



UNIVERSITY of WASHINGTON

Michael K. Young
President

July 17, 2013

Vice Chancellor Susan Jeffords
University of Washington, Bothell
Box 358522

Dear Susan:

Based upon the recommendations of the Executive Council, the General Faculty Organization has recommended approval of a minor in Teaching and Learning. A copy of the approval is attached.

I am writing to inform you that the Education program is authorized to specify these requirements beginning spring quarter 2013.

The new requirements should be incorporated in printed statements and in individual department websites as soon as possible. The *General Catalog* website will be updated accordingly by the Registrar's Office.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Michael K. Young".

Michael K. Young
President

Enclosure

cc: Dr. Nancy Place (with enclosure)
Ms. Dana Bigham (with enclosure)
Mr. Robert Corbett (with enclosure)
Ms. Virjean Edwards (with enclosure)



UNIVERSITY OF WASHINGTON

**CREATING AND CHANGING UNDERGRADUATE
ACADEMIC PROGRAMS**

APR 11 2013

OFFICE USE ONLY	
Control #	EDUC-20130411

After college/school/campus review, send a signed original and 1 copy to the Curriculum Office/FCAS, Box 355850.

For information about when and how to use this form: <http://depts.washington.edu/uwcr/1503instructions.pdf>

College/Campus UW Bothell	Department/Unit Education Program	Date
New Programs <input type="checkbox"/> Leading to a Bachelor of ____ in ____ degree. <input type="checkbox"/> Leading to a Bachelor of ____ degree with a major in ____. <input type="checkbox"/> Leading to a ____ Option within the existing major in ____. <input checked="" type="checkbox"/> Leading to a minor in <u>Teaching and Learning</u>		
Changes to Existing Programs <input type="checkbox"/> New Admission Requirements for the Major in ____ within the Bachelor of ____. <input type="checkbox"/> Revised Admission Requirements for the Major in ____ within the Bachelor of ____. <input type="checkbox"/> Revised Program Requirements for the Major in ____ within the Bachelor of ____. <input type="checkbox"/> Revised Requirements for the Option in ____ within the major in ____. <input type="checkbox"/> Revised Requirements for the Minor in ____		
Other Changes <input type="checkbox"/> Change name of program from ____ to ____. <input type="checkbox"/> New or Revised Continuation Policy for ____. <input type="checkbox"/> Eliminate program in ____		
Proposed Effective Date: Quarter: <input type="checkbox"/> Autumn <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 20 13		
Contact Person: Dr. Nancy Place, Ph.D.	Phone: 425-352-5374	Email: nplace@uwb.edu
		Box: 358531
EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE For new program, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support and departmental handouts. (Use additional pages if necessary). The Education Program is proposing a Teaching and Learning Minor that builds upon current curricular offerings and the development of new foundations courses. This combination of courses will provide a basic understanding of teaching and learning in both formal and informal settings that is more focused on the classroom experience than the existing Education and Society minor. The Teaching and Learning Minor will be particularly appealing to students who come to University of Washington Bothell in pursuit of a career in teaching. It offers the opportunity for these undergraduate students to engage in the field of teaching, with community based learning components, early in their academic careers. This can help them stay focused on a career in teaching while completing their major degree programs. For selected majors, completion of the minor and their major degree will enable them to move directly into teaching methods courses and student teaching to become certified within two quarters of completing their bachelor's degree program. In addition, the minor will benefit students from any major who do not plan to become certified teachers but may find themselves educating others within their chosen field. Completing a minor in the fundamentals of teaching may open up professional opportunities for these students and, someday, encourage them to bring their professional skills into the classroom as a second career. The Teaching and Learning Minor will also increase undergraduate access to Education Program resources; support campus wide interdisciplinary goals and learning objectives; and respond to a regional demand for STEM educators. Creating this minor option provides an opportunity for more undergraduate students from many different racial, ethnic, and sociocultural backgrounds to acquire foundational knowledge of teaching that could lead to future careers as certified teachers or educators in their profession. Supporting documentation attached: Program Description Teaching and Learning Minor Learning Goals Descriptions of all required courses Letter of support from University of Bothell Science and Technology Director on behalf of faculty		

OTHER DEPARTMENTS AFFECTED

List all departments/units/ or co-accredited programs affected by your new program or changes to your existing program and acquire the signature of the chair/director of each department/unit listed. Attach additional page(s) if necessary. *See online instructions.

Department/Unit:	Chair/Program Director:	Date:
Department/Unit:	Chair/Program Director:	Date:

CATALOG COPY

Catalog Copy as currently written. Include only sections/paragraphs that would be changed if your request is approved. Please cross out or otherwise highlight any deletions.

No current catalog copy

PROPOSED CATALOG COPY

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications).
Please note: all copy will be edited to reflect uniform style in the General Catalog.

Teaching and Learning Minor

The Teaching and Learning Minor presents theory and practice of education for any learning environment. It consists of a minimum of 30 credits. This minor is also a prerequisite for the undergraduate pathway to Washington State Teacher Certification with a Biology and General Science Endorsement for students pursuing a UW Bothell Biology major. See department web site for more information.

Coursework must include either:

1. B EDUC 220 – Education and Society (5 cr)

Or

- B EDUC 230 – Culture, Knowledge, and Education (5 cr)

And each of the following courses

1. B EDUC 315 – History of Education and School Reform in the U.S. (5 cr)
2. B EDUC 317 – Impact of Technology on Teaching and Learning (5 cr)
3. B EDUC 330 – Race, Culture, and Identity in the Classroom (5 cr)
4. B EDUC 456 - Adolescents in School and Society (5 cr)
5. B EDUC 470 – Disability Culture in Schools and Society (5 cr)

The above courses are required for the Teaching and Learning Minor. Any substitutions must be approved by the Education Program.

APPROVALS

Chair/Program Director:	Date:
College/School/Campus Curriculum Committee:	Date:
Dean/Vice Chancellor:	Date:

Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:

Date:


POST TRI-CAMPUS APPROVAL (when needed)

May 29, 2013

UoW 1503 (10/08) REVERSE

I. Teaching & Learning Minor Description

The Teaching and Learning Minor is comprised of courses foundational to a future teacher in formal and informal educational settings. The minor addresses the theories and practices of education, understanding youth development, use of technology in the classroom, cultural influences in education, and reaching youth with diverse learning needs. Completion of all the required minor coursework sets the groundwork for graduates who (with appropriate content knowledge) may go on to certify with additional courses and student teaching. This pathway to certification is ready to be offered to Biology majors at UW Bothell and the department anticipates making it available to additional majors in the future. The minor will also appeal to students from all majors who wish to work in a variety of informal academic settings, such as youth development centers, science centers, museums, tutoring, social services, and non-certificated public school district positions.

Enrollment

Individual courses in the minor are open to students pursuing all undergraduate majors. For this reason, the courses required for this minor are expected to enroll a larger number of students than declare the minor. Enrollment in individual courses is expected to be approximately 30 undergraduates. The program expects to have approximately 20 students declaring the minor per year.

II. Learning Goals of the Teaching and Learning Minor

These learning goals were written to align with the University of Washington Bothell Undergraduate Learning Goals and were incorporated in the development of the coursework.

1. Knowledge of the foundations of education including concepts, theories, practices, policies and history
2. Understanding of child and human development
3. Understanding of pedagogy for a range of settings (e.g. K-12, community college, non-profit agencies)
4. Understanding of diversity encompassing differences in cultures, identities, backgrounds and experiences connected to education and learning
5. Critical analysis of information from multiple mediums and perspectives
6. Understanding education as ethical practice
7. Commitment and strategies for teaching for social justice
8. Proficiency in the following skill areas:
 - Communication including writing, speaking, reading and listening and fluency in a range of media and genres
 - Information and technology literacy
 - Creative thinking and problem solving

- **Collaboration and leadership**

III. Teaching and Learning Minor Courses

The UW Bothell Education Program Teaching and Learning Minor is comprised of 30 credits of coursework, of which 5 courses are required and the 6th is an option between two introductory courses. The introductory courses are not program prerequisites, but student would be encouraged to take one or the other prior to enrolling in the required coursework.

Option:

1. B EDUC 220 – Education and Society (5 cr); or
B EDUC 230 – Culture, Knowledge, and Education (5 cr)

Required courses:

1. B EDUC 315 – History of Education and School Reform in the U.S. (5 cr)
2. B EDUC 317 – Impact of Technology on Teaching and Learning (5 cr)
3. B EDUC 330 – Race, Culture, and Identity in the Classroom (5 cr)
4. B EDUC 456 - Adolescents in School and Society (5 cr)
5. B EDUC 470 – Disability Culture in Schools and Society (5 cr)

The above courses are required for the Teaching and Learning Minor. Any substitutions must be approved by the Education Program. Additional courses may be developed to increase the scope of the minor in the future. Below are brief descriptions of the courses in this minor.

Introductory course options

1. **B EDUC 220 “Education and Society” 5 cr (Currently in General Catalog)**

Overall Purpose and Goals:

This course is based on the assumptions that competent educators and participants in society should be (1) knowledgeable of historical, social, political, and economic perspectives; (2) reflective; (3) caring; (4) committed to meeting the needs of all students; and (5) equipped with strategies for teaching, learning, and effecting change in schools and society.

Objectives:

- 1) Connect educational policies and practices to societal and political influences;
- 2) Connect major federal and state level policies and documents to U.S. education;
- 3) Use vocabulary necessary for discussing connections between education and society (including but not limited to culture, whiteness, racism, power, self-identity, group-identity, hegemony,

heterosexism, meritocracy, stereotype/generalization, prejudice, equity/equality, multiple perspectives, diversity, pluralism, democracy, and social justice);

- 4) Sensitively and honestly engage in critical discussion of sensitive issues;
- 5) Discern between opinion and critical analysis;
- 6) Consider multiple perspectives;
- 7) Use collaborative skills; and
- 8) Write academically, including but not limited to reflective writing and the demonstration of control of writing conventions

Or

2. B EDUC 230 "Culture, Knowledge, and Learning" 5 cr (Currently in General Catalog)

Overall Purpose and Goal:

This course will address the intersection of three concepts fundamental to our time and place: culture, knowledge, and education. Each of these concepts will be explored separately using seemingly simple yet complex questions such as: (a) What is culture? (b) What is knowledge? (c) Whose knowledge counts? and (d) What is the purpose of education? Then the focus will turn to considering ways these concepts interact and affect educational opportunities. How do race, culture, socio-economic histories, language, gender, sexual orientation, and religious views affect educational opportunities? We will consider perspectives from diverse disciplines including psychology, multicultural education, philosophy, cultural and language studies, and science, and "education" will be understood as extending beyond the school setting.

Objective:

- 1) Define culture, knowledge, and education.
- 2) Discuss issues relevant to culture, knowledge and education (e.g., immigration, myths associated with language acquisition, historical context of US education relative to students' backgrounds and needs).
- 3) Use appropriate academic vocabulary necessary for discussing connections between culture, knowledge, and education (including but not limited to academic knowledge, cultural knowledge, familial knowledge, power, access, multiple perspectives, diversity, self-identity, group-identity, stereotype/generalization, prejudice, equity/equality, pluralism, democracy, and social justice).
- 4) Sensitively and honestly engage in critical discussion of sensitive issues.
- 5) Discern between opinion and critical analysis (own and others).
- 6) Consider multiple perspectives.
- 7) Use collaborative skills.
- 8) Write academically, including but not limited to critical reflection, control of writing conventions, and complex thinking.

Required Courses for the Minor

1. B EDUC 315 "History of Education & School Reform in the U.S." 5 cr (Currently in General Catalog)

Overall Purpose and Goal:

Objectives:

- 1) Students will be able to identify purposes of and major models of school reform within the past and the present social, political, and economic context of the United States.
- 2) Student will be able to distinguish between various perspectives on education reform and to describe the interplay of political economic, and education stakeholders that influence the substance and process of change.
- 3) Students will be able to articulate the ethical aspects of the history of education and school reform regarding education equity and opportunity.
- 4) Student will demonstrate proficiency in written and oral communication.
- 5) Student will demonstrate skills of collaboration and leadership.

2. B EDUC 317 "Impact of Technology on Teaching and Learning" 5 cr (New course to be add)

Overall Purpose and Goal:

The essential question for this course is to consider: How does technology change the way we teach and learn? This course will include discussion on the use of both conventional educational technology such as interactive whiteboards and graphing calculators, as well as new emerging technologies such as Web 2.0 tools and full body motion sensing devices such as Kinect. We will also discuss the repurposing of technology, i.e video games, for use in education.

Objectives:

- 1) Using the Web for research and as an instructional tool
- 2) Social and ethical issues relating to technology use in education
- 3) Strategies and issues for teaching and learning with digital technologies
- 4) Web 2.0 tools
- 5) Repurposing technology for use in education

3. B EDUC 330 "Race, Culture, and Identity in the Classroom" 5 cr (New course to be added)

Overall Purpose and Goal:

The overall purpose and goal of "Race, Culture, and Identity in the Classroom" is to develop and understanding of the ways that various aspects of student identity are entwined with pedagogy and curriculum. Topics covered will include multicultural education, the politics of language, racism and testing, cultural identity development, and classroom diversity.

Objectives:

- 1) Explore concepts of race, culture, and identity as they relate to pedagogy, teaching, and classroom practice;
- 2) Connect the power of language with student identity;
- 3) Connect effective teaching practices with an engagement with students' cultural identity;

- 4) Explore the complex relationship between student achievement, student identity, pedagogy, and curriculum.

4. B EDUC 456 "Adolescents in School and Society" 5 cr (Currently in General Catalog)

Overall Purpose and Goals:

This course is a foundations course, meaning that it is not focused on curriculum, instruction, or assessment. Rather it is focused on building a knowledge base from which curriculum, instruction, and assessment will be built. For those not planning to be teachers, it will provide a foundation for understanding adolescents, human development, schools, society, and selves that will be useful in other contexts. We will also be developing communication, critical reflection, and critical thinking skills.

Objectives:

- 1) identify multiple possibilities for explaining and understanding adolescents' behavior,
- 2) name and connect multiple influences on adolescents' behavior (e.g., family values, peer pressure, institutional environment, social status, individual characteristics connected to race, ethnicity, culture, language, nationality, class, gender, sexual orientation, religion, and ableness),
- 3) examine and analyze assumptions that underlie beliefs, ideas, and values about adolescents and the transformation of consciousness,
- 4) engage generously and critically in an evaluation of their own thoughts, beliefs, and values about adolescents in schools and society,
- 5) skillfully interact positively with adolescents,
- 6) write scholarly (e.g., write clear sentences that convey significant points; include details and data that clarify meaning and support points; organize and connect ideas in ways that others can easily access them; consider multiple perspectives and possibilities rather than a single, "universal;" avoid unsupportable generalizations; demonstrate sensitivity and accountability to individuals discussed; and exhibit honest engagement, interest, and creativity).

5. B EDUC 470 "Disability Culture in Schools and Society" 5 cr (New course to be added)

Overall Purpose and Goal:

This course is designed to equip students with a working knowledge of the varied learning and social emotional needs of diverse populations across educational and community settings. Topics include education and exceptionality, policy and practice, characteristics of special populations, equity in access to educational, social, and economic opportunity, learning across the lifespan.

Objectives:

- 1) Demonstrate knowledge of how intellectual, physical, and social ability is defined and differentially treated within the context of public schools.
- 2) Define intellectual, physical and social ability within the context of public schools.
- 3) Discuss differential treatment for students with intellectual, physical and social ability within the context of public schools.
- 4) Understanding of how the background characteristics (e.g., gender, socioeconomic status, ethnonolinguistic background, health status, etc.) of individuals interact with learning environments to moderate and mediate access to valued educational, social, and economic resources across the lifespan.

- 5) Describe how the background characteristics (e.g., gender, socioeconomic status, ethonolinguistic background, health status, etc.) of individuals interact with learning environments to moderate and mediate access to valued educational, social, and economic resources across the lifespan.
- 6) Explain federal educational policy and civil rights legislation as it relates to the educational and social service needs of special populations.
- 7) Explain federal educational policy and civil rights legislation as it relates to the educational and social service needs of special populations.
- 8) Critically examine historical trends in research, policy, and practice that have been designed to enhance educational and social opportunity for vulnerable populations of children, youth, and adults within American society.

IV. Impact of Minor

To offer all the courses in one academic year, we require 40 credit hours (1.6 faculty FTE). With the closure of the K-8 Extended Teacher Certification program we have recovered over 50 credit hours (2.0 faculty FTE) during the academic year. This enables us to offer all of the required minor courses without any adjustments to our faculty load for the academic year.

1. Advising requirements

An additional 15-30 undergraduate advisees are anticipated with this program. That advising load would be accommodated by 20% of a 50% undergraduate advisor currently being requested for the Education Program. The approximate cost to the program for that 50% advisor would be \$26,500 annually (salary and benefits).

Figure 1: Letter of Support

Bothell: Minor in Teaching and Learning (BEDUC-20130411)

uwcr uwcr Board owner	<p><i>Posted Apr 11, 2013 1:54 PM</i></p> <p>Please review the attached 1503 pdf requesting to establish a minor in Teaching and Learning at the Bothell campus and post comments by 5:00 pm on Friday, May 3rd.</p> <p>If you have any problems viewing the attachment or need disability accommodations, please contact the University Curriculum Office at uwcr@uw.edu.</p> <p>Attachments:</p> <ul style="list-style-type: none"> BEDUC-20130411.pdf20.3MDownloadView
jfinke JOHN FINKE	<p><i>New! Posted Apr 13, 2013 8:38 PM</i></p> <p>This proposal is a well thought-out and logical proposal by UWB to reallocated teaching resources from closure of a previous major to an interesting minor. It should provide valuable training to students combined with their major area of study.</p> <p>In short, I support this proposal.</p>
maov MIGUEL A ORTEGA VAZQUEZ	<p><i>New! Posted Apr 15, 2013 11:15 AM</i></p> <p>Interesting and well structured proposal. I feel that the students would be furnished with valuable resources from the minor. I support this proposal.</p>
gcanton MARIA DE GADOR CANTON	<p><i>New! Posted May 9, 2013 10:42 AM</i></p> <p>I also support this proposal. It makes an optimal use of current resources to widen career opportunities for students.</p>

UNIVERSITY CAMPUSES UNDERGRADUATE PROGRAM REVIEW PROCEDURES**

CHECKLIST

Title of Proposal: Minor in Teaching and Learning (BEDUC-2130411)

Proposed by (unit name): Education

Originating Campus:

☐ UW, Seattle

☒ UW, Bothell

☐ UW, Tacoma

I. Phase I. Developed Proposal Review (to be completed by Originating Campus' Academic Program Review body)

A. Review Completed by: (list name of program review body)

Chaired by:

04/08/13 Date proposal received by originating campus's review body

04/11/13 Date proposal sent to University Registrar

04/11/13 Date proposal posted & email sent to standard notification list

05/29/13 Date of originating campus's curriculum body approval

(Note: this date must be 15 business days or more following date of posting)

B. 3 Number of comments received. Attach the comments and a summary of the consideration and responses thereof : (1-2 paragraphs)

II. Phase II. Final Proposal Review (to be completed by FCTCP)

A. Review Completed by:

☐ FCTCP subcommittee

☒ FCTCP full council

Chaired by: William Erdly

6/5/13 Date request for review received from University Registrar

7/3/13 Date of FCTCP report

B. Review (attached)

YES NO

☒ Was notice of proposal posted on UW Website for 15 business days?

☒ Was notice of proposal sent to standard mailing list 15 business days in advance of academic program review?

☒ Were comments received by academic program review body?

☒ Was response to comments appropriate? (explain, if necessary)

☒ Was final proposal reviewed by FCTCP within 14 days of receipt?

☒ Was there adherence to the University Campuses Undergraduate Program Review Process? (explain, if necessary)

Delay in FCTCP review process due to finals week and transition to Summer Quarter. Not all committee members were available. Good proposal.

C. Recommendation

☒ Forward for final approval

☐ Forward to Provost because of University issues (Explain)

☐ Return to campus council because of insufficient review (Explain).

**Endorsed by Faculty Senate Executive Committee, 1/10/05, modified 1/31/06; These procedures apply to new undergraduate degrees, majors, minors (and certificates) and substantive changes to same