

Council for Teacher Education

The College of Education and Human Development Council for Teacher Education met on Wednesday, September 20, 2006, at 3:00 p.m. in Room 2020 of the Cate Teacher Education Center. The following members were present: Rhett Allain, Diane Allen, Ruth Caillouet, Sonya Carr, Kay Daigle, Rebecca Day, Frederick Dembowski, Agnieszka Gutthy, Shirley Jacob, Rebecca Kruse, Gail McMillon, Terri Miller-Drufner, Bill Neal, Kent Neuberg, Murray "Pat" Pendarvis, Susan Sawyer and Richard Schwartz.

1. Dr. Rebecca Day called the meeting to order at 3:00 p.m.
2. **Introduction of Council Members:**
Members introduced themselves and the areas they represent.
Verify/Change Council Roster
3. **Overview:**
Dr. Day reviewed the Recommended Procedures for Submitting Proposals to the Council for Teacher Education.
4. **Approval of Minutes:**
Minutes of the meeting on April 26, 2006 were approved as submitted.
5. **Department of Biological Sciences**
Dr. John O'Reilly presented the following changes:

A. Request to Delete a Course: BIOL 109. Credit 1 hour.

Why is this course to be deleted?

BIOL 109 is nearly identical to BIOL 152 General Biology Laboratory 1. Offering both BIOL 109 and BIOL 152 is redundant. Both courses cover the same material. Deleting BIOL 109 would open time and space in which the department would offer more sections of BIOL 152. The only difference between the two courses is writing a lab report.

B. Request to Delete a Course: BIOL 110. Credit 1 hour.

Why is this course to be deleted?:

BIOL 110 is nearly identical to BIOL General Biology Laboratory II. Offering both BIOL 110 and BIOL 154 is redundant. Both courses cover the same material. Deleting BIOL 110 would open time and space in which the department would offer sections of BIOL 154. The only difference between the two courses is writing a lab report.

Discussion

Need to look at the nature of the courses. There is a concern that this

would not fulfill requirements according to the National Science Teachers Association. The University should be modeling how Science is taught for teacher education candidates. An assessment needs to be made whether the Department of Biology meets requirements. It was suggested by Dr. Rebecca Kruse that an integrated course could be designed for Education majors and eliminate BIOL109/110.

Motion for Items A and B was made, seconded and passed with four nays.

6. **Department of Mathematics:**

Dr. Kent Neuberger presented the following changes:

- A. Request for New Course: MATH 155. College Algebra with Fundamentals. Credit 5 hours.

Proposed Prerequisites: A score of 18 or above on the Mathematics section of the ACT or an appropriate score on the COMPASS exam or MATH 092.

Why is this course needed: To replace MATH 160. MATH 155 would allow the department to group students with more homogeneous backgrounds and tailor courses to the needs of the students.

Discussion:

The concern is that extra hours would impact the College of Education and Human Development greatly. This would also discourage teacher education majors. Professional organizations look at Southeastern's programs and 23 hours for a freshman is very difficult.

Motion for Item A was made, seconded did not pass. The vote was nine nays, four eyes, one abstained.

- B. Request for Change: MATH 161

Proposed Course Description/Catalog Entry: MATH 161. College Algebra. Credit 3 hours.

Present Prerequisites: A score of 18 or above on the Mathematics section of the ACT or an appropriate score on the COMPASS or ASSET Mathematics Tests or MATH 092.

Proposed Prerequisites: A score of 21 or above on the Mathematics Section of ACT.

What has prompted this proposal: Creation of MATH 155 which is

designed for students with MATH ACT scores of 18-20 and students who have passed MATH 092.

Motion for Item B was made, seconded and passed with one nay.

- C. Request for Change: Change in prerequisites for MATH 161H.

Present Prerequisites: Authorization of the Director of the Honors Program.

Proposed Prerequisites: A score of 21 or above on the Mathematics section of the ACT and authorization of the Director of the Honors Program.

What has prompted this proposal?: The prerequisites for MATH 161 has been raised from a MATH ACT of 18 to a MATH ACT of 21.

Motion for Item C was made, seconded and passed.

- D. Request for Change: Change in the Course Description for Math 200

Proposed Course Description/Catalog Entry: MATH 200. Calculus I. Credit 5 hours.

Present Course Description: The first of a standard three-course sequence on the foundations of differential and integral calculus. Topics include limits, the derivative of elementary functions, approximations of definite integrals using Riemann sums, and applications of the derivative. Calculus will be used to solve real world applications. A graphing calculator will be required for this course.

Proposed Course Description: 200. Calculus I. Credit 5 hours. The first of standard three-course sequence on the foundation of differential and integral calculus. Topics include limits, the derivative, techniques of differentiation, applications of the derivative, antiderivatives, definite integrals, and the calculus of transcendental functions. A graphing calculator will be required for this course.

What has prompted this proposal?: More accurate description of course content.

Motion for Item D was made, seconded and passed with one nay.

E. Request for Change: Change the prerequisite for MATH 267.

Present Prerequisite: MATH 168.

Proposed Prerequisite: MATH 167.

What has prompted this proposal?: The content from MATH 168 is not necessary for success in MATH 267. The content from MATH 167 is, however, still required.

Motion for Item E was made, seconded and passed.

F. Request for Change: Change in preface to course listings for Mathematics.

Proposed Course Description/Catalog Entry: No credit will be given for any 100 level Mathematics course taken subsequent to a 200 level course with the exception of MATH 241 or MATH 267 without permission of the Department Head of Mathematics.

What has prompted this proposal?: MATH 267 and MATH 168 are both required for Elementary Education majors and may be taken in either order.

Motion for Item F was made, seconded and passed.

7. **Department of Chemistry and Physics:**

Dr. Rebecca Kruse presented the following changes:

A. Request for New Course: EASC 142. Elementary Earth-Space Science. Credit 3 hours

Proposed Prerequisites: Education major, inservice teacher, or permission of the Department Head.

Proposed Description: This course is designed to prepare prospective and inservice K-12 teachers to teach earth and space sciences as a process of inquiry. The curriculum focuses on core concepts of earth and space science, and students will actively engage in a process of hands-on investigation and discovery in a laboratory setting. The primary objective is to provide a student-centered, active-learning environment that promotes critical thinking, collaborative learning, and an understanding and appreciation of the processes of scientific investigation. Three hours of integrated lecture and laboratory per week.

Why is this course needed?: The elementary education curriculum does not currently meet National Science Teacher Association program standards for competencies in earth and space science. This course will address the core competencies in earth and space science required of all elementary education teacher candidates. This course is intended to replace the EASC 101 or 102 in the elementary education curriculum.

- B. Request for new course: PHSC 142. Elementary Physical Science. Credit 4 hours.

Proposed Prerequisites: Education major, inservice teacher, or permission of the Department Head.

Proposed Description: This course is designed to prepare prospective and inservice K-12 teachers to teach physical science as a process of inquiry. The curriculum focuses on core concepts physics and chemistry, and students will actively engage in a process of hands-on investigation and discovery in a laboratory setting. The primary objective is to provide a student-centered, active-learning environment that promotes critical thinking, collaborative learning, and an understanding and appreciation of the process of scientific investigation. Five hours of integrated lecture and laboratory per week.

Motion for Items A and B was made, seconded and passed.

8. **Department of English:**

Dr. Ruth Caillouet presented the following changes:

- A. Request for Change: Curriculum in English Leading to the Degree of Bachelor of Arts. Need to change *Elective (Secondary Teaching area) to *Secondary Teaching area (12 hours) and Elective (9 hours).

What has prompted this proposal?: We are unable to use the current curriculum listings because the degree audit system will try to force all of the electives currently listed as “Elective (Secondary Teaching area)” as in the secondary teaching area, leaving no free electives. The degree audit system needs much more specificity, which is what the revision provides. While it is in the student’s best interest to use all of those electives for the secondary area, the curriculum needs the flexibility to include “free” elective credits for transfer students or students who have changed their majors.

The changes match the current practice of not mandating that all electives MUST be used for secondary teaching area if some of the

required courses in the secondary area also fill general education slots (e.g., COMM 210 = general education and a required course in secondary teaching area for COMM). Also, current practice is to interpret the “should” currently in the footnote not to mean SHALL. This part of footnote 2 will be deleted since free electives will now be listed separately, and hence there will be no “unused” hours. In adopting this approach, we would be emulating the COMM ED curriculum, which has hours devoted to the secondary teaching area as well as 12 hours of “free” electives.

Motion for Item A was made, seconded and passed.

9. **Department of Teaching and Learning**

Dr. Shirley Jacob presented the following changes:

- A. Request for New Course: EDUC 203 to replace EDUC 201.
Foundations of Education. Credit 2 hours.

Proposed Prerequisites: Sophomore standing (30 hours), a 2.5 cumulative or degree GPA, a grade of C or better in ENG 102, and prior credit or concurrent enrollment in EDUC 212 or its equivalent.

Proposed Course Description: An introductory course to the profession of teaching. Special emphasis is placed on the guidance and screening of applicants into the professional program. This course reviews factors that have influenced the development of education. Field experience is required for this course.

Why is this course needed?: To provide a greater balance of the course credit and course content.

- B. Request for new course: EDUC 212 to replace EDUC 211. Diversity In the classroom. Credit 1 hour.

Proposed Prerequisites: Sophomore standing (30 hours), a 2.5 cumulative or degree GPA, a grade of C or better in ENG 102, and prior credit or concurrent enrollment in EDUC 203 or its equivalent.

Proposed Course Description: An introduction to the topics and issues in education relevant to providing appropriate and equitable educational experience for diverse populations of students. Field experiences are required in this course.

Why is this course needed?: To provide a greater balance of the course credit and the course content.

Motion for Items A and B was made, seconded and passed.

- C. Request for Change: EDUC 201 to EDUC 203. Credit 2 hours.

What has prompted this proposal?: New course requirements for Introduction to Education and Diversity.

- D. Request for Course Change: EDUC 211 to EDUC 212. Credit 1 hour.

What has prompted this proposal?: New course requirements for Introduction to Education and Diversity.

Motion for Items C and D was made, seconded and passed.

- E. Request for Change: Policy for Group Interview Screening.

Proposed Course Description/Catalog Entry: Delete “g” on page 195, Delete Policy for Group Interview Screening on page 196.

What has prompted this proposal?: Group interviews are no longer required.

Motion for Item E was made, seconded and passed.

- F. Request for Change: Deleting the statement †If Computer Competency is not met, ETEC 305 will replace ETEC 306.

What has prompted this proposal?: Students must take 306 for field Experience and 305 will no longer substitute.

Motion for Item F was made, seconded and passed.

- G. Request for Change: Deletion of the statement *Take EDUC 201 and 211 concurrently on pages 201-205.

Proposed Course Description/Catalog Entry: *Take Education 203 and 212 concurrently.

What has prompted this proposal?: Change in course numbers

Motion for Item G was made, seconded and passed.

- H. Request for Change: English as a Second Language.

Present Course Description/Catalog Entry: Education 413/534, Education 414/593...

Proposed Course Description/Catalog Entry: Education 516,
Education 528...

What has prompted this proposal?: New course numbers from redesign.

Motion for Item H was made, seconded and passed.

10. **Elections**
Due to no nominations, elections of student representatives (undergraduate and graduate) and public school representatives were postponed until the next meeting.
11. **Other Business**
There was no other business at this time.
12. **Next meeting**
October 18, 2006, 3:00 p.m.
Proposals due by October 11, 2006

The meeting was adjourned at 4:15 p.m.