is a new 3 credit course. WA State Standards for ECE (2007) requires teacher candidates to be competent in the identification of healthy practices regarding psychological, physical, and environmental safety. Candidates must also be competent in the documentation and reporting of situations that do not meet these safety standards.

Conclusions: Recommended as is.

Agenda item: EDEC 498 (Learning Implications of Jean Piaget's Theory II)

This is a new 3 credit seminar that describes the practical implications of Jean Piaget's theory in practice.

Conclusions: Recommended as is.

Agenda item: SCED 442 (Development of Special Materials)

This course is being deleted. This elective is no longer offered.

Conclusions: Recommended as is.

Agenda item: Early Childhood Education

Add EDEC 364 (Childhood Safety & Well-Being 3 credits), EDEC 418 (Equity, Culture, & Anti-Bias in ECE 3 credits), EDEC 333 (ECE Curriculum: Pre-Kindergarten 3 credits), and EDEC 334 (ECE Curriculum: Kindergarten-Primary 3 credits). Washington State Standards for ECE (2007) require CWU teacher candidates to be competent in the identification of healthy practices regarding psychological, physical, and environmental safety. Candidates must also be competent in the documentation and reporting of situations that do not meet these safety standards. The Curriculum Standards for ECE (2007) have also been expanded to include content standards in 7 individual content areas. The curriculum 333 & 334 are both now needed to prepare candidates for the content demands.

Conclusions: Recommended as is.

Agenda item: Reading Minor

The Minor is changing its name to Literacy. The change reflects the contemporary view of literacy education as stated by the International Reading Association. Although the content of the courses has reflected that view, the prefixes and some course titles and descriptions have not evolved. This change is also reflective of literacy as reading, writing, speaking, listening, visualizing, and viewing.

Conclusions: The Reading Program being changed to The Literacy Program was discussed. It was reported that all of courses would remain the same, the only changes would be titling and prefix changes. There was a discussion on whether this program is too large of a program to be considered a minor. The program is eight credits larger than the normal minor. It was determined that this was not the case as credit level fell below a major. Recommended as is.

Agenda item: EDRD 296, 298, 299, 308, 309, 396, 398, 410, 411, 412, 413, 414, 415, 417, 418, 419, 420, 421, 490, 493, 496, 498 and 499

All of the prefixes for these courses are being changed to EDLT, to match the new Literacy name.

Conclusions: Recommended as is.

Agenda item: Health/Fitness: Supporting Area Endorsement

This is being deleted. This minor does not adequately prepare students for the state teaching endorsement that they have traditionally received by completing this minor.

Conclusions: Recommended as is.

Agenda item: Physical Education

Program changing its name to Physical Education and School Health. Add PESH 280 (Foundations of School Health and Fitness 4 credits), HED 326 (Human Diseases 5 credits), HED 387 (Principles of Stress Management 3 credits), FCSN 245 (Food and Nutrition 5 credits), PESH 385 (Health and Physiological Fitness Concepts for Teachers 3 credits), PESH 344 (Applications of Technology in Teaching Fitness and Physical Activity 3 credits), and PESH 356 (Techniques of Progressive and Lifelong Physical Activities 3 credits); remove PE 280 (Foundations of School Health and Fitness 3 credits), HED 324 (Noninfectious Disease 4 credits), EXSC 351 (Scientific Foundations of Health and Fitness 5 credits), and HED 230 (Foundations of Health Education 3 credits). The state Department of Education provided a dual teaching endorsement in Health and Physical Education to those graduating from a Teacher Education program in either Health or Physical Education. Consequently, a Physical Education major could teach both even though their preparation was different than a Health Education major. Many Universities simply dropped the Health Education Major and added a health class or two to the Physical Education Major. CWU chose to keep both majors and change the majors so that two thirds of the major would be the main content area and a third would be the less emphasized area. This change is to ensure that future Health and Physical Education teachers will be equally prepared to teach both content areas.

Conclusions: The Health and Physical Education Programs were discussed. It was explained that combining these two programs would create more well rounded students. In the past students would be weak in one of the areas, and the new change would make sure that they are strong in both.
Recommended as is.

Agenda item: PESH 344 (Applications of Technology in Teaching Fitness and Physical Activity)

This is a new 3 credit course. This course is in response to the plethora of technology that has been introduced in teaching K-12 PE and Health. Due to the amount of technology being used in the field, it is no longer possible to incorporate in existing classes as has been traditionally done.

Conclusions: Recommended as is.

Agenda item: PE 356 (Teaching Lifelong Physical Activity Pursuits)

This is a new 3 credit course. The content from this course originates from a current course PE 342C. This course has an extensive amount of skill analysis that is dependent on prerequisite knowledge and analytical ability developed in previous courses in the program.

Conclusions: Recommended as is.

Agenda item: PESH 385 (Health and Physiological Fitness Concepts for Teachers)

This is a new 3 credit course. Information provided here is specific to future teachers of Health and Physical Education with applicable and pertinent information specific to that population. These students do not identify this as a major until their junior year. Additionally the content and practical experiences are in-depth enough to warrant a 300 level.

Conclusions: Recommended as is.

Agenda item: HED 326 (Human Diseases)

This is a new 5 credit course. This course has combined the content from two existing 300 level courses (i.e. 324 Noninfectious Disease, HED 323 Infectious Disease). The materials and expectations will be consistent with those from each of the two courses.

Conclusions: Recommended as is.

Agenda item: PE 280 (Professional Foundations in Physical Education and School Health)

The course prefix is changing to PESH, the name is changing to Foundations of Physical Education and School Health, and the credits are changing from 3 to 4. This class combines and integrates content from the two previous foundation courses of Health Education and Physical Education into one course.

Conclusions: Recommended as is.

Agenda item: PE 340A (PE Teaching Practicum I)

The course prefix is changing to PESH, the number is changing to 335, and the name is changing to Practicum I.

Conclusions: Recommended as is.

Agenda item: PE 341A (Pedagogical Foundations of PE I)

The course prefix is changing to PESH, the number is changing to 341, and the name is changing to Characteristics of Effective Physical Education Teaching. Name change reflects updated professional language and field.

Conclusions: Recommended as is.

Agenda item: PE 342A (Movement Analysis and Applications)

The course prefix is changing to PESH, the number is changing to 342, and the name is changing to Developmental Movement. Name change reflects updated professional language and field.

Conclusions: Recommended as is.

Agenda item: PE 341B (Pedagogical Foundations of PE I)

The course prefix is changing to PESH, the number is changing to 343, and the name is changing to Pedagogical Application of Teaching Styles and Systematic Reflection. This reflects updated professional language and field.

Conclusions: Recommended as is.

Agenda item: PE 342B – Movement Analysis and Application 4

The course prefix is changing to PESH, the number is changing to 348, and the name is changing to Applications of the Fundamental Movement of Striking.

Conclusions: Recommended as is.

Agenda item: PE 342D – Movement Analysis 4

The course prefix is changing to PESH, the number is changing to 350, and the name is changing to Propulsive and Receptive Skills and Sports. This class combines and integrates content from the two previous foundation courses of Health Education and Physical Education into one course.

Conclusions: Recommended as is.

Agenda item: PE 340C (PE Teaching Practicum 3)

The course prefix is changing to PESH, the number is changing to 437, and the name is changing to Practicum 3.

Conclusions: Recommended as is.

Agenda item: PE 340D (PE Teaching Practicum 4)

The course prefix is changing to PESH, the number is changing to 438, and the name is changing to Practicum 4.

Conclusions: Recommended as is.

Agenda item: PE 341C (Pedagogical Foundations of PE I)

The course prefix is changing to PESH, the number is changing to 445, and the name is changing to Curriculum Development and Assessment in Physical Education.

Conclusions: Recommended as is.

Agenda item: PE 342C (Movement Analysis 3)

The course prefix is changing to PESH, the number is changing to 456, and the name is changing to Facilitating and Learning Adventure Activities in the Schools. This class combines and integrates content from the two previous foundation courses of Health Education and Physical Education into one course.

Conclusions: Recommended as is.

Agenda item: PE 340B (PE Teaching Practicum II)

The course prefix is changing to PESH, the number is changing to 336, and the name is changing to Practicum II.

Conclusions: Recommended as is.

Agenda item: HED 444 (Professionalism in the Schools)

This is a new 2 credit course. This is a required course that allows students to prepare for student teaching and job readiness. This course is the final course taken prior to student teaching.

Conclusions: Recommended as is.

Agenda item: Mathematics and Science Education

This is a new Major.

The Middle Level Math and Science Major was discussed. The Council had concerns regarding the prerequisites and credits. Mark explained that with a strong pre-calculus class from high school most students should be able to test out of the course, the course is more of a preparation course for any math teacher. If a student does not test out of the course than they need to take it.

Conclusions: In the past the students have been sifted incorrectly and the course is a way to sift the student more accurately. The course will be there so that students without a strong math background will have to take it before they can go further. Mark also explained that this will be the first middle level math and science major in the State.

Agenda item: Math 486 (Mathematics, Problem Solving, and Teaching)

This is a new 4 credit course. This course is needed to develop and assess the students' connections between math concepts and teaching middle school mathematics.

Conclusions: Recommended as is.

Agenda item: Math 232 (Discrete Modeling for Middle Level Teachers)

This is a new 4 credit course. This course is needed to develop and assess the students' knowledge of and ability to teach the basic concepts of discrete mathematics.

Conclusions: Recommended as is.
