

College of Education and Human Development
Council for Teacher Education
Minutes of Meeting - May 01, 2002

The College of Education and Human Development Council for Teacher Education met on Wednesday, May 1, 2002, at 3:00 P.M. in Room 236 of the Cate Teacher Education Center. The following members were present: Rebecca Day, Deborah Andrus, Brian Canfield, Paula Currie, Kim Finley-Stansbury, Martha Head, Eddie Hebert, Debbie Johnson, Lydia McCardle, Terri Miller-Drufner, Christine Mitchell, Linda Munchausen, Bill Neal, Brian O'Callaghan, Edith Slaton, Stuart Stewart, Cathy Tijerino, John Trowbridge, Tiffany Hebert, and Marsha Sherburne.

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 March 20, 2002 were approved as submitted.

Dr. Day reminded the council that when submitting proposals, (1) to include a cover page summarizing the proposed changes, (2) to submit two copies and the original with all required signatures to her office and (3) to distribute copies to members by the deadline. Also, she commented on the use of Blue Ribbon terminology and requested that Primary Teaching Area and Secondary Teaching Area be used instead of major and minor. Nineteen hours must be allowed in the curriculum for the secondary teaching area.

3. Department of Mathematics:
Dr. Brian O'Callaghan presented the following proposed changes for the Department of Mathematics.
 - A. Request for new courses: MTED 365: Experiences in School Mathematics, I. 2 credit hours. Prerequisite: Math 360 or 380 or concurrent enrollment in any one of these courses. Applications of topics in algebra and linear algebra to the 7-12 school curriculum. Significant field experiences which will include educational interactions with students. Grading on a Pass/Fail basis only.

MTED 375: Experiences in School Mathematics, II. 2 credit hours.
Prerequisite: Math 360 or 370 or 380 or concurrent enrollment in any one of these courses. Applications of topics in analysis, probability and statistics to the 7-12 school curriculum. Significant field experiences which will include educational interactions with students. Grading on a Pass/Fail basis only.

What has prompted this proposal? It is necessary that the Dept of Mathematics institute courses with a heavy field experience as part of the courses. It is also very important that the mathematics education major be given the opportunity to relate the mathematics being learned to the mathematics that is taught in grades 7-12.

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

- B. Request for change in existing course/catalogue entry: Change in curriculum for math education due to the new requirements by the Blue Ribbon Commission.

Item was tabled due to some changes that needed to be made to the curriculum.

4. Motion was made to present only new courses at this meeting and table presentation of curriculum requirements until the first meeting in the fall. During the summer, curriculum requirements will be reviewed for consistency.

Motion was seconded and passed.

5. Department of Foreign Languages and Literatures:
Per the motion passed in number four, proposals were withdrawn for consideration by the council.

6. Department of Kinesiology and Health Studies:
Dr. Eddie Hebert indicated that the Department of Kinesiology and Health Studies would wait until the next meeting to present proposals since members did not receive copies.

7. Department of English:
Dr. Christine Mitchell presented the following proposed changes from the Department of English.
 - A. Request for new course: English 460H: Honors seminar. Credit 3 hours. Prerequisites: English 121H, 122H, junior standing, and at least one ENGL 300-level literature class. A variable content course whose topics over a three-semester sequence will include one each from the following three approaches: 1) Interdisciplinary; 2) Major Author; 3) Genre. These courses are designed to emphasize, among other things, connections between disciplines, between the earlier and later works of a specific author, and/or between the earlier and later developments within a specific genre. May be repeated three times for a total of nine hours.

What has prompted this proposal? Students pursuing an honors diploma in English will take three of these. The course will provide experience in different approaches to literary studies and will be writing intensive.

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

The Honors Diploma curriculum was withdrawn for consideration until items can be clarified.

- B. Request for new course: ENGL 468: The Teaching of Literature. Credit 3 hours. Prerequisites: Two 300/400 level ENGL literature courses. This course prepares English Education majors to become effective teachers of literature at the secondary level. Students will explore the methods and literary texts vital to a secondary school curriculum in Language Arts. Students will also develop teaching materials appropriate for use in the

high school classroom. Significant field experiences will include educational interactions with students.

Why is this course needed? The Teaching of Literature helps to fulfill Blue Ribbon Commission requirements for state-wide teacher education reform. It is necessary for NCTE program approval and NCATE certification. In their exit comments after student teaching, English Education majors have expressed a need for more instruction in methods of teaching literature.

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

8. Department of Human Development:
Proposals for family and consumer science were withdrawn for consideration by the Council.

9. Department of Teaching and Learning:
Dr. John Trowbridge presented the following proposed changes from the Department of Teaching and Learning.

A. Request for new courses: EDUC 211: Diversity in Education. 2 credit hours. Prerequisite: 30 hours, 2.5 GPA. Take concurrently with EDUC 201. This course focuses on historical and current topics and issues in education relevant to providing appropriate and equitable educational experiences for diverse populations of students. Observations and service-learning experiences are required to acquaint candidates with the needs and abilities of all students, best pedagogical practices, and laws and policies governing education.

EDUC 308: Teaching Reading in the Middle School. 3 credit hours. Prerequisite: EDUC 201, EDUC 211, Full SARTE status. This course is a study of the reading process as a fundamental aspect of the integrated elementary school curriculum. Special attention will be given to the basic

reading skills needed by emergent and mature readers. The newest techniques, methods, and materials will be appraised through study, observations, and demonstrations in actual classrooms.

EDUC 320: Foundations of PK-8 Mathematics Education. 3 credit hours. Prerequisites: EPSY 301 (or EPSY 304 in PK-3 curriculum), EPSY 315, EDUC 407, MATH 167, MATH 168, and Full SARTE status. This course includes the theoretical pedagogical foundations and current issues and perspectives of teaching elementary mathematics. This course, which provides a framework for the teaching of mathematics, includes history of mathematics education, diversity, teaching through problem solving, assessment, lesson planning, constructivism, and technology enhanced instruction.

EDUC 323: Curriculum and Instruction in grades PK-3. 6 credit hours. Prerequisites: EDUC 106, EDUC 304, EDUC 407, EPSY 315, LSED 401, MATH 167, and MATH 168; Full SARTE status. This course includes the development of teaching competencies in mathematics and reading at the PK-3 grade levels. Primary emphasis is focused on developing the teaching skills and competencies of future lower elementary and early childhood teachers with respect to topics found in these curricular areas. A key component of the course is field experience with students in grades PK-3 in school settings. The needs of special populations as well as the integration of technology into instruction will be integrated into all areas of the curriculum.

EDUC 326: Curriculum and Instruction in grades 1-6. 6 credit hours. Prerequisites: EDUC 304, EDUC 407, EPSY 315, LSED 401, MATH 167, and MATH 168 ; Full SARTE status. This course includes the development of teaching competencies in mathematics and reading at the 1-6 grade levels. Primary emphasis is focused on developing the teaching skills and competencies of future elementary school teachers with respect to topics found in these curricular areas. A key component of the course is field experiences with student in grades 1-6 in school settings. Additionally, the needs of special populations as well as the integration of technology into instruction will be considered.

EDUC 328: Curriculum and Instruction for grades 4-8. 6 credit hours. Prerequisites: EDUC 308, EDUC 407, EPSY 315, LSED 402, MATH 167 and MATH 168; Full SARTE status. This course includes the development of teaching competencies in mathematics and reading at the 4-8 grade levels. Primary emphasis is focused on developing the teaching skills and competencies of future middle school teachers with respect to topics found in these curricular areas. A key component of the course is field experience with students in grades 4-8 in school settings. The needs of special populations as well as the integration of technology into instruction will be integrated into all areas of the curriculum.

EDUC 450: Elementary and Mild/Moderate Disabilities Professional Semester. Credit 9 hours. Prerequisites: See Requirements for Student Teaching section in the catalogue. The primary emphasis of this semester will be placed on teaching children under the guidance of a cooperative teacher in an environment that will foster exploration and creative teaching strategies. Seminars may be conducted on the following topics: tenure laws, philosophy and history, certification, teacher welfare, classroom administrative procedures, and evaluation of other cognate areas. Candidates will teach ½ semester in a regular classroom setting (grades 1-6 or 4-8) and ½ semester in a mild/moderate classroom setting, and the development of skills, techniques, and understanding in working with both groups will be stressed. The candidates will spend the full day, five days per week, in the school to which he/she is assigned.

EDUC 490: Special Methods in High School Subjects. Credit 6 hours. Prerequisites: Senior standing; Full SARTE status and completion of an approved Introductory Portfolio. (Under certain circumstances, EDUC 407 may be taken concurrently as determined by the instructor.) This course should be taken the semester prior to student teaching. Emphasis will be placed on the materials and methods in the student's major field of certification. Lesson planning, alternative assessment, classroom management, and educational technologies are topics covered in the course.

ECE 400: Curriculum and Instruction in Early Childhood Education. 6 credit hours. Prerequisites: EDUC 320, EDUC 323, Full SARTE status. Development of the preschool and kindergarten schools; principles and methods of understanding and working with the preschool child.

ECE 411: Introduction to Developmental Assessment of Young Children. 3 credit hours. Prerequisites: EDUC 320, EDUC 323, Full SARTE status. This course contains experiences to increase awareness of, and knowledge about, a variety of assessment procedures appropriate for use with children birth through eight years of age. Advantages and limitations of assessment techniques noted; considerations used in the interpretation of findings and in making referrals discussed. Includes opportunities to work with assessing preschool through age eight children and in developing prescriptive activity plans.

ECE 420: Practicum in Early Childhood Education (Preschool and Kindergarten). 3 Credit hours. Prerequisites: EDUC 320, EDUC 323; Full SARTE status. This course is an advanced practicum that includes observation, participation, and teaching in the early childhood setting (specifically preschool and kindergarten). Emphasis is on program planning including assessment for children in early childhood education. The candidate must apply to the Director of Performance Assessment one semester in advance in order to enroll for this course.

ECE 422: Integrated Curriculum and Practicum in Early Childhood Education (Primary grades 1-3). 9 credit hours. Prerequisites: ECE 400, EDUC 420, EDUC 411, MUS 291; Full SARTE status. This course contains an integrated curriculum block that includes: reading, language arts, sciences, social studies, visual arts, music and physical education as related to the needs of the child in the primary grades 1-3. Knowledge, skills, and dispositions in these curricular areas will be explored and refined by working with children in the school environment. Primary emphasis is focused on the candidates' performance in working with children. (Nine hours total credit=[EDUC 415] 3 hrs integrated curriculum/[EDUC 432] 6 hours practicum).

SPED 210: Characteristics of Individuals with Exceptionalities. Credit 2 hours. Prerequisite: Sophomore standing. Course Description: An introduction to each exceptionality with a review of current trends for meeting the educational needs of individuals with exceptionalities. Experience component.

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

- B. Request for Change in existing course/catalogue entry:
SPED 361 Proposed title/course description: Methods and Materials for Teaching Students with Mild/Moderate Disabilities. This course deals with methods of teaching academic subjects to students with mild/moderate disabilities. It provides practice in selecting goals and objectives, task analysis, preparing developmentally and academically sequenced materials, and evaluating intended learning outcomes. Course will also include techniques for teaching learning strategies and promoting transitions. Experience component.

Present Title/Course Description: Development and Evaluation of Curricula for Children with Mild/Moderate Impairments. Design and evaluation of social and academic curricula for children with mild/moderate impairments. Practice in selecting goals and objectives, task analysis, preparing developmentally and academically sequenced materials and evaluating intended learning outcomes. Includes critique of commercially prepared curricula based on individual and class profiles.

SPED 363: Proposed title/course description: Classroom Organization and Management for the Student with Mild/Moderate Disabilities. This course deals with techniques and strategies for creating classroom environments that support student learning, including: designing an appropriate physical setting, developing standards for behavior, and building an atmosphere of caring and respect. Humanistic and behavioral approaches to classroom management are investigated. Additionally, the course focuses on maximizing individual differences, management of time and space, use of centers, scheduling, and working with parents, general educators, and paraeducators. Experience component. Must be taken concurrently with SPED 440.

Present Title/Course description: Classroom Organization and Management for the Exceptional Learner. This course examines the role of the instructional manager in individualization, developing self-direction and motivation. Focuses on maximizing individual differences,

management of time and space, and use of interest centers. Experience component.

SPED 365: Proposed title/course description: Behavior Management Strategies for the Student with Mild/Moderate Disabilities. This course provides study and application of a continuum of classroom approaches for effective behavior management. Course will include a review of both humanistic and behavioral techniques that promote responsible classroom management. Candidates in this course will be able to develop and use management plans that meet the emotional and behavioral needs of students with mild/moderate disabilities. Experience component.

Present Title/Course description: Behavioral Management Strategies for the Student with Mild/Moderate Disabilities. Study and application of a continuum of classroom approaches for effective behavior management. Course will include a review of both humanistic and behavioral techniques that promote responsible classroom management. Students in this course will be able to develop and use management plans that meet the emotional and behavioral needs of students with mild/moderate impairments.

SPED 440: Proposed title/course description: Principles of Assessment and Evaluation of Individuals with Exceptionalities. This course is designed to interpret psychological and educational test results. Study is given to those special procedures used to evaluate and diagnose educational problems in exceptional children with particular emphasis on criterion-referenced tests, developmentally-based tests, and measurement and evaluation in the modern school program. Practice in design of instruments to evaluate motor, cognitive, language, and social/emotional development, as well as in construction, administration, and interpretation of essay and objective tests is included. Experience component. Must be taken concurrently with SPED 363.

Present Title/Course description: Principles of Assessment and Evaluation of Individuals with Exceptionalities. Course designed to provide student with the basic statistical concepts needed to interpret results of psychological and educational test results. Study is given to those special procedures used to evaluate and diagnose educational problems in exceptional children with particular emphasis on criterion-referenced and

developmentally-based tests. Practice in design of instruments to evaluate motor, cognitive, language, and social/emotional development, as well as academic achievement will be included.

SPED 441: Proposed title/course description: Practicum in Assessment and Evaluation of Individuals with Exceptionalities. Supervised practice in administering and interpreting standardized and informal tests. Focus on use of criterion-referenced and developmentally based evaluation procedures as well as measurement and evaluation in the modern school program. Emphasis is placed on the diagnosis of the learners' needs in reading, written expression, and math and prescription of appropriate activities for advancement. Knowledge of and skills for teaching and assessing reading are featured. Must be taken concurrently with SPED 465.

Present Title/Course description: Practicum in Assessment and Evaluation of Individuals with Exceptionalities. Supervised practice in administering and interpreting standardized and informal tests. Focus on use of criterion-referenced and developmentally based evaluation procedures.

SPED 465: Proposed title/course description: Practicum in Inclusive Education. Practicum in teaching special education students integrated into the regular classroom. Experience in cooperative planning and coordination and teaching with the regular classroom teacher is provided. Must be taken concurrently with SPED 441.

Present Title/Course description: Mainstreaming Practicum. Practicum in teaching special education students integrated into the regular classroom. Experience in cooperative planning and coordination and teaching with the regular classroom teacher is provided.

SPED 495: Proposed title/course description: The Exceptional Student in the Regular Classroom. This course is designed to assist the regular classroom teacher to better understand and more effectively teach students who have special needs. Major characteristics associated with the various exceptionalities, practical strategies, and effective techniques for adapting

classroom instruction and managing the behavior of groups of students are included. Must be taken concurrently with EDUC 415, EDUC 484, ECE 422 depending on area of certification.

Present Title/Course description: The Exceptional Student in the Regular Classroom. This course is designed to assist the regular classroom teacher to better understand and more effectively teach students who have special needs. Major characteristics associated with the various exceptionalities, practical strategies and effective technique for adapting classroom instruction and managing the behavior of groups of students is included.

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

- C. Teacher Preparation Portfolio Handbook – The revised portfolio handbook was presented. A friendly amendment was made to change all references to S.L.U. to read Southeastern.

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

- 10. Announcements: Next meeting will be September 18, 2002; all items due by September 11, 2002.
- 11. Meeting was adjourned at 4:00 p.m.