

**College of Education and Human Development  
Council for Teacher Education  
Minutes of Meeting - April 26, 2006**

The College of Education and Human Development Council for Teacher Education met on Wednesday, April 26, 2006, at 3:00 p.m. in Room 2020 of the Cate Teacher Education Center. The following members were present: Mary Ballard, Ruth Caillouet, Debbie Dardis, Rebecca Day, Charles Elliott, Danielle Faucheux, Kim Finley-Stansbury, Agnieszka Gutthy, Shirley Jacob, Rebecca Kruse, Gail McMillon, Terri Miller-Drufner, Christine Mitchell, Bill Neal Dawn Pope, Brian O'Callaghan, Heidi Richard, Edith Slaton, Richard Schwartz, Cathy Tijerino and Beth Wadlington.

1. Dr. Rebecca Day called the meeting to order at 3:00 p.m.
2. Approval of Minutes:  
Minutes of the meeting on November 16, 2005, were approved as submitted.
3. Department of Mathematics:  
Dr. Brian O'Callaghan presented the following changes:
  - A. Request for Change in Existing Course/Catalog Entry: MATH 165.  
Precalculus with Trigonometry. Credit 3 hours.  
  
Present Prerequisites: Math 161 or ACT score in mathematics of 24 or higher.  
  
Proposed prerequisites: Math 161 with a minimum grade of C or ACT score in mathematics of 24 or higher.  
  
What has prompted this proposal? To increase the chance of success in the future mathematics classes.
  - B. Request for Change in Existing Course/Catalog Entry: MATH 200.  
Calculus I. Credit 5 hours.  
  
Present Prerequisites: A score of 27 or above on the Mathematics section of the Enhanced ACT and permission of the Department Head OR Math 165.  
  
Proposed Prerequisites: A score of 27 or above on the Mathematics section of the Enhanced ACT and permission of the Department Head OR Math 165 with a minimum grade of C.  
  
What has prompted this proposal? To increase the chance of success in the future mathematics classes.

- C. Request for Change in Existing Course/Catalog Entry: MATH 201.  
Calculus II. Credit 5 hours.

Present Prerequisites: Math 200.

Proposed Prerequisites: Math 200 with a minimum grade of C.

What has prompted this proposal? To increase the chance of success in the future mathematics classes.

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

- D. Request for Change in Existing Course/Catalog Entry: MATH 223.  
Foundation of Discrete Mathematics. Credit 3 hours.

Present Prerequisites: Math 200

Proposed Prerequisites: Math 201

What has prompted this proposal? To increase the chance of success in the future mathematics classes.

Motion for Item D was made, seconded and passed.

- E. Request for Change in Existing Course/Catalog Entry: MATH 241.  
Elementary Statistics. Credit 3 hours.

Proposed Course Description/Catalog Entry: MATH 241. Elementary Statistics. Credit 3 hours. Omit the last statement that students may not receive credit for both Math 241 and Math 267.

What has prompted this proposal? Math 241 and Math 267 meet different needs

Motion for Item E was made, seconded and passed.

- F. Request for Change in Existing Course/Catalog Entry: MATH 267.  
Data analysis with Probability. Credit 3 hours.

Proposed Course Description/Catalog Entry: MATH 267. Data Analysis with Probability. Credit 3 hours. Omit last statement that students may not receive credit for both Math 241 and Math 267.

Present Prerequisites: Math 168

Proposed Prerequisites: Math 167

What has prompted this proposal? Math 167 is sufficient as a prerequisite and it allows student to move along quicker. Math 241 and Math 267 meet different needs.

Motion for Item F was made, seconded and passed.

- G. Request for Change in Existing Course/Catalog Entry: MATH 312, Calculus III. Credit 3 hours.

Present Prerequisites: Math 201

Proposed Prerequisites: Math 201 with a minimum grade of C

What has prompted this proposal? To increase the chance of success in the future mathematics classes.

Motion for Item G was made, seconded and passed.

- H. Request for Change in Existing Course/Catalog Entry: MATH 370, Introduction to Abstract Algebra. Credit 3 hours.

Present Prerequisites: Math 201 and Math 223

Proposed Prerequisites: Math 309 or Math 360

What has prompted this proposal? To increase the chance of success in the future mathematics classes.

Motion for Item H was made, seconded and passed.

- I. Request for Change in Existing Course/Catalog Entry: MATH 467. Elementary Calculus Concepts. Credit 3 hours.

Present Prerequisites: Math 367

Proposed Prerequisites: Math 267

What has prompted this proposal? Math 267 is sufficient.

Motion for Item I was made, seconded and passed.

4. Department of Counseling and Human Development

Dr. Gail McMillon present the following changes for Family and Consumer Sciences:

- A. Request for New Course: FCS 472. Advanced Teaching and Learning Methodolgy in Family and Consumer Science. Credit 3 hours.

Proposed course prefix, course number, course title, and catalog description as it will appear in the catalog: FCS 472. Advanced Teaching and Learning Methodology in Family and Consumer Science. 3 hours credit. This is an advanced study of organization, development, delivery and evaluation of effective teaching practices in the field of family and consumer sciences. Throughout the course students will be actively involved in developing classroom curriculum and materials. Field experiences will include participation in and observation of FCS teachers and classroom teaching experiences. Prerequisite 470. FCS majors only.

Why is this course needed? Required content methodology course for FCS education degree program.

Motion for Item A was made, seconded and passed.

- B. Request for Change in Existing Course/Catalog Entry: FCS 470. Presentations and Demonstrations in Family and Consumer Sciences. Credit 3 hours.

Proposed Title: Teaching and Learning Methodology in Family and Consumer Science.

Proposed Course Description Catalog Entry: A course in instructional methodology and materials in the field of family and consumer sciences. Field experiences will include educational interactions with students.

What has prompted this proposal? FCS education need for a methods course in FCS. The proposed change to the course allows the course to be utilized for FCS education students and students in the general FCS degree program.

Motion for Item B was made, seconded and passed.

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

- A. Request for Change in Existing Course/Catalog Entry: SPED 602. Seminar in Special Education. Credit 3 Hours.

Proposed Prerequisites: All courses for a Master's in Special Education must be finished prior to taking SPED 602 or department consent.

What has prompted this proposal? To bring the prerequisite courses in the catalog in line with practices with the department.

- B. Request for Change in Existing Course/Catalog Entry: SPED 603. Vocational Adjustments of Individuals with Exceptionalities. Credit 3 hours.

Proposed Title: Transition Issues for Individuals with Disabilities

Proposed Prerequisites: SPED 200, 210, or 600

Proposed Course Description: Identification of transition needs of individuals with disabilities with emphasis on positive student outcomes and adult lifestyles. Visitation of employment facilities required.

What has prompted this proposal? To bring the course title and description more in line with best practices in the field of special education. Additionally, the proposed changes in prerequisites will allow all individuals interested in taking the course access to the course.

- C. Request for Change in Existing Course/Catalog Entry: SPED 608. Evaluation of Individuals with Exceptionalities. Credit 3 hours

Proposed Title: Evaluation of Individuals with Disabilities.

Proposed Course Description/Catalog Entry: SPED 608. Credit 3 hours. Prerequisite: Sped 200, 210 or 600. Theory, administration, and interpretation of formal and informal instruments to assess personal-social-school adjustment, educational level, intellectual functioning, and sensory deficits of individuals with disabilities.

Proposed Prerequisites: SPED 200, 210, or 600

What has prompted this proposal? To bring the course title and description more in line with current best practices in the field of special education. Additionally, the proposed prerequisites reflect current practice in the department.

- D. Request for Change in Existing Course/Catalog Entry: SPED 612. Behavioral Assessment and Intervention with Individuals with Exceptionalities. Credit 3 hours.

Proposed Title: Behavioral Assessment and Intervention with Individuals with Disabilities.

Proposed Course Description/Catalog Entry: SPED 612. Credit 3 hours. Prerequisites: SPED 200, 210, or 600. Systematic behavioral assessment and intervention strategies with individuals with mild/moderate disabilities. Practical application of strategies with individuals with disabilities will be an integral part of the course.

Proposed Prerequisites: SPED 200, 210, or 600

What has prompted this proposal? To bring the course title and description more in line with current best practices in the field of special education. Additionally, the proposed prerequisites allow all persons interested in taking this course the ability to register.

- E. Request for Change in Existing Course/Catalog Entry: SPED 641. Practicum in Assessment and Evaluation of Individuals with Exceptionalities. Credit 3 hours.

Proposed Title: Practicum in Assessment and Evaluation of Individuals with Disabilities.

Proposed Course Description/Catalog Entry: SPED 641. Credit 3 hours. Prerequisites: SPED 608 and SPED 663. Supervised practice in administering and interpreting standardized and informal tests for individuals with disabilities. Focus on use of criterion-referenced and developmentally-based procedures. Sixty hours of practicum experience are required.

Proposed Prerequisites: SPED 608 and SPED 663

What has prompted this proposal? To bring the course title and description more in line with current best practices in the field of special education. Additionally, the proposed prerequisites will be aligned with the newly redesigned Master's in Special Education, Mild/Moderate program.

- F. Request for Change in Existing Course/Catalog Entry: SPED 658. Advanced Strategies of Working with Paraprofessionals and Medical and Related Service Personnel/Health and Safety Procedures for Individuals with Severe/Profound Disabilities. Credit 3 hours.

Proposed Title: Advanced Teaming Strategies of Working with Paraprofessionals and Related Service Providers.

Proposed Course Description./Catalog Entry: SPED 658. Credit 3 hours. Prerequisite: SPED 200, 210, or 600 or permission of the Department Head. The focus of this course will be teaming and effective communication strategies for working with paraprofessionals and related service providers. The dynamics of interdisciplinary and interagency teaming including different models of teaming (e.g. multidisciplinary, interdisciplinary, and transdisciplinary) and the concept of role release will be explored. The role of paraprofessionals, and medical/related service providers including methods and techniques for obtaining appropriate support personnel, supervising, and coordinating the paraprofessional will be discussed. Experience component.

Proposed Prerequisites: SPED 200, 210, or 600 or permission of the Department Head.

What has prompted this proposal? The changes in title and course description bring this course more in line with department practices and requirements from the Louisiana Department of Education for certification. Additionally, proposed prerequisites encompass all courses that may be taken for prerequisites.

- G. Request for Change in Existing Course/Catalog Entry: SPED 684. Biophysical Development, Medical Management and Nutritional Needs of Young Children with Disabilities. Credit 3 hours.

Proposed Course Description/Catalog Entry: Omit from course description, methods of enhancing gross and fine motor needs will be emphasized.

Proposed Prerequisites: SPED 200, 210, or 600.

What has prompted this proposal? To bring the course description more in line with Louisiana Department of Education requirements as well as department practices. The proposed prerequisites encompass all possible courses.

- H. Request for Change in Existing Course/Catalog Entry: SPED 685. Language Development and Language Disabilities of the Young Children with Disabilities. Credit 3 hours.

Proposed Title: Language and Literacy Development for Young Children with Disabilities.

Proposed Course Description/Catalog Entry: SPED 685. Credit 3 hours. Prerequisite: SPED 200, 210, or 600. Normal and abnormal language

development and appropriate intervention procedures for young children with disabilities is explored. Content related to emergent and early literacy and the reading process is discussed in the context of providing candidates with the knowledge and skills to design, organize, and apply developmentally appropriate practices in a literacy program for young children with disabilities. Experience component.

Proposed Prerequisites: SPED 200, 210, or 600

What has prompted this proposal? Both the course title and course description changes bring the course more in line with Louisiana Department of Education requirements for certification and in line with department practices. The change in prerequisites allows all courses a student may take to count for prerequisites.

- I. Request for Change in Existing Course/Catalog Entry: SPED 663. Methods of Teaching Basic Subjects to Students with Mild/Moderate Impairment. Credit 3 hours.

Proposed Title: Methods of Teaching Basic Subjects to Individuals with Mild/Moderate Disabilities.

Proposed Course Description/Catalog Entry: SPED 663. Credit 3 hours. Prerequisites: SPED 200, 210, or 600 and SPED 608. This course integrates the basic skills with instructional processes and methods of teaching academic subjects. It includes the individualization techniques and strategies necessary for teaching individuals with mild/moderate disabilities. Experience component.

Proposed Prerequisites: SPED 200, 210, or 600 and SPED 608

What has prompted this proposal? To bring the course title and description more in line with current best practices in special education. Additionally, the proposed prerequisites will be consistent over courses and necessary for the newly redesigned Master's in Special Education, Mild/Moderate disabilities.

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

- J. Request to Delete a Course: SPED 540. Principles of Assessment and Evaluation of Individuals with Exceptionalities. Credit 3 hours.

Why is this Course to be Deleted? Because this course will only be taught as an undergraduate course.

Motion for Item J was made, seconded and passed.

6. Review and Approval of Electronic Portfolio Handbook for Teacher Education Candidates for 2006 – 2007.

Dr. Christine Mitchell presented a power point presentation of the requirements for the portfolio. These requirements are outlined in the Handbook for 2006-2007. The electronic portfolio will be required for students beginning in Fall 2006. A training session for faculty will be available.

Motion for approval was made, seconded and passed.

7. Other Business:

Dr. Bill Neal informed the committee that a new non-master's Alternative Certification program for grades 6 – 12 is in the process of being approved by the state. A GPA of 2.5 and Praxis I and specialty exam are required but the three years work experience is not required.

8. Next Meeting September 20, 2006  
Proposals due by September 13, 2006

Meeting was adjourned at 4:00 p.m.