

## Council for Teacher Education

The Council for Teacher Education met on Wednesday, February 10, 2010, at 3:00 p.m. in Room 2020 of the Cate Teacher Education Center. The following members were present: Daniel Acosta, Rhett Allain, Mary Ballard, Kathy Campbell, Reneisha Cherry, Dorable Dangerfield, Deborah Dardis, Charlotte Humphries, Debora Johnson, Gail McMillon, Terri Miller-Drufner, Bill Neal, Michael Richardson, Lou Schultz, Martha Thornhill, James Worthen. John Fulwiler and Willie Ennis were in attendance to present changes for the Department of Educational Leadership and Technology. Ellen Ratcliff was in attendance to present changes for the Department of Teaching and Learning.

1. Dr. Gail McMillon called the meeting to order at 3:00 p.m.
2. **Department of Educational Leadership and Technology**  
Dr. John Fulwiler presented the following changes:
  - A. Request for Change: ETEC 620. Infusion of Technology Into Professional Practice. Credit 3 hours. This course will provide candidates with current information on the latest developments in technology. The primary focus of the course will be upon the infusion of technology into the professional practice for the purpose of improving achievement and functioning across all related areas. Candidates will be required to engage in practicum work within a professional setting.  
  
Why is this change needed? Course now REQUIRED for all M.Ed. seeking candidates. Initial course in sequence for degree. Course requires field experience and course content required for NCATE SPA.
  - B. Request for Change: ETEC 630. Credit 3 hours. Prerequisite: none. This course will develop foundational skills for managing technology for teaching at the school site. These skills will include school-wide planning for the use of technology, logistics for technology implementation within the local site; facilities and resource management, funding and budgetary issues, technical policies and procedures and school connectivity planning.  
  
Why is this change needed? Course required for all M.Ed. seeking candidates. The only change is to remove the previous prerequisite(s).
  - C. Request for Change: ETEC 645. Credit 3 hours. Prerequisite 620. This course will introduce learners to the use of technologies designed to allow instruction at a distance. Focus is on the design and development of distance-delivered instruction from conception to implementation. Topics will include learner access, course content, application of learning theories and models of effective instruction at a distance. Includes

hands-on experience with instructional technology tools.

Why is this change needed? Course is a required course for proposed re-designed program curriculum. This title change more clearly communicates the purpose of this course in the re-designed program. prerequisite is now related to this course's placement in the re-designed sequence.

- D. Request for Change: ETEC 660. Credit 3 hours. Prerequisites: 644. This course is designed to develop with the candidate an understanding of management of technology for teaching and learning within a professional learning environment. These skills will include organization-wide planning that incorporates instructional design, curriculum integration with standards, logistics of technology implementation with the local site, training and evaluation.

Why is this change needed? Course is a required course for the proposed re-designed program curriculum and the change of the prerequisite reflects that re-design. This title change and the change of the prerequisite more clearly communicates the purpose of this course in the re-designed program.

Motion for items A-D was made, seconded and passed.

- E. After discussion of the similarities in description of ETEC 641, 644, 650, and 665 with some computer science courses, the proposed changes to ETEC 641, 644, 650, and 665 were tabled.

3. **Department of Teaching and Learning**

Dr. Ellen Ratcliff presented the following changes:

- A. Request for Change: General Special Education Mild/Moderate Grades 1-5 Leading to the Degree of \_\_\_\_\_.
- B. Request for Change: General Special Education Mild/Moderate Grades 4-8 Leading to the Degree of \_\_\_\_\_.

Why are these changes needed? State Mandated Redesign of Special Education Programs.

Motion for items A-B was made, seconded and passed.

- C. Request for New Course: SPED 366. Methods for Teaching Language Arts to Students with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: Full SARTE status and SPED 210. This course deals with the methods of teaching language arts to individuals with mild/moderate

disabilities. It provides practice in selecting goals and objectives for lesson planning, task analysis, preparing developmentally appropriate and academically sequenced materials and evaluating intended learning outcomes. The course will also include techniques for teaching learning strategies and promoting instructional transitions. Candidates will develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. Strategies for working with paraprofessionals and general educators are addressed. Special education majors only. Field experience required.

- D. Request for New Course: SPED 367. Methods for Teaching Mathematics and Other content Areas to Students with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: Full SARTE status and SPED 210. This course deals with methods of teaching mathematics and content subjects to individuals with mild/moderate disabilities. It provides practice in selecting goals and objectives for lesson planning, task analysis, preparing developmentally appropriate and academically sequenced materials and evaluating intended learning outcomes. The course will also include techniques for teaching learning strategies and promoting instructional transitions. Candidates will develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. Transitional planning for candidates enrolled in the grades 4-8 program is addressed. Special education majors only. Field experience required.
- E. Request for New Course: SPED 442. Developing Family and Professional Partnerships Through Collaboration. Credit 3 hours. Prerequisites: Full SARTE status and SPED 210. This course provides an overview of the collaborative issues between families and professionals. Family systems and family life cycle theory and issues surrounding families who have children with disabilities are reviewed. Development of communication skills between candidates and families of individuals with disabilities is highlighted. Candidates develop strategies to become effective collaborators with parents/families who have children with disabilities. Special education majors only. Field experience is required.

Why are these new courses needed? Required in mandated redesign of special education program.

Motion for items C-E made, seconded and passed.

4. There was no other business discussed.
5. **Approval of Minutes**  
Minutes from the November 18, 2009 meeting were approved as submitted.

6. **Next Meeting**  
March 17, 2010, 3:00 P.M.  
Proposals due by March 10, 2010

Meeting was adjourned at 3:55 P.M.