

**College of Education and Human Development
Council for Teacher Education
Minutes of Meeting - November 19, 2003**

The College of Education and Human Development Council for Teacher Education met on Wednesday, November 19, 2003, at 3:00 P.M. in Room 2020 of the Cate Teacher Education Center. The following members were present: Brian Canfield, Kay Daigle, Debbie Dardis, Rebecca Day, Kim Finley-Stansbury, Margaret Gonzalez-Perez, Shirley Jacob, Meg Marshall, Terri Miller-Drufner, Christine Mitchell, Linda Munchausen, Bill Neal, Edith Slaton, Martha Thornhill, Lynn Easley, Carol Pampell, Laura Woods.

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

2. Approval of the Minutes:
Minutes of the meeting of October 15, 2003, were approved as submitted.

3. Department of Foreign Languages and Literatures:
Dr. Margaret Marshall presented the following changes:
 - A. Request for change in Course Entry: Entrance into Foreign Language Courses. Placement Test

Proposed Course Description/Entry: Students who have taken two or more years of foreign language in High School or have grown up speaking a foreign language may seek entrance into foreign language courses numbered 102, 201, 202, and advanced level (300 and above) by receiving a passing grade on the appropriate departmental entrance test. These tests are offered at designated times during registration period. Tests at each level in each language may be taken only once by a given student. Entrance tests are not credit exams and carry absolutely no academic credit. A student who is permitted to enter a course above the 101 level on the basis of entrance testing may receive a grade of "P" in the course(s) he or she is permitted to skip over, if and when the student receives a passing grade in the course into which entrance has been permitted.

What has prompted this proposal? Possible legal problems/admission regulations with the current statement in the catalogue.

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

4. Department of Kinesiology and Health Studies
Dr. Eddie Hebert, Department Head, presented the following changes:

- A. Request for change in Existing Course/Catalog Entry: Deleting current four year plan and concentration courses. Replace with 4 year plans for the four concentration areas.

What has prompted this proposal? Existing concentrations in BA in Kinesiology degree do not conform to the BOR guidelines for “concentrations.” Changes are made to concentrations to provide for more similarity of courses in the common core.

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

5. Department of Teaching and Learning
Dr. Shirley Jacob, Interim Department Head, presented the following changes:

Note: Several proposals in the original packet were withdrawn prior to presentation for further consideration by the dept faculty.

- A. Request for New Course: ECE 427: Student Teaching in Early Childhood Education (PK-3). Credit 9 hours. Prerequisites: See Requirements for Student Teaching section in the Catalogue. All day, all semester student teaching experiences, including observation, participation, and a minimum of 180 actual clock hours of teaching (with a substantial portion of the 180 hours in full day teaching) under the supervision of the assigned cooperating school teacher.

What has prompted this proposal? This course provides for the student teaching experience in PK-3 certification.

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

- B. Request for New Course: MAT 632: Methods in Mild/Moderate Special Education. Credit 3 hours. Prerequisite: Full SARTE status and MAT 630. The integration of basic skills with instructional processes and methods of teaching academic subjects to students with mild/moderate impairments. It includes individualization techniques and teaching strategies. Field experience is required.

What has prompted this proposal? To replace MAT 631.

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

- C. Request to Delete a Course: MAT 631: Assessment II: Elementary and Special Education.

EDUC 314: Secondary Choral/General Music Methods

EDUC 424: Student Teaching in Communicative Disorders in the Elementary and Secondary Schools.

SPED 540: Principles of Assessment and Evaluation of Individuals with Exceptionalities.

What has prompted these proposal? Courses no longer required in curriculum and MAT course is being replaced with MAT 632.

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

D. Request for Change in Existing Course/Catalog Entry: Change Admissions Procedures.

Proposed Change: C. Ongoing screening of each student, utilizing the standards of the Professional Program in Teacher Education will occur each semester of a student's enrollment. 1. Students will be permitted to enroll in any Education and Educational Psychology course only twice. 2. Students will be permitted to repeat only two Education and Educational Psychology courses.

Proposed Change: I.B.1.a. Minimum 2.5 cumulative or degree grade point average (based on a minimum of 30 credit hours). B. Maintain a cumulative or degree grade point average of 2.5 or better. C. Achieve a passing score on Praxis I PPST – Reading, Writing, and Math tests. Refer to the Louisiana Department of Education website for current passing scores. E. Achieve a grade of B or better in Education 201.

Proposed Change: I.A.1. Students in the College of Education and Human Development and other colleges that have approved teacher education programs will normally be required to make application for admission as students in Education 201. I.A.2. All students must have formally filed an application before enrolling in any professional courses other than Education 201.

Proposed Change: A.1. Earn a cumulative or a degree grade point average of 2.5 and a 2.5 in work completed at Southeastern. 2. Have no grade lower than a B in Education 201 and have no grade lower than a C in other professional courses (Education and Educational Psychology) and in each teaching field.

What has prompted these proposals? To clarify changes due to redesign and curriculum.

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

- E. Request for Change in Existing Course/Catalog Entries: Delete from the description the entire sections of College of Education and Human Development Curriculum Committee, The Council for Teacher Education, and Office of Performance Assessment.

Delete the entire sentence from the section on the Student Teaching Semester that states that “No student teacher will be allowed to take an additional certification (i.e., kindergarten or library science) practicum with elementary level or secondary level student teaching.

Delete sections on Secondary Education and 12-Grade Programs and Elementary Education.

What has prompted these proposals? To better align with other colleges and to clarify changes in add-on certification. Clarification and information covered in section under student teaching requirements.

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

- F. Request for Change in Existing Course/Catalog Entry: Requirements for Student Teaching.
- 3) Pass all parts of Praxis I PPST in Reading, Writing, and Mathematics.
 - 4) Have earned a cumulative or degree grade point average of 2.5 or

better, and a cumulative or degree grade point average of 2.5 or better in work completed at Southeastern. 6) Have completed and earned a grade of C or better in all required courses in their teaching fields. These courses are identified with a single dagger on the curriculum sheet. 8) Have completed Education 201 with a grade of B or better. 9) Have completed the final methods course (ECE 422, EDUC 415, EDUC 484, or EDUC 490) at Southeastern with a grade of C or better. 10) Have completed an approved developing level portfolio. 11) Apply for student teaching one semester prior to the semester during which they plan to do their student teaching. The Director of Performance Assessment will assign the grade or subject and the supervising teachers under whom the students will work. 12) Have approval of the Director of Performance Assessment. 13) Have a statement from their Department Head certifying that they are competent in the subject matter in which they are seeking certification.

What has prompted this proposal? Addition of degree GPA, changes in Praxis scores, and requirement of EDUC 201 instead of EDUC 202.

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

- G. Request for Change in Existing Course/Catalog Entry: Delete sections on Requirements for Education Practicum Courses, Kindergarten Teachers, and Nursery School Teachers.

What has prompted this proposal? Requirements have changed.

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

- H. Request for Change in Existing Course/Catalog Entry: Student Teaching Semester: A student who fails or is directed to withdraw from student teaching or the Practicum for Alternative Certification must complete a Professional Improvement Plan prior to a second student teaching experience. A student may not attempt student teaching a third time.

What has prompted this proposal? Clarification that PIP must be completed prior to second student teaching experience and changes in procedures related to application for a second student teaching experience.

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

- I. Request for Change in Existing Course/Catalog Entry: Master of Arts in Teaching: Delete MAT 631, Assessment II: Elem and Special Ed, and add MAT 632, Methods in Mild/Moderate Spec Ed, to program requirements.

What has prompted this proposal? Deletion of course and addition of another.

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

- J. Request for Change in Existing Course/Catalog Entry: Change course title for Educ 106 from Service Learning Practicum for Early Childhood Education to Service Learning in Early Childhood Education.

What has prompted this proposal? Clarification of service learning rather than a practicum experience as well as clarification that teacher candidates will also have experiences with families during this course.

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

- K. Request for Change in Existing Course/Catalog Entry: Change prerequisites for Educ 201, Introduction to Education to Sophomore

standing (30 hours), a 2.5 cumulative or degree GPA, a grade of C or better in ENGL 102, and concurrent enrollment or prior credit in EDUC 211.

What has prompted this proposal? Clarification of prerequisites and clarification to take concurrently with EDUC 211.

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

- L. Request for Change in Existing Course/Catalog Entry: Change prerequisites for EDUC 304 to EDUC 201, EDUC 211, and full SARTE status.

What has prompted this proposal? Change in prerequisites and consistency of statement regarding prerequisites. Clarification of description since undergraduate redesign of reading coursework.

Motion of Item L was made, seconded, and passed.

M. Request for Change in Existing Course/Catalog Entry: Change in course title and description for EDUC 307: Instructional Planning and Assessment in the Elementary School. This course is intended to provide pre-service teachers with the principles and techniques necessary to develop sound instructional lesson plans and assessments. The primary focus of the course will be on writing instructional objectives, writing lesson plans, developing test items, utilizing performance based and alternative assessment techniques, administering classroom evaluations, analyzing classroom assessment data, and describing the roles planning and assessment have in daily classroom practice. The use and interpretation of standardized tests (including LEAP) and the Louisiana School and District Accountability System (LSDAS) will also be discussed, as well as the ethical issues related to assessment. Two hours of lecture and two hours of laboratory per week.

What has prompted this proposal? Clarification of title for elementary school majors. Clarification of description since undergraduate redesign to include the LSDAS for NCATE-LA Supplement Standards.

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

- N. Request for Change in Existing Course/Catalog Entry: Change in prerequisites for EDUC 313 to EDUC 201, Educational Psychology 301, and full SARTE status.

What has prompted this proposal? Clarification of prerequisites to include full SARTE status and consistency of statement regarding prerequisites.

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

- O. Request for Change in Existing Course/Catalog Entry: Change course description and prerequisites for EDUC 321. The content of this block includes the development of teaching competencies in mathematics and reading. Primary emphasis is focused on developing the teaching skills and competencies of future teachers related to these curricular areas while working with individuals and small groups of children in a school environment. The needs of all learners will be considered. Three hours lecture and six hours laboratory per week. Prerequisites: EDUC 304, EPSY 301, Math 167, approval of an Introductory Portfolio and full SARTE status.

What has prompted this proposal? Clarification of prerequisites and consistency of statement regarding prerequisites. Clarification of description since undergraduate redesign. Need to use inclusive language for “all learners” rather than “special populations.”

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

- P. Request for Change in Existing Course/Catalog Entry: Change course description and prerequisites for EDUC 322. Prerequisites: Full SARTE status, EDUC 304.

This course is designed to equip the student with knowledge of and skill in reading instruction for individual learners. Emphasis will be placed on the diagnosis of the learner's needs in reading and prescription of appropriate activities for placement. To be taken concurrently with EDUC 321 or EDUC 320 depending on the curriculum.

What has prompted this proposal? Redesign of the curriculum and change in prerequisites.

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

- Q. Request for Change in Existing Course/Catalog Entry: Change title and prerequisites for EDUC 407/533: Tests and Measurements for Secondary Teachers. Prerequisites: Full SARTE status or graduate standing.

What has prompted this proposal? Redesign of the curriculum.

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

- R. Request for Change in Existing Course/Catalog Entry: Change course title for ECE 411: Introduction to Developmental Assessment of Young Children.

What has prompted this proposal? Correction in wording of course title from Development to Developmental.

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

- S. Request for Change in Existing Course/Catalog Entry: ECE 420: Delete from the course description the statement “The candidate must apply to the Office of Performance Assessment one semester in advance in order to enroll for the course.”

What has prompted this proposal? Clarification that this course does not require application to the Director of Performance Assessment.

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

- T. Request for Change in Existing Course/Catalog Entry: Change course description for EDUC 450: Elementary and Mild/Moderate Disabilities Professional Semester. All day, all semester student teaching experiences, including observation, participation, and a minimum of 180 actual clock hours of teaching (with a substantial portion of the 180 hours in a full day of teaching) under the supervision of the assigned cooperating school teacher. Students will teach one half semester in the regular classroom setting and one half semester in the mild/moderate classroom setting.

What has prompted this proposal? Clarity of course description.

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

- U. Request for Change in Existing Course/Catalog Entry: Change in prerequisites for EDUC 472. Teaching Reading in the Content Area.

Prerequisites: Full SARTE status, EPSY 301 or 311 depending on curriculum.

What has prompted this proposal? Deletion of EDUC 202 in certification programs, correct prerequisite for the use of EPSY 301 or 311.

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

- V. Request for Change in Existing Course/Catalog Entry: Change in prerequisites for SPED 613. Consulting Teacher Strategies. Prerequisites: SPED 608, 612, 641, and 663 and certification in mild/moderate disabilities.

What has prompted this proposal? Course needs prerequisites to reflect best practice and requires development of necessary competencies; clarify certification for mild/moderate disabilities.

Motion for Item V was made, seconded and passed.

- W. Request for Change in Existing Course/Catalog Entry: Change prerequisites for SPED 614. Assessment and Diagnostic/Prescriptive Strategies of Individuals with Exceptionalities. Prerequisites: SPED 608, 612, and certification in mild/moderate disabilities.

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

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

6. Department of History and Political Science
Dr. Bill Robison, Department Head, presented the following changes. A vote to consider the items was taken since items were not submitted to council members one week prior to the meeting.

- A. Request for Change in Existing Course/Catalog Entry: Attached revised curriculum in social studies education with primary and secondary teaching areas.

What has prompted this proposal? This is to update the existing description of the B.A. in Social Studies Education program so that all parts of the catalogue description are consistent with the new curriculum developed under the Blue Ribbon Commission mandate for the redesign of Education curricula and already approved for inclusion in the 2004-2005 catalogue, and to include a description of the secondary teaching areas in Social Studies.

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

7. Department of Educational Leadership and Technology
Dr. Edith Slaton, Interim Department Head, presented the following changes. A vote to consider the items was taken since items were not submitted to council members one week prior to the meeting.

- A. Request for Change in Existing Course/Catalog Entry: Delete note on page 338: EPSY 301, 302, 303, 311, and 315 all require provisional SARTE status. This will be included in the course descriptions.

EPSY 301: Educational Psychology of Children and Adolescents.
Change prerequisites to Education 201 and EDUC 211, or 202 and provisional SARTE status.

EPSY 302: Educational Psychology. Delete prerequisites.

EPSY 304: The Psychology of Early Childhood: Conception Through Age Eight. Change prerequisites and course description: Education 201 and EDUC 211 or 202 and provisional SARTE status. Course will discuss major developmental theories as they relate to physical, psychosocial, and cognitive domains. Extensive applications for those who will teach and work with young children.

EPSY 311: Adolescent Psychology. Change prerequisites to Education 201 and EDUC 211 or 202 and provisional SARTE status.

What has prompted these proposal? Compliance with redesign requirements.

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

- B. Request for Change in Existing Course/Catalog Entry: EPSY 315. Classroom Management and Motivation for Beginning Teachers. Change prerequisites to Education 201 and Educ 211 or 202 and Full SARTE status.

What has prompted this proposal? Compliance with redesign requirements.

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

- C. Request for Change in Existing Course/Catalog Entry: ETEC 305. Computer Applications in the School Setting. Change prerequisites to Education 201 and EDUC 211 or 202.

What has prompted this proposal? Compliance with redesign requirements.

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

- D. Request for Change in Existing Course/Catalog Entry: ETEC 630. Technology Planning and Administration. Change prerequisites to ETEC 620 or consent of Department Head and ETEC 644.

What has prompted this proposal? To correct errors in catalogue.

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

- E. Request for Change in Existing Course/Catalog Entry: ETEC 645: Curricular Design and Course Development for Education at a Distance. Change prerequisite to ETEC 644.

ETEC 650. Educational Telecommunications (Networking and the Internet). Change prerequisite to ETEC 644

What has prompted this proposal? Correct error in catalogue.

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

- F. Request for Change in Existing Course/Catalog Entry: ETEC 680. Practicum for Technology Concentration. Change prerequisites to ETEC 644, 645, 650, 660, and 695.

What has prompted these proposals? Correction of error in catalogue.

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

8. Announcements: Next meeting: February 18, 2004
Proposals due by February 11, 2004
9. Meeting was adjourned at 4:25 p.m.