College of Education and Human Development
Council for Teacher Education
Minutes of Meeting - March 20, 2002

The College of Education and Human Development Council for Teacher Education met on Wednesday, March 20, 2002, at 3:00 P.M. in Room 236 of the Cate Teacher Education Center. The following members were present: Rebecca Day, Deborah Andrus, Tony Armenta, Brian Canfield, Debbie Dardis, Kim Finley-Stansbury, Margaret Gonzalez-Perez, Martha Head, Eddie Hebert, Lydia McCardle, Terri Miller-Drufner, Christine Mitchell, Linda Munchausen, Bill Neal, Brian O'Callaghan, Mitchell Robertson, Edith Slaton, Stuart Stewart, Cathy Tijerino, John Trowbridge, Tiffany Hebert, and Mary Frances Joiner.

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 February 20, 2002 were approved as submitted.

3. Process for Curriculum Proposal Approval:
Dr. Day, upon request of Dr. Tony Armenta, gave a brief overview of the process for curriculum proposal approval. Curriculum proposals originate on the department level, move to the college level curriculum committee, to the Council for Teacher Education when changes relate to teacher education programs, policies, and procedure, and finally to the University Curriculum Committee. Changes can occur after each level of review. The University Curriculum Committee vote is final unless a department chooses to appeal.

4. Department of Chemistry and Physics:
Dr. Mitchell Robertson presented the following proposed changes for the Department of Chemistry and Physics.

(Amended wording of the course description for Chem 109 is underlined.)

A. Request for new course: Chem 109 Chemistry for Non-Science Majors.
A survey course in the cultural and applied aspects of chemistry designed primarily for students majoring in a non-science degree. This one-semester course may be used to satisfy the General Education requirement in the Natural Sciences but not the General Education sequence

requirement. Course consists of three hours of lecture and demonstrations per week. Credit will not be given for both Chemistry 109 and any of the following: Chemistry 101, 106, or 121.

What has prompted this proposal? There is a demand for a 3-hour chemistry course to satisfy the General Education requirement in the Natural Sciences.

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

5. Department of Mathematics:
Dr. Katherine Pedersen presented the following proposed changes for the Department of Mathematics. The Department will present the final changes to the mathematics education degree at a later meeting.

A. Request for new courses: Math 210 Calculus IA. Credit 3 hours. Prerequisites: A score of 27 or above on the Mathematics sections of the Enhanced ACT and permission of the department head OR MATH 165. The first half of the standard, first semester, calculus course. Topics include limits, the definition of the derivative, and differentiation rules. MATH 210 and MATH 213 together are equivalent to MATH 200. A graphing calculator is required for this course.

MATH 213 Calculus IB. Credit 3 hours. Prerequisites: MATH 210. The second half of the standard, first semester, calculus course. Topics include application of the derivative, higher-order derivatives, and integration. MATH 210 and MATH 213 together are equivalent to MATH 200. A graphing calculator is required for this course.

What has prompted this proposal: These courses meet the need of Alternative Certification students in Mathematics. Alternative Certification students are non-traditional, re-entry students. These students typically begin in MATH 200. Our current enrollment history does not allow for MATH 200 to be offered as anything but a traditional,

day-time course. The proposed courses, together with (the proposed) MATH 210 and 213, will allow an Alt. Cert. student to complete the equivalent of MATH 200 via on-line courses giving the non-traditional student flexibility not currently available.

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

B. Request for new courses: MATH 367 Topics in Elementary Mathematics. Credit 4 hours. Prerequisite: MATH 267. An extension of the structure of the rational and real numbers using the role of axiomatic systems; the concepts of exactness and approximations applications of proportional reasoning; dimensional analysis and scientific notation; simple logic; modular systems; and the use of matrices and spread sheets. This course includes a significant field experience component.

MATH 467 Elementary Calculus Concepts. Credit 3 hours. Prerequisite: MATH 367. A development of the difference between the concepts of discrete and continuous; the concept of rates of change, differentiation, integration and the notion of limits; and a historical development of the calculus.

What has prompted this proposal? These courses are needed to satisfy requirements of the BOR Blue Ribbon Commission for the education of future specialists in elementary school mathematics.

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

C. Request for new courses: MTED 611 Topics in Algebra for Teachers, Grades 1-8. Credit 3 hours. Prerequisite: Regular admission to Graduate School. A course designed to relate the algebraic concepts and processes taught and discussed in grades 1-8 to the mathematically unifying concept of algebraic structure, the properties and operations of the natural numbers, integers, rational, and real numbers, patterns, relations, and functions; analysis of mathematical situations and structures using

algebraic symbols; and analysis of change in various contexts. Students will be expected to become familiar with the results of research in the teaching and learning of algebra and the implications of this research to the teaching of algebra in grades 1-8.

MTED 612 Topics in Geometry and Measurement for Teachers, Grades 1-8. Credit 3 hours. Prerequisite: Regular admission to Graduate School. A course designed to study various mathematical approaches to the geometric concepts and measurement processes taught and discussed during grades 1-8. Concepts will include coordinate geometry, transformations, symmetry, modeling, measurement, the development of the educational structure of the van Heile levels and its application to the teaching of geometry and measurement, the results of research in the teaching and learning of geometry and measurement, and the implications of this research to the teaching of geometry and measurement in grades 1-8.

MTED 615 Topics in Number Theory for Elementary and Middle School Teachers. Credit 3 hours. Prerequisite: Regular admission to Graduate School. A course designed to study properties and patterns of natural numbers with emphasis on prime numbers, divisibility, and congruences. Students will be exposed to number theoretic results from a historical perspective, the connection between number theory, algebra and patterns, how the concepts of number theory can appear in the mathematics curriculum, 1-8, and the results of research in the teaching and learning of number theoretical concepts in grades 1-8.

MTED 616 Topics in Data Analysis and Probability for Teachers, Grades 1-8. Credit 3 hours. Prerequisite: Regular admission to Graduate School. An introduction to informal comparing, classifying, and counting activities that provide the mathematical beginnings for developing young learners' understanding of data, analysis of data, and statistics. Probability will be approached as the study of activities that underlie experimental probability. Statistics will be approached as both a descriptive and predictive science. Students will be expected to become familiar with the concepts of data analysis and probability that appear in the mathematics curriculum, 1-8, and the results of research in the teaching and learning of data analysis and probability concepts in grades 1-8.

What has prompted this proposal? There is a need for graduate level mathematics courses for practicing teachers. These courses can be used to meet the twelve hour content requirement of the C & I Masters Degree. These courses can also be used to provide credit for students participating in professional development opportunities offered by the Department or University.

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

D. Request for new courses: MTED 622 Topics in Geometry for Teachers, 7-14. Credit 3 hours. Prerequisite: Regular admission to Graduate School and completion of MATH 200 with a grade of C or better. A course designed to study various mathematical approaches to the geometric concepts and processes taught and discussed during grades 7-12 and in the community colleges. Topics include geometric concepts and processes through axiomatics, coordinate geometry, vectors, and groups of transformations, the historical development of Non-Euclidean geometry and the development of the educational structure of the van Heile levels. The students will be expected to become familiar with the results of research in the teaching and learning of geometry and the implications of this research to the teaching of geometry in grades 7-14.

MTED 623 Topics in Calculus for Teachers 7-14. Credit 3 hours. Prerequisite: Regular admission to graduate school and completion of MATH 200 with a grade of C or better. A study of the concepts of calculus with an emphasis on the concepts of limit, continuity, derivative and integral, real world problems, the appropriate use of technology including computer algebra systems in the teaching and learning of calculus, the results of research in the teaching and learning of calculus, and the implications of this research to the teaching of the concepts of calculus in grades 7-14.

MTED 625 Topics in Number Theory for Teachers 7-14. Credit 3 hours. Prerequisite: Regular admission to graduate school and completion of MATH 200 with a grade of C or better. A course designed to study properties of natural numbers with emphasis on prime numbers, divisibility, and congruences. Topics include number theoretic results

from a historical perspective and the connection between number theory and algebra. Students will be expected to become familiar with how the concepts of number theory can appear in the mathematics curriculum, 7-14, and the results of research in the teaching and learning of number theoretical concepts in grades 7-14.

MTED 626 Topics in Probability and Statistics for Teachers 7-14. Credit 3 hours. Prerequisite: Regular admission to graduate school and completion of MATH 200 with a grade of C or better. An introduction to the study of probability and statistics with an emphasis on the mathematical theories of both. Probability will be approached as the study of specific functions with certain properties. Statistics will be approached as both a descriptive and predictive science. Statistical packages will be utilized as well as studied for their impact on the teaching of statistics. Students will be expected to become familiar with the concepts of probability and statistics that appear in the mathematical curriculum, 7-14, and the results of research in the teaching and learning of probability and statistical concepts in grades 7-14.

What has prompted this proposal? There is a need for graduate level mathematics courses for practicing teachers. These courses can be used to meet the twelve hour content requirement of the C & I Masters Degree. These courses can also be used to provide credit for students participating in professional development opportunities offered by the Department or University.

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

6. Department of Communication:
Dr. Karen Fontenot presented the following proposed changes for the Department of Communication:

(Amended wording of the course description for COMM 210 is underlined.)

A. Request for new course: COMM 210. Communicating in the Classroom. Credit 3 hours. The course offers prospective teachers a study of basic communication skills, and how they relate to the teaching and process.

Students cannot receive credit for both COMM 210 and COMM 211. This course includes a significant field experience component.

Note: 210 has not been approved as the official course number

What has prompted this proposal? There is a need for a course that offers prospective teachers who have had little or no formal training in communication a grounding in basic communication principles, how they relate to teaching and learning, and the best way to facilitate the learning process in the classroom.

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

B. Request for change in curriculum: The revised curriculum in Communication Education was presented.

The following changes were made: (1) The total hours were changed from 124 to 125-126 and (2) in Option I, GBIO 151 and GBIO 153, were changed to GBIO 106 and GBIO 107.

What has prompted this proposal? These changes are made to comply with the BOR Blue Ribbon Commission redesign mandate.

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

C. Request for change in existing catalogue entry:
Honors Diploma in Communication

Note: Communication 312 should be 418 on the list of courses in Communication.

What has prompted this proposal? As directed by the administration, the department was required to create an honors curriculum.

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

7. Department of History and Political Science:
Dr. Bill Robison presented the following proposed changes for the Department of History and Political Science:

Since the proposal was not presented to CTE members by the deadline stated in the Bylaws, a vote was taken to determine if the proposal would be considered at the meeting. Motion was made, seconded, and passed to consider the proposal.

A. Request for change in existing course/catalog entry: (Present) Curriculum in Social Studies Education Leading to the Degree of Bachelor of Arts. (Proposed) Honors Diploma in Social Studies Education. This should appear in future catalogs following the present catalog entry for "Curriculum in Social Studies Education Leading to the Bachelor of Arts."

What has prompted this proposal? The new "Alternate Core Curriculum Options for Honor Students" allows Honors students to obtain an Honors Diploma in a Discipline (Path One), an Honors Diploma in a Discipline AND in the University Honors Program (Path Three), and an Honors Diploma in Liberal Studies AND in a Discipline (an option under Path Four). The proposed new catalog entry specifies requirements for the Honors Diploma in Social Studies Education. It also clarifies which courses a Social Studies Education major must take in order to follow Path Three or Four, which is necessary because of the potential overlap of Honors courses in the Honors Diploma in Social Studies Education, the Honors Diploma in the University Honors Program, and the Honors Diploma in Liberal Studies.

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

8. Dr. Beth Evans, NCATE Co-Chair, presented the proposed program assessment system. This is a work in progress and will take several semesters to finalize. Student progression will be marked through "gates." Data will be aggregated and reviewed by the CTE.

9. A brief discussion followed in regards to the NCATE Board of Examiners visit April 13-17, 2002. Tentatively, the date of April 16, 2002, from 9-11 A.M., was announced for NCATE to meet with the Council for Teacher Education. The date and time will be confirmed.

10. An NCATE Preparation Meeting will take place on Friday, March 22, 2002, beginning at 1 p.m. in the Kiva. Everyone is invited and encouraged to come. A brief overview will be presented.

11. Dr. Day asked if the CTE members had any questions concerning the memo from Dr. John Trowbridge: the memo indicated that GPA requirements will change from adjusted to cumulative as prerequisite for courses in the Department of Teaching and Learning. The change will be effective beginning in the Summer 2002.

12. The April meeting date conflicts with a PK-16 meeting. The date of May 1st was agreed upon by everyone for the next meeting.

13. The meeting was adjourned at 4:35 P.M.