

**College of Education and Human Development  
Council for Teacher Education  
Minutes of Meeting - February 20, 2002**

The College of Education and Human Development Council for Teacher Education met on Wednesday, February 20, 2002, at 3:00 P.M. in Room 231 of the Cate Teacher Education Center. The following members were present: Rebecca Day, Deborah Andrus, Brian Canfield, Paula Currie, Debbie Dardis, Kim Finley-Stansbury, Margaret Gonzalez-Perez, Martha Head, Dee Jacobsen (for Eddie Hebert), Debbie Johnson, Lydia McCardle, Terri Miller-Drufner, Christine Mitchell, Bill Neal, Brian O'Callaghan, Mitchell Robertson, Beth Robinson, Edith Slaton, Stuart Stewart, John Trowbridge, Marsha Sherburne, and Mary Frances Joiner.

1. Dr. Rebecca R. Day, Chair, called the meeting to order at 3:00 P.M.
2. Approval of the Minutes:  
Minutes of the meeting of November 14, 2001, were approved as submitted.
3. Department of English:  
Since additional changes need to be made to meet redesign guidelines, the English Department withdrew proposed catalogue changes.
4. Department of Communication Sciences and Disorders:  
Dr. Paula Currie presented the following proposed changes for the Department of Communication Sciences and Disorders:
  - A. Request for new courses: CSD 430/530 Introduction to Manual Communication. Credit 3 hours. An introduction to fingerspelling and sign language, including applications for individuals with disabilities. Supervised practice in fingerspelling and signing vocabulary; and CSD 447/547 Intermediate Manual Communication. Credit 3 hours. Prerequisite: CSD 430 or 530 or permission of Department Head. A continuation of beginning manual communication with emphasis on American Sign Language. Applications for working with individuals with hearing impairments. Concentrated supervised practice in signing for functional communication.

What has prompted this proposal: These courses are better suited for inclusion in the Department of Communication Sciences & Disorders instead of the Department of Teaching and Learning.

Motion for Item A was made, seconded, and passed.

5. Department of Teaching and Learning:

Dr. John Trowbridge presented the following proposed changes for the Department of Teaching and Learning.

- A. Request to delete 2 courses: SPED 430/530. Manual Communication. 3 Credit hours; and SPED 447/547. Advanced Manual Communication. 3 Credit hours.

Why are these courses to be deleted? These courses will now be offered in the Department of Communication Sciences and Disorders.

Motion for Item A was made, seconded, and passed.

- B. Dr. Trowbridge gave a brief overview of the new Master of Arts in Teaching (MAT) program, which replaces the current Alternate Certification Program. This graduate program will lead to dual certification in Elementary and Special Education or certification in secondary education in 11 specialty areas, excluding those areas that are certified K-12. This program will be offered to individuals who wish to change careers, to individuals who hold a bachelor's degree and are employed as non-certified teachers, and to individuals who hold a master's degree. The following 19 courses are proposed courses for this program:

Request for new courses: MAT 610 Fundamentals I: Teaching and Learning for General and Special Education. Credit 3 hours. An introduction to General and Special Education. Topics include contemporary issues such as the effective educator, school law, rights and responsibilities, inclusion, standards-based education, educational foundations and philosophies, and best practices including self-assessment. Classroom observations will be required.

MAT 611 Fundamentals II: Teaching and Learning for General and Special Education. Credit 3 hours. Prerequisite: MAT 610 – Fundamentals I: Teaching and Learning for General and Special Education. A continuation of Fundamentals I. Topics include instructional design, teaching strategies, IEP, ITP and other individualized plans. Observations and service learning experiences are required.

MAT 620 Learning and Behavior Theories in General and Special Education. Credit 3 hours. The study and application of learning and behavioral theories including taxonomies of learning, pedagogical principles, child and adolescent development, and teaching and managing diverse populations.

MAT 622 Classroom Management and Organization for Elementary and Special Education. Credit 3 hours. Prerequisites: MAT 610 and MAT 620. The study and application of behavioral and humanistic approaches to classroom management, including information on working in inclusive classrooms. Best practices for classroom organization will also be addressed.

MAT 623 Classroom Management and Organization for Secondary Education. Credit 3 hours. Prerequisites: MAT 620, MAT 610, and MAT 611. This course must be taken before or concurrently with MAT 660-Specialty Area Learning Methods I: Secondary Education. A detailed investigation of behavioral and humanistic approaches to classroom management and motivation with an emphasis on processes, principles and theories related to changing inappropriate behaviors. This course includes group management, behavior modification, conflict resolution, assertiveness, responsibility training, anti-social behavior and youth at risk, aggression and mistaken goals and preventive discipline techniques. Emphasis is placed on integrating current behavioral and management theories with application to the secondary classroom. Consideration of methods and materials in the student's major content teaching field. The course includes observation and field experience in the secondary school.

MAT 630 Assessment I: General and Special Education. Credit 3 hours. Prerequisites: MAT 610 and MAT 620. Use of assessment in the modern school program. Topics will include matching objectives to assessment, informal teacher-made tests and performance-based assessment as well as an introduction to case study design, standardized tests, and curriculum-based assessment.

MAT 631 Assessment II: Elementary and Special Education. Credit 3 hours. Prerequisites: MAT 611, MAT 620, and MAT 630. Continuation and application of Assessment I. Topics will include reading diagnosis as well as advanced study of case study design, standardized tests, and curriculum-based assessment.

MAT 636 Assessment II: Secondary Education. Credit 3 hours. Prerequisites: MAT 611, MAT 630, and MAT 670. This course is designed as a continuation and application of the concepts examined in Assessment I. Emphasis will be placed on partnerships with parents and colleagues regarding school and classroom expectations and student progress. Changes that have occurred in practice for student evaluation will be addressed.

MAT 640 Introduction to Reading and Language Arts for Elementary and Special Education. Credit 3 hours. A study of the reading, writing, and language processes as a fundamental aspect of the elementary and special education curriculum. Special attention will be given to the basic reading skills and strategies needed by mature readers. The latest in theories, methods, and materials will be appraised through study, observations, and demonstrations in classrooms.

MAT 642 Literacy Instruction for Secondary Education. Credit 3 hours. Prerequisite: MAT 610. A study of theories and methods for integrating literacy instruction in content area classrooms. Reading assessments and literacy strategies that are designed to increase vocabulary learning and comprehension of expository text are introduced and practiced. 5-10 hours of service learning is included.

MAT 650 Integrated Learning Methods Math, Physical Sciences, and Information Literacy. Credit 3 hours. Prerequisites: MAT 611, MAT 630, and MAT 640. Integrated course in methodology for teaching math, physical sciences, and information literacy to diverse groups of learners in elementary and special education classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children's literature are also integrated into instructional planning, teaching, and assessment.

MAT 651 Integrated Learning Methods: Life Sciences, Health & P.E., and Information Literacy. Credit 3 hours. Prerequisites: MAT 611, MAT 630, and MAT 640. Integrated course in methodology for teaching life sciences, health and physical education to diverse groups of learners in elementary and special education classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children's literature are also integrated into instructional planning, teaching, and assessment.

MAT 652 Integrated Learning Methods: Social Studies, Arts, Music and Information Literacy. Credit 3 hours. Prerequisites: MAT 611, MAT 630, and MAT 640. Integrated course in methodology for teaching social studies, arts, music, and information literacy to diverse groups of learners in elementary and special education classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children's literature are also integrated into instructional planning, teaching, and assessment.

MAT 660 Specialty Area Learning Methods I: Secondary Education. Credit 3 hours. Prerequisites: MAT 630, MAT 642, and MAT 623. Consideration of methods and materials in the student's major content teaching field. The course includes observation and field experience in secondary schools.

MAT 661 Specialty Area Learning Methods II: Secondary Education. Credit 3 hours. Prerequisite: MAT 660. Consideration of methods and materials in the student's major content teaching field. The course includes observation and field experience in the secondary school.

MAT 670 Research Design for General and Special Education. Credit 3 hours. Principles and procedures for exploring, analyzing, and studying educational problems. Qualitative, quantitative, and single-subject research design methods will be examined in relation to their application for improving education for students in elementary and special education classes. Survey of significant research studies and application of research principles within action research in the classroom will be implemented.

MAT 680 Student Teaching/Internship in Elementary and Special Education. Credit 6 hours. Prerequisite: All MAT coursework. Student teaching experiences that include a full semester of opportunities for teaching in an inclusive elementary setting. This student teaching experience requires a setting that allows for working with both elementary and special needs students, requiring mentor teachers from both elementary and special education (an internship requires being hired in a school setting and requires two semesters of classroom Field Experience). Interns not teaching in an inclusive setting are required to take an additional 3-hour practicum to provide teaching opportunities in both elementary and special education.

MAT 682 Practicum in Elementary or Special Education. Credit 3 hours. (When MAT 680 requirements cannot be met, this course will be required to assure candidates have opportunities for working with students in both certification areas.) Prerequisite: All MAT coursework. Available for interns who are not in an inclusive setting. A field-based course designed to provide teaching opportunities for working with students in a certification area not covered in employment setting. Teachers employed in a regular classroom must take Practicum in Special Education, and teachers teaching in Special Education must take Practicum in Elementary Education.

MAT 685 Student Teaching/Internship in Secondary Education. Credit 6 hours. Prerequisite: Successful completion of all MAT courses, university/college requirements, and all PRAXIS components. A course that provides for all-day student teaching experiences in the secondary classroom for one semester (6 hours) student teaching or two semesters internship (3 hours each semester). For student teaching, a total of 270

hours will be required in the school setting for observation, classroom participation, and teaching. A minimum of 180 hours of teaching is required (including a substantial amount of full-day teaching) under the supervision of an assigned cooperating teacher in the major concentration area.

Motion for Item B (approval of new degree, Master of Arts in Teaching, and 19 new courses) was made, seconded, and passed.

6. Dr. Day and Dr. Head presented a draft of proposed changes to the Council for Teacher Education Bylaws. The Dean would reside as Chair. This change was recommended by the NCATE consultant. Dr. Currie noted that under Section 5.1, College of Nursing and Health Studies should be College of Nursing and Health Sciences. The changes were approved.
7. Dr. Day announced that the next meeting would be March 20, 2002, with proposals due March 13, 2002. Beginning with this meeting, proposals should be delivered to Dr. Head's office (TEC 232).
8. A brief discussion followed in regards to the NCATE Board of Examiners visit April 13-17, 2002. Tentatively, the date of April 16, 2002, from 9-11 A.M., was announced for NCATE to meet with the Council for Teacher Education. Members will be notified when the final schedule is confirmed.
9. The April meeting date conflicts with a PK-16 meeting. If a meeting is necessary in April, another date will be set.
10. Dr. Neal announced that the NCATE Institutional Report is on the web.
11. The meeting was adjourned at 3:35 P.M.