

**College of Education and Human Development
Council for Teacher Education
Minutes of Meeting - November 14, 2001**

The College of Education and Human Development Council for Teacher Education met on Wednesday, November 14, 2001, at 3:00 P.M. in Room 231 of the Cate Teacher Education Center. The following members were present: Rebecca Day, Deborah Andrus, Tony Armenta, Paula Currie, Debbie Dardis, Kim Finley-Stansbury, Margaret Gonzalez-Perez, Martha Head, Eddie Hebert, Debbie Johnson, Terri Miller-Drufner, Christine Mitchell, Linda Munchausen, Brian O'Callaghan, Mitchell Robertson, Edith Slaton, Stuart Stewart, Cathy Tijerino, John Trowbridge, Colette Taillon, Marsha Sherburne, Mary Frances Joiner, Tiffany Hebert.

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 October 17, 2001, were approved as submitted.

3. Department of English:
Christine Mitchell presented the following proposed changes from the Department of English.
 - A. Request to delete a course: English 445/516, Theory and Practice Basic Composition.

Why is this course to be deleted? It is being replaced by English 467/567, which is a 4 hour course and which is designed particularly for English Education majors.

 - B. Request for a new course: English 467/567, The Teaching of Writing. Credit 4 hours. Prerequisite: English 102 or 122H. Junior standing or permission of the Department Head. For prospective and returning teachers. Theory and methods for teaching writing. Emphasis on students' own writing development through hands-on creation of original teaching materials. Students gain practical experience by serving as writing consultants for two hours per week in area schools and/or in the SLU Writing Center.

Why is this course needed? As replacement for current English 445/516: Theory and Practice of Basic Writing. Current state-wide and campus reform of English Education curriculum necessitates a new course dedicated more directly to the needs of prospective and returning teachers, including facilitating the new “direct contact” component that must be completed prior to student teaching.

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

4. Department of Music and Dramatic Arts:
Dr. Deborah Andrus presented the following proposed changes for the Department of Music and Dramatic Arts.

- A. Request for change in existing course/catalogue entry: MUS 103-104.

Present course description: Credit 1 hour, each semester. Three class meetings per week. Intended to train music majors in fundamentals of piano techniques and repertoire. Courses must be taken concurrently with Theory 111-112, or with permission of instructor. Non-music majors accepted by audition.

Proposed course description: Credit 1 hour, each semester. Two class meetings per week. Intended to train music majors in fundamentals of piano techniques and repertoire. Courses must be taken concurrently with Theory 111-112, or with permission of instructor. Non-music majors accepted by audition.

What has prompted this proposal? The courses have always had two class meetings, but for a period when they were taught by the department head for three meetings per week. With change of personnel, we wish them to revert to two meetings per week.

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

5. Department of Communication Sciences & Disorders:
Dr. Paula Currie presented the following proposed changes for the Department of Communication Sciences & Disorders.

- A. Request for change in existing course/catalogue entry: Change in prefix from SLH to CSD in listing of prerequisites. Change from adjusted 2.5 GPA to cumulative 2.5 GPA prerequisite for 300-400 level courses. Changes affect the following courses:

CSD 326, CSD 300, CSD 311, CSD 401, CSD 409, CSD 406, CSD 410, CSD 411, CSD 413, CSD 415, CSD 451, CSD 416, CSD 452, CSD 460, CSD 400

What has prompted this proposal? Change in prefix of courses to reflect new department; Change GPA prerequisite in course descriptions in regulation of new university mandates.

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

6. Department of Educational Leadership & Technology
Dr. Edith Slaton presented the following proposed changes for the Department of Educational Leadership & Technology.

- A. Request for change in existing course/catalog entry: Shift one M.Ed. concentration from Teaching and Learning to Educational Leadership & Technology. Correct "Purposes" section, p. 263 of 2001-2002 Catalogue and to change the name of the concentration to Educational Technology Leadership.

What has prompted this proposal? Reorganization of COEHD; Technology courses all being taught in EL&T department. Change necessary in order to meet the needs of students and certification requirements.

B. Request to delete a course: Concentration in Educational Technology

Why is this course to be deleted? Because of College reorganization, entire concentration is being moved to Department of Educational Leadership and Technology.

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

7. Department of Teaching and Learning:

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

A. Request for change in existing course/catalogue entry: Change in the catalogue of entries that previously read adjusted GPA to cumulative GPA.

What has prompted this proposal? University policy to change from adjusted GPA to cumulative GPA. Affected page numbers in the 2000-2001 catalogue are 196, 198, 201, 202, 391, 392.

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

B. Request for change in existing course/catalog entry:

As part of the College of Education and Human Development focus on performance-based outcomes, portfolios will be incorporated into the assessment system for students enrolled in an approved Teacher Education Program.

The portfolio will (1) allow the student to demonstrate, through reflections, his/her understanding of how the artifacts contained in the portfolio meet the program outcomes; (2) provide a process by which a student can become a reflective practitioner to foster continuous improvement; and (3) document a student's growth from the Introductory Level (novice stage) to a level of competence as an educator, the Competency Level. Through the portfolio process, evaluators will have an opportunity to identify areas for improvement at each level of assessment and develop a plan for remediation when necessary. By completing and submitting a portfolio, students will gain an understanding that they are ultimately responsible for acquiring the knowledge and skills necessary for being an effective classroom teacher.

The portfolio will consist of artifacts, documents, and evidence which demonstrate that the knowledge, skills, and dispositions as indicated in the Louisiana Components of Effective Teaching and the Program's Conceptual Framework have been met. Students will be required to submit an Introductory Level Portfolio as a prerequisite to their first methods class (EDUC 321 or EDUC 485), a Developing Level Portfolio as a requirement for student teaching, and a Competency Level Portfolio as a requirement for graduation. Students are to refer to the Teacher Preparation Portfolio Handbook for timelines and content requirements. The Teacher Preparation Portfolio Handbook will be approved each spring by the Council for Teacher Education for the next catalog year. (Insert on Page 198 of General Catalogue)

What has prompted this proposal? NCATE accreditation

- C. Request for change in existing catalogue: Additional graduation requirement #6: Have completed an approved Competency Level Portfolio (Page 198, 2001-2002 General Catalogue).

What has prompted this proposal? NCATE accreditation

- D. Request for change in existing catalogue: Additional requirement for student teaching #8; Have completed an approved Developmental Level Portfolio (Page 201, 2001-2002 General Catalogue).

What has prompted this proposal? NCATE accreditation

- E. Request for change in existing catalogue: Change in prerequisites for EDUC 321.

Present Prerequisites: EDUC 304, EPSY 301, Math 167

Proposed Prerequisites: add after Math 167, Have completed an approved Introductory Portfolio

What has prompted this proposal? NCATE accreditation

- F. Request for change in existing catalogue: Change in prerequisite for EDUC 485.

Present Prerequisites: Full SARTE status and concurrent enrollment or prior credit for EDUC 407 or KIN 431, EDUC 202, EPSY 311.

Proposed Prerequisites: add after EPSY 311, Have completed an approved Introductory Portfolio. (Under certain circumstances of concurrent enrollment with EDUC 201/202 and/or 407 or KIN 431, this requirement may be modified as determined by the instructor.)

What has prompted this proposal? NCATE accreditation

Motion for Items B-F was made, seconded, and passed.

- G. Dr. Elliot presented the request for a new course:
EDUC 106: Service Learning Practicum in Early Childhood Education. Credit 3 hours. Participation in a service learning program in an early childhood education setting for the duration of an academic year. Emphasis is placed on weekly observation and interaction in an early childhood setting, future teacher meetings, and reflection (300 service hours). Service learning site must be approved by instructor.

Motion for Item G was made, seconded, and approved.

8. Dr. Day and Dr. Head presented a draft of proposed changes to the Council for Teacher Education Bylaws. It states that the council would consist of department heads that have teacher education programs and also include the Assistant Dean, Director of Performance Assessment, Director of the Lab School, Liaison from the College of Arts and Sciences, a representative from the library, two student members as well as two representatives from public schools. The Dean would reside as Chair.

After much discussion, it was decided to continue the discussion at the next meeting. Representatives were asked to go back to their departments and share the information with the department heads.

9. Dr. Trowbridge invited all CTE members to the College of Education and Human Development Convocation concerning NCATE on January 25, 2002, in the Kiva at 1 P.M. Lunch will be served at 12.
10. The meeting was adjourned at 4:30 P.M.