

Undergraduate Curriculum Committee Report (taking 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: Special Education (P-12)

Add EDSE 423 (Instructional Practices/Strategies 4 credits) and EDSE 311 (Foundations of Special Education 1 credit); Remove EDSE 489 (Research & Inquiry 2 credits) and EDSE 311 (Foundations of Special Education 3 credits). EDSE Program review noted that these changes would address the 2007 WA State EDSE standards for methods/materials in literacy & math for students with disabilities. EDSE 311 competencies were adjusted due to program redundancy. EDSE 423 provides key information/skills to impact K-12 student learning. EDSE 489 remains an elective for in-depth issues inquiry.

Conclusions: In the section that says, "Do the credits for this program change?" needs to be marked with a No. The Committee recommended the curriculum for approval pending the change.

Agenda item: Special Education Minor

Add EDSE 423 (Instructional Practices/Strategies 4 credits) and EDSE 311 (Foundations of Special Education 1 credit); Remove EDSE 311 (Foundations of Special Education 3 credits). EDSE Program review noted that these changes would address the 2007 WA State EDSE standards for methods/materials in literacy & math for students with disabilities. EDSE 311 competencies were adjusted due to program redundancy. EDSE 423 provides key information/skills to impact K-12 student learning.

Conclusions: In the section that says, "Do the credits for this program change?" needs to be marked with a Yes. The Committee recommended the curriculum for approval pending the change.

Agenda item: Special Education (P-12) Broad Area

Add EDSE 423 (Instructional Practices/Strategies 4 credits) and EDSE 311 (Foundations of Special Education 1 credit); Remove EDSE 489 (Research & Inquiry 2 credits) and EDSE 311 (Foundations of Special Education 3 credits). EDSE Program review noted that these changes would address the 2007 WA State EDSE standards for methods/materials in literacy & math for students with disabilities. EDSE 311 competencies were adjusted due to program redundancy. EDSE 423 provides key information/skills to impact K-12 student learning. EDSE 489 remains an elective for in-depth issues inquiry. EDEL 323 was changed from 3 to 4 credits by the ELED Program.

Conclusions: Recommended as is.

Agenda item: EDSE 489 (Research and Inquiry)

The course status is changing from required to elective. Required research and inquiry skills are addressed in other courses in the special education sequence. Review of the program and related new Special Education state standards necessitated this change.

Conclusions: The curriculum committee didn't understand why there is a course change form because the course has been removed from all programs. It was determined that the course was removed from required courses but not from elective options.

Agenda item: EDSE 423 (Instructional Practices & Strategies in Literacy & Math for Students with High Incidence Disabilities)

This is a new 4 credit course. This course addresses the 2007 Washington State Standard Requirements for the Special Education Endorsement. The course content is not addressed in the other EDSE courses explicitly. The course competencies address professional best practices outlined by the Council for Exceptional Children.

Conclusions: Recommended as is.

Agenda item: EDSE 311 (Foundations of Special Education)

The course description is changing to, 'Seminar course designed to provide prospective teachers with foundations for understanding professional requirements for teaching students with disabilities, endorsement requirements, and end-of-program assessment. The credits are changing from 3 to 1. EDSE 310 will become a Prerequisite and a Co-requisite. The program review and discussion identified that other courses supported other competencies within the class. Addition of a 5 hour overall field experience supports best practices identified in the field. Aligns with 2007 OSPI standards.

Conclusions: Recommended as is.
