

**College of Education and Human Development
Council for Teacher Education
Minutes of Meeting - October 20, 2004**

The College of Education and Human Development Council for Teacher Education met on Wednesday, October 20, 2004, at 3:00 p.m. in Room 2020 of the Cate Teacher Education Center. The following members were present: Rhett Allain, Hunter Alessi (rep for Brian Canfield), Kay Daigle, Deborah Dardis, Rebecca Day, Charles Elliott, Ellen Ratcliff (rep for Cynthia Elliot), Kim Finley-Stansbury, Shirley Jacob, Meg Marshall, Gail McMillon, Terri Miller-Drufner, Christine Mitchell, Linda Munchausen, Bill Neal, Ken Li (rep for Brian O'Callaghan), Susan Sawyer, Bob G. Smith (rep for Edith Slaton), Cathy Tijerino and Martha Thornhill – guest.

1. Dr. Rebecca Day called the meeting to order at 3:00 p.m.

2. Introduction of Council Members
Dr. Day introduced herself and the new secretary, Darlene DeVillier, and then members introduced themselves and the academic area they represent.

3. Dr. Day reminded members to:
Sign-in on the attendance sheet

Verify that CTE membership information is correct

Follow recommended procedures for submitting proposals

Submit hard copies of proposals to members – no electronic submissions

4. Approval of the Minutes:
Minutes of the meeting of April 21, 2004, were approved as submitted.

5. Department of Mathematics
Dr. Ken Li presented the following changes:
 - A. Request to change the title and modify the list of courses in Math Education as Secondary Teaching area: The title was changed from Minors to Secondary Teaching area

Mathematics 350, 360, 370 or 460 (Choose 2) for 6 hours was delete

Mathematics 380 was added with a note that the student must select one of the following courses if a statistics course has been completed:

Mathematics 350, 360 or 370

Mathematics 460 was added

- B. Request to change the title for the list of courses in Math Education as Primary Teaching Area: The title was changed from Majors to Primary Teaching area.

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

6. Department of Chemistry & Physics:
Dr. Rhett Allain presented the following changes:

- A. Request for Change in Existing Course/Catalog Entry: Change the course description and credit hours earned for PHYS 100, Acoustics for Musicians from 4 credit hours to 3 credit hours.

Proposed Course Description/Entry: PHYS 100. Acoustics for Musicians. Credit 3 hours. Prerequisite: Math 160 or 161, or Math ACT score of 20 or higher. The fundamentals of sound, waves and related phenomena for music majors. Three hours of lecture per week.

What has prompted this proposal? The course is required of all music majors. The state-mandated redesign of the BME degree has forced us to economize on program hours. The proposal brings the course in line with current college requirements in science.

Motion for Item A was made, seconded and passed.

- B. Request for New Course: PHYS 621. Conceptual Frameworks in Introductory Physics I. Credit 3 hours. Prerequisites: Physics 221 and permission of the Department Head of Chemistry and Physics. This is a three credit-hour graduate course that will provide a rigorous treatment of the conceptual frameworks of introductory physics. Three major themes will guide the course: the process of science, motion as explained by force and motion as explained by energy. The course will consist of textbook-supported guided inquiry exercises that lead students through their own development of the conceptual frameworks of physics by constructing,

applying, evaluating and/or revising theories and models in light of empirical evidence.

C. Request for New Course: PHYS 622. Conceptual Frameworks in Introductory Physics II.

Credit 3 hours. Prerequisites: Physics 222, Physics 621 and permission of the Department Head of Chemistry and Physics. This is a three credit-hour graduate course that will provide a rigorous treatment of the conceptual frameworks of introductory physics. Three major themes will guide the course: the process of science, motion as explained by force and motion as explained by energy. The course will consist of textbook-supported guided inquiry exercises that lead students through their own development of the conceptual frameworks of physics by constructing, applying, evaluating and/or revising theories and models in light of empirical evidence.

D. Request for New Course: CHEM 621. Conceptual Frameworks in Introductory Chemistry I.

Credit 3 hours. Prerequisite: Permission of Department Head of Chemistry and Physics. This course will provide a rigorous treatment of conceptual frameworks in chemistry while modeling appropriate technologies and teaching methodologies. Three major themes will guide the course: the process of science; the relationship between molecular structure and physical/chemical properties; and the relationship between the macroscopic, microscopic and symbolic representations of matter. Topics covered include atomic structure, molecular structure, solids and liquids and stoichiometry.

E. Request for New Course: CHEM 622. Conceptual Frameworks in Introductory Chemistry II.

Credit 3 hours. Prerequisite: CHEM 621. This course will provide a rigorous treatment of conceptual frameworks in chemistry while modeling appropriate technologies and teaching methodologies. Three major themes will guide the course: the process of science; the relationship between molecular structure and physical/chemical properties; and the

relationship between the macroscopic, microscopic and symbolic representations of matter. Topics covered include equilibrium, acids and bases, oxidation-reduction, thermodynamics and kinetics.

F. Request for New Course: PHSC 631. Computational Modeling in Physical Science.

Credit 3 hours. Prerequisite: PHYS 622 and/or CHEM 622. A course designed to address introductory level topics in physical science with high performance computational modeling. Three major themes will guide the course: helping students clearly understand the tools and techniques of computational science to better understand how they are used in both modern research and teaching; providing students with an opportunity to deepen their content knowledge in a manner very different than traditional education in physical science; and providing students with alternate strategies that enable them to more effectively teach conceptual topics in physical science. Numerical modeling, systems dynamics modeling, agent modeling and molecular modeling software tools and techniques will be used for a variety of physics and chemistry topics.

G. Request for New Course: PHSC 635. Curriculum Design for Physical Science.

Credit 3 hours. Prerequisites: previous credit for PHYS 621/622 and/or CHEM 621/622 and PHSC 631. A graduate-level capstone course that explores the elements of research-based curriculum design and their application for physical science. The three themes of the course include: identifying the key elements of research-based curricula; investigating and evaluating the application of these elements in the existing pool of research-based curricula for physical science; and the application of these elements toward the creation of original lessons and curriculum units for physical science. Key elements that will be surveyed include how people learn, teaching for understanding, assessment and its role in “backwards design”, as well as the role of content standards, inquiry, nature of science, instructional models, technology and various pedagogical structures (i.e. cooperative learning, questioning, science talk) in curriculum design.

What has prompted proposals B-G? These are content courses intended for the redesign of the M.Ed. specialization in science education.

Motion for Items B – G was made, seconded and passed.

7. Department of Music and Dramatic Arts:

Dr. David Evenson presented the following changes:

- A. Request for Change in Existing Course: MUS 111 Music Theory (3)
Folds ear-training into theory course, material formerly included in separate lab course MUS 113 Solfeggio. Frees up one hour of credit for the purpose of adding new education courses to the curriculum.

Proposed course Description/Entry: MUS 111. Music Theory. Credit 3 hours. Beginning study of the basic elements of music: Rhythmic, melodic and harmonic materials, chord inversions, and non-harmonic tones. Critical listening, singing and dictation. Three hours of class and two hours of laboratory per week.

- B. Request for Change in Existing Course: MUS 112 Music Theory (3)
Folds ear-training into theory course, material formerly included in separate lab course MUS 114 Solfeggio. Frees up one hour of credit for the purpose of adding new education courses to the curriculum.

Proposed course Description/Entry: MUS 112. Music Theory. Credit 3 hours. Prerequisite: Music 111. Continuation of Music 111. Primary and secondary triads and seventh chords, with harmonic analysis and creative writing using materials studied. Critical listening, singing and dictation. Three hours of class and two hours of laboratory per week.

- C. Request for Change in Existing Course: MUS 211 Music Theory (3)
Folds ear-training into theory course, material formerly included in

separate lab course MUS 213 Solfeggio. Frees up one hour of credit for the purpose of adding new education courses to the curriculum.

Proposed course Description/Entry: MUS 211. Music Theory. Credit 3 hours. Prerequisite: Music 112. Study of modulation, chromatic harmony and the expansion of rhythmic and melodic concepts. Analysis and creative writing as related to the structural organization of music. Critical listening, singing and dictation. Three hours of class and two hours of laboratory per week.

- D. Request for Change in Existing Course: MUS 212 Music Theory (3)
Folds ear-training into theory course, material formerly included in separate lab course MUS 213 Solfeggio. Frees up one hour of credit for the purpose of adding new education courses to the curriculum.

Proposed course Description/Entry: MUS 211. Music Theory. Credit 3 hours. Prerequisite: Music 211. A continuation of Music 211. Further study of chromatic harmony with an introduction to contemporary practices and techniques. Continued analysis and creative writing, and critical listening, singing and dictation. Three hours of class and two hours of laboratory per week.

What has prompted proposals A – D? The state-mandated redesign of the BME degree has required us to economize on credit hours in the major area. Ear-training lab (solfeggio) is commonly incorporated with theory in universities across the country.

Motion for Items A – D was made, seconded and passed.

- E. Request for Change in Existing Course: MUS 395 Low Brass Class (1) to become MUS 395 Brass Class (1). Folds high and low brass methods into one class with three class meetings. Frees up one hour of credit for the purpose of adding new education courses to the curriculum.

Proposed course Description/Entry: MUS 395. Brass Class. Credit 1 hour. Study of the basic techniques in the pedagogy of the trombone, euphonium, tuba, trumpet, cornet and French horn. Three class meetings per week.

- F. Request for Change in Existing Course: MUS 397 Flute Class (1) to become MUS 397 Flute and Percussion Class (1). Folds flute and percussion methods into one class with three class meetings. Frees up one hour of credit for the purpose of adding new education courses to the curriculum.

Proposed course Description/Entry: MUS 397. Flute and Percussion Class. Credit 1 hour. Study of the basic techniques in the pedagogy of the flute and band percussion instruments. Three class meetings per week.

What has prompted proposals E – F? The state-mandated redesign of the BME degree has required us to economize on credit hours in the major area. By consolidating flute and percussion into one class, we save one credit hour.

Motion for Items E – F was made, seconded and passed.

- G. Request for Change in Existing Course: MUSA 350 Junior Recital (1) to be graded as pass/fail and receiving no credit. Frees up one hour of credit for the purpose of adding new education courses to the curriculum.

Proposed course Description/Entry: MUSA 350. Junior Recital. No Credit. Graded pass/fail. Prerequisites: Junior standing and permission of the department head. Preparation and performance of a recital, approximately 30 minutes in length.

- H. Request for Change in Existing Course: Description for MUSA 121, 131, 141, 151, 161, 171, 421, 431, 441, 451, 461, 471. Applied Music modified to specify a one clock hour private lesson per week for BME majors, instead of 30 minutes per week. Frees up four hours of credit for the purpose of adding new education courses to the curriculum.

Proposed course Description/Entry: MUSA 121, 131, 141, 151, 161, 171, 421, 431, 441, 451, 461, 471. Applied Music. Credit 1 hour each course. One hour class lesson or 30 minute private lesson a week in voice or an instrument, with a minimum of five hours of practice per week. Music Education majors for whom the course is their major instrument will receive a one hour private lesson each week. May be repeated for credit.

What has prompted proposals G – H? The state-mandated redesign of the BME degree has required us to economize on credit hours in the major area.

Motion for Items G – H was made, seconded and passed.

- I. Request for New Course: MUS 303. Introduction to Music Education. Credit 3 hours. Prerequisites: EDUC 201 and 211; concurrent enrollment in MUS 304 Field Experiences in Music Education. An introduction to the role of a school music teacher, various models of school music programs, K-12 music curriculum and current pedagogical approaches for teaching music. Class discussions, assignments, guided observations of school music classrooms and beginning teaching experiences in school settings.
- J. Request for New Course: MUS 304. Field Experiences in Music Education. Credit 1 hour. Prerequisites: EDUC 201 and 211; must be taken concurrently with MUS 303, Introduction to Music Education. Students observe and assist in school music classrooms at elementary and secondary levels representing diverse school populations and teach mini-lessons to small groups of students.

What has prompted proposals I – J? The courses are offered as part of the state-mandated redesign of K-12 teacher education programs.

Motion for Items I – J was made, seconded and passed.

- K. Request for Change in Catalog Entry: Redesign of the Bachelor of Music Education Curriculum. Four applied music courses reduced to one credit hour each; Physics 100 reduced from four hours to three; solfeggio courses absorbed into theory courses (MUS 113/114/213/214 removed); junior recital required but at zero hours and graded pass/fail; two instrumental methods courses combined (high and low brass combined, and flute and percussion combined); counterpoint (MUS 381) removed; one credit of guitar (MUS 175) removed. Education courses now include EDUC 201, 211, 407, 409, SPED 210. EDUC 486, 313, 472 and EPSY 301 and 315 continue from previously. MUS 303 and 304 are new courses (Introduction to Music Education and Field Experiences). The Instrumental and Vocal Concentrations are now published separately and a redundant footnote has been removed, pertaining to ENGL 230/321/232.

What has prompted proposal K? State mandated redesign of K-12 education programs.

Motion for Item K was made, seconded and passed.

8. Department of Foreign Languages and Literature:
Dr. Meg Marshall presented the following changes:
- A. Request for Change in Existing Course/Catalog Entry: FLAN 403.
Commercial Specialist Internship. Credit 3 hours.

Proposed course Description/Entry: Service-Learning Internship. Credit 3 hours. Prerequisite: French or Spanish 201 or equivalent. An

internship to be completed at the SLU campus, in neighboring communities, or in an international setting and in conjunction with service projects involving schools, businesses, health organizations and volunteer service programs. May be taken twice, in a different setting, the second time as an elective.

What prompted proposal A? We need to widen the scope of this internship to include service-learning internships as well as business internships. We also want to make these opportunities available earlier for our students and so we have changed the prerequisites. This course will be mandatory in the K-12 redesign.

Motion for A was made, seconded and passed.

9. Department of Visual Arts:

Dr. Kim Finley-Stansbury presented the following changes:

- A. Request for Change in Existing Course/Catalog Entry: ART 373. Art in the Elementary School. Credit 3 hours.

Proposed Course Description/Entry: This course is a study of art education purposes, trends, policies and art education's potential as a discipline. This course is an introduction to and exploration of media available for use by the elementary art educator. Students will earn a minimum of twenty (20) hours of direct teaching experience outside of class time. Lecture, lab and field experience, 5.25 contact hours a week.

- B. Request for Change in Existing Course/Catalog Entry: ART 374. Art Education in the Secondary School. Credit 3 hours.

Proposed Course Description/Entry: Theoretical and practical constructs in art curriculum development will be highlighted. Specific methodologies will be used to investigate traditional as well as

contemporary modes of pedagogy. Media explorations appropriate to the secondary art program will also be highlighted. Students will earn a minimum of twenty(20) hours of direct teaching experience outside of class time. Lecture, lab and field experience, 5.25 contact hours a week.

What has prompted proposals A – B? To more accurately reflect current practice as reflected in the new Blue Ribbon redesigned Art Education program.

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

- C. Request for Change in Existing Course/Catalog Entry: ART 371. Art for the Elementary Teacher. Credit 3 hours. Addition of prerequisites and notation of field experience hours.

Proposed Course Description/Entry: Prerequisite: Junior standing. Designed specifically for majors in Elementary Education. A critical analysis of past and present concepts of art education and the study of materials, techniques, activities and curricula suitable for use in the elementary school program. Lecture, studio and field experience, 5.25 contact hours a week.

What has prompted this proposal? To more accurately reflect current practice and to make sure no freshman take this 300 level course.

Motion for Item C was made, seconded and passed.

- D. Request for Change in Existing Course/Catalog Entry: Revised curriculum for Art Education in 2005-2006.

What has prompted this proposal? Mandated Blue Ribbon Redesign of the K- 12 Art Education curriculum.

Motion for Item D was made, seconded and passed.

What has prompted this proposal? Mandated Blue Ribbon Redesign of the K- 12 Art Education curriculum.

Motion for Item D was made, seconded and passed.

10. Department of Kinesiology and Health Studies:
Dr. Kay Daigle presented the following changes:

- A. Request for New Course: HS 402. School Health Education. Credit 3 hours.

Prerequisite: HS 131; HS 132 or 133; KIN 351; or permission of the Department Head. This course will focus on strategies of instruction for health education to be used primarily in the school setting. Additional topics relevant to teacher preparation will also be addressed, especially class management strategies. During the course, students will teach health education at various grade levels. This course will provide experience in classroom observation and supervised teaching.

- B. Request for New Course: KINL 221. Theories and Practice of Elementary School Physical Education. Credit 1 hour. Introduction to curriculum content and activities in elementary physical education. This course provides experiences in basic movement skills, fundamental motor skills, rhythmic activities and games. Three hours a week.

- C. Request for New Course: KIN 251. Motor Development and Movement. Credit 3 hours.

Prerequisites: KINL 221 or permission of the Department Head. Focuses on stage theories and developmental task analysis of motor skill acquisition. A study of motor development, movement and the child-centered approach to teaching movement in grades K-6. Develops understanding and skills concerning the broad concept of motor development across the life span.

This course will provide experience in classroom observation and supervised teaching.

- D. Request for New Course: KIN 460. Teaching Physical Education in the Secondary Schools. Credit 3 hours.

Prerequisites: Full SARTE status, KIN 351, prior credit for or current enrollment in KIN 431, or permission of the Department Head. A course that focuses on teaching methods and materials in secondary physical education settings (junior high/high school). Intended to be taken during the semester just prior to student teaching. Activities will primarily center on curricular issues and planning, teaching and evaluating instruction. This course will provide experience in classroom observation and supervised teaching.

- E. Request for New Course: KINL 222. Theories and Practice of Teaching Dance. Credit 1 hour.

Proposed Course Description/Entry: General knowledge, execution and teaching methods of fundamentals in movement and creative dance, American square dance, international folk dance and social dance. Three hours a week.

What has prompted proposals A – E? Designed to meet state-mandated guidelines for redesign of the Physical Education Teacher Education program (Louisiana Teacher Quality Initiative: Guidelines for the Redesign of K-12 Teacher Education Programs).

Motion for Items A – E was made, seconded and passed.

11. Department of Educational Leadership & Technology
Dr. Bob Smith representing Dr. Edith Slaton presented the following changes:

A. Request for Change in Existing Course/Catalog Entry: Asking for a change in one of the admission requirements.

Proposed Course Description/Entry: To be considered for admission to the Master of Education Degree with a concentration in School Administration and Supervision or Educational Technology Leadership, an applicant must satisfy all University admission requirements and hold a standard teaching certificate. The applicant must obtain a score of at least 1300 points based on the formula of 200 times the undergraduate grade point average plus the General Test (Verbal and Quantitative) score of the Graduate Record Examination. The GRE must be taken prior to or during the first semester of course work in the student's degree plan.

What has prompted this proposal? There is a need to tighten admission requirements.

Motion for Item A was made, seconded and passed.

12. Department of Teaching and Learning
Dr. Ellen Ratcliff presented the following changes:

A. Request for Change in Existing Course/Catalog Entry: A change in the prerequisites for SPED 361. Full SARTE status is required and SPED 440 must be taken concurrently with SPED 361.

Proposed Course Description/Entry: SPED 361. Methods and Materials for Teaching Students with Mild/Moderate Disabilities. Prerequisites: SPED 363, EDUC 304 or 308 depending on area of certification (can be taken concurrently) and Full SARTE Status. 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 include techniques for teaching learning strategies and promoting transitions. Two hours lecture and two hours laboratory. Must be taken concurrently with SPED 440.

- B. Request for Change in Existing Course/Catalog Entry: A change in the prerequisite requirements needed for SPED 363.

Proposed Prerequisite: SPED 210.

- C. Request for Change in Existing Course/Catalog Entry: A change in the prerequisite requirements needed for SPED 365.

Proposed Prerequisites: SPED 210, 361, 363, 440 and Full SARTE Status.

- D. Request for Change in Existing Course/Catalog Entry: A change in the prerequisite requirements needed for SPED 440 and clarification of course description.

Proposed Course Description/Entry: SPED 440. Course designed to provide students with the basic statistical concepts needed to interpret result psychological and educational test results. Study is given to those special procedures used to evaluate and diagnose educational programs

in exceptional students 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. Two hours lecture and two hours laboratory per week. Must be taken concurrently with SPED 361.

Proposed Prerequisites: SPED 363, EDUC 304 or EDUC 308 depending on area of certification (Can be taken concurrently). Full SARTE Status.

What has prompted proposals A – D? Required curriculum revisions and reflects best practice.

Motion for Items A – D was made, seconded and passed.

- E. Request for Change in Existing Course/Catalog Entry: A change in the title and course description for SPED 465.

Proposed Course Description/Entry: Inclusion Practicum. Credit 3 hours. Practicum in teaching students with disabilities in inclusive general education classrooms. Experience in cooperative planning and teaching with the regular classroom teacher is provided. Must be taken concurrently with SPED 441. One hour lecture and four hours of laboratory per week.

What has prompted this proposal? Updating the course description language to reflect current practice.

Motion for Item E was made, seconded and passed.

- F. Request for Change in Existing Course/Catalog Entry: A change in prerequisites for SPED 616.

Proposed Prerequisites: ESPY 605 and SPED 608, 612, 613, 614, 663 and prior approval of the Department Head.

What has prompted this proposal? Course needs prerequisites to reflect best practice and requires development of necessary competencies.

Motion for Item F was made, seconded and passed.

- G. Request for Change in Existing Course/Catalog Entry: Curriculum in Special Education Mild/Moderate Disabilities and Elementary Education – Grades 1-5 and 4-8.

What has prompted this proposal? Curriculum sequence change reflects best practice.

Motion for Item H was made, seconded and passed.

Dr. Shirley Jacob presented the following proposal:

- H. Request for Change in Existing Course/Catalog Entry: A change in the prerequisite for EDUC 636, Supervision of Student Teaching.

Proposed Prerequisite: A valid Level 3 Professional Teaching Certificate (Type A) or Level 2 Professional Teaching Certificate (Type B).

What has prompted this proposal? Teachers must meet this requirement to qualify as a Supervisor of Student Teaching.

Motion for H was made, seconded and passed.

13. Department of Human Development

Dr. Hunter Alessi presented the following changes.

- A. Request for Change in Existing Course/Catalog Entry: The narrative portion of the catalog has not been updated to reflect the changes in the counseling program that occurred last year.

What has prompted this proposal? Last year the counseling program was increased to a 60 hour program and new courses were approved. However, the narrative portion of the catalog was not updated to reflect these changes. In addition, the Student Affairs track is now College Counseling/Student Affairs Counseling.

- B. Request for Change in Existing Course/Catalog Entry: Update the total hours and courses required in the various counseling programs.

What has prompted this proposal? Last year the counseling program was increased to a 60 hour program and new courses were approved. However, the narrative portion of the catalog was not updated to reflect these changes. Also, EDF 600 has been replaced in the curriculum by HD 600 (approved in 2003).

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

- C. Request to Delete a Course: CED 619, Substance Abuse Counseling.

Why is this course to be deleted? CED 619 has been replaced by SAC 619.

Motion for Item C was made, seconded and passed.

- D. Request for Change in Existing Course/Catalog Entry: A change in the prerequisites required for HD 625. Currently, CED 601, 603 and 605 are the prerequisites.

Proposed course Description/Entry: The proposed prerequisites would be HD 601, CED 603 & 605; or permission of the Department Head.

- E. Request for Change in Existing Course/Catalog Entry: A change in prerequisites required for HD 604. Currently, Admission to the Counselor Education Program or permission of the Department Head.

Proposed course Description/Entry: The proposed prerequisites for HD 604 would be HD 601, CED 603 and 605.

What has prompted proposal E? HD 604 is a clinical course; therefore, these basic courses are necessary as prerequisites.

- F. Request for Change in Existing Course/Catalog Entry: A change in the prerequisites required for CED 611. Currently, CED 601, 603, 605 and 609 are required.

Proposed course Description/Entry: The proposed prerequisites for CED 611 are HD 601, CED 603 & 605.

What has prompted proposal F? CED 601 has been changed HD 601 and approved in 2003. CED 609 can be taken concurrently.

- G. Request for Change in Existing Course/Catalog Entry: A change in the prerequisites required for CED 609. Currently, EDF 600, CED 601, 603 and 605 are required.

Proposed course Description/Entry: The proposed prerequisites for CED 609 are HD 600, HD 601, CED 603 and 605.

What has prompted proposal G? EDF 600 and CED 601 have been changed to HD 601 and approved in 2003.

- H. Request for Change in Existing Course/Catalog Entry: A change in the prerequisites required for CED 610. Currently, EDF 600, CED 601, 603, 605 and 609 are required.

Proposed course Description/Entry: The proposed prerequisites for CED 610 are HD 600, HD 601, CED 603 and 605.

What has prompted proposal H? EDF 600 and CED 601 have been changed to HD 600 and HD 601 and approved in 2003. CED 609 is no longer a prerequisite for 610.

- I. Request for Change in Existing Course/Catalog Entry: A change in the prerequisites required for CED 613. Currently, CED 601, 603 and 605 are required.

Proposed course Description/Entry: The proposed prerequisites for CED 613 are HD 601, CED 603 and 605.

What has prompted proposals D – I? CED 601 has been changed to HD 601.

Motion for Items D – I was made, seconded and passed.

14. The following representatives were elected by acclamation:

School Representatives

Andrea Turner

Lisa Matherne

Student Representatives

Melanie Monistere (Graduate)

Jennifer Higgins (Undergraduate)

15. Dr. Day mentioned that it was difficult to propose changes for the next catalogue due to the current dates set for consideration by the various curriculum.

A motion was made and seconded requesting that Dr. Day contact Mr. Steve Soutullo and suggest a meeting of all chairs of curriculum committees. At the meeting a more workable schedule for presenting proposals should be discussed. The motion was seconded and passed.

16. Dr. Day informed the members that a chart with Praxis requirements and a chart with add-on requirements is on the Web page for the College of Education and Human Development.

17. Meeting was adjourned at 4 p.m.

Webmaster