

Council for Teacher Education

The Council for Teacher Education met on Wednesday, October 21, 2009, at 3:00 p.m. in Room 2020 of the Cate Teacher Education Center. The following members were present: Danny Acosta, Rhett Allain, Mary Ballard, David Bernard, Roy Bonnette, Kathy Campbell, Reneisha Cherry, Dorable Dangerfield, Deborah Dardis, Kim Finley-Stansbury, Charlotte Humphries, Shirley Jacob, Debora Johnson, Gail McMillon, Terri Miller-Drufner, Christine Mitchell, Bill Neal, Michael Richardson, Claudia Salcedo, Martha Thornhill, Cathy Tijerino, Daniel Williams, June Williams, James Worthen. Joe Mirando and Amber Narro were in attendance to present changes for the Department of Communication.

1. Dr. Gail McMillon called the meeting to order at 3:00 p.m.
2. **Approval of Minutes**
Minutes of the meeting on September 16, 2009, were approved as submitted.
3. **Department of Teaching and Learning**
Dr. Shirley Jacob presented the following changes:
 - A. Request for Change: ENGL 524, ENGL 646 or EDUC 654, EDUC 664, COMM 510. Concentration in English as a Second Language Support courses.

Why was this proposal needed? Since courses are not offered every semester, to specify other courses to meet concentration requirements to expedite program completion.
 - B. Request for Change: 308. Teaching Reading in the Middle School. Credit 3 hours. Prerequisites: EDUC 203 and EDUC 212 and Full SARTE status. This course is a study of the reading process as a fundamental aspect of the integrated elementary school curriculum. Special attention will be given to the basic reading skills needed by emergent and mature readers. The newest techniques, methods, and materials will be appraised through study, observations, and demonstrations in actual classrooms. Field experience required. Education majors only.

Why is this proposal needed? Clarify field experiences and requirements to be an education major.
 - C. Request for Change: 320. Foundations of PK-8 Mathematics Education. Credit 3 hours. Prerequisites: EPSY 301 (or EPSY 304 in PK-3 Curriculum), EPSY 315, EDUC 307, MATH 167, MATH 168, Introductory Portfolio, and full SARTE status. This course includes

the theoretical pedagogical foundations and current issues and perspectives of teaching elementary mathematics. This course, which provides a framework for the teaching of mathematics, includes history of mathematics education, diversity, teaching through problem solving, assessment, lesson planning, constructivism, and technology enhanced instruction. Field experience required. Education majors only. Take concurrently with EDUC 323, EDUC 326, or EDUC 328.

Why is this proposal needed? Specify portfolio requirement and education major requirement and clarify field experiences and concurrent enrollment.

- D. Request for Change: 323. Curriculum and Instruction in Grades PK-3. Credit 6 hours. Prerequisites: ECE 106, EDUC 304, EDUC 307, EPSY 315, MATH 167, MATH 168, completion of an approved Introductory Portfolio, and full SARTE status. This course includes the development of teaching competencies of mathematics and reading at the PK-3 grade levels. Primary emphasis is focused on developing the teaching skills and competencies of future lower elementary and early childhood teachers with respect to topics found in these curricula areas. A key component of the course is field experience with students in grades PK-3 settings. The needs of special populations as well as the integration of technology into instruction will be incorporated into all areas of the curriculum. Field experience required. Concurrent enrollment in EDUC 320. Education majors only.

Why is this proposal needed? Specify field experience, education majors only, and correct ECE for EDUC in prerequisites.

- E. Request for Change: 326. Curriculum and Instruction in Grades 1-5. Credit 6 hours. Prerequisites: EDUC 304, SPED 440 or EDUC 307, EPSY 315 or SPED 363, LSED 401, MATH 167, MATH 168, completion of an approved Introductory Portfolio, and full SARTE status. This course includes the development of teaching competencies of mathematics and reading at the 1-5 grade levels. Primary emphasis is focused on developing the teaching skills and competencies of future elementary school teachers with respect to topics found in these curricula areas. A key component of the course is field experience with students in grades 1-5 settings. The needs of special populations as well as the integration of technology into instruction will be incorporated into all areas of the curriculum. Field experience required. Concurrent enrollment in EDUC 320 and EDUC 322. Education majors only.

Why is this proposal needed? Specify field experience and education Majors only.

- F. Request for Change: 328. Curriculum and Instruction in Grades 4-8. Credit 6 hours. Prerequisites: EDUC 308, EDUC 307 or SPED 440, EPSY 315, or SPED 363, LSED 402, MATH 167, MATH 168, Completion of an approved Introductory Portfolio, and full SARTE status. This course includes the development of teaching competencies of mathematics and reading at the 4-8 grade levels. Primary emphasis is focused on developing the teaching skills and competencies of future middle school teachers with respect to topics found in these curricula areas. A key component of the course is field experience with students in grades 4-8 settings. The needs of special populations as well as the integration of technology into instruction will be incorporated into all areas of the curriculum. Concurrent enrollment in EDUC 320. Field experience required. Education majors only.

Why is this proposal needed? Clarify field experiences and requirement for education majors only.

- G. Request for Change: 407/533. Tests and Measurements. Credit 3 hours. Prerequisites: EDUC 203, EDUC 212, EPSY 301 or 311, and full SARTE Status. Focus of the course is instructional alignment in which the objectives a teacher intends to teach match the lesson activities and are checked through appropriate assessments. Construction of lesson plans and teacher made assessments and the administration and interpretation of standardized tests are emphasized in this course. Field experience is required. Education majors only.

Why is this proposal needed? Clarify course content to reflect current terminology of instructional alignment and to clarify field experiences. Some editorial changes.

- H. Request for Change: 415. Curriculum and Instruction in the Elementary School. Credit 9 hours. Prerequisites: Full SARTE status, Introductory Portfolio, MUS 291, EDUC 320, EDUC 322, and EDUC 326. The content of this block includes: reading, language arts, sciences, social studies, and music as related to the needs of the child. Teaching strategies in the curricular areas will be explored and refined through working with children in a school environment. Primary emphasis of this block is focused on the future teacher's performance in working with children. Field experience required. SPED 495 and KIN 405 must be taken concurrently. Evaluation techniques are viewed and applied in the experiences gained in this block. Education majors only.

Why is this proposal needed? Update prerequisites and field experience information as well as specify education majors only. Some editorial (EDUC for education).

- I. Request for Change: 484. Upper Elementary Curriculum and Instruction. Credit 6 hours. Prerequisites: Full SARTE status, Introductory Portfolio, EDUC 320, and EDUC 328. The content of this block includes the development of teaching competencies in science, social studies and language arts. Consideration of curriculum organization, behavioral and humanistic approaches to classroom management, methods and materials for meeting the needs of all learners at the upper elementary level; observation and application in grades 4-8. Field experience required. Education majors only.

Why is this proposal needed? Update prerequisites (that were not changed when we redesigned programs) and field experience information. Editorial changes (4-8 instead of 5-8, EDUC for education). Specify education majors only.

- J. Request for Change: 472. Teaching Reading in the Content Areas. Credit 3 hours. Prerequisites: EPSY 301 or EPSY 311 and full SARTE status. A course designed to provide middle school and secondary school teachers with a knowledge of the reading process; methods and materials that can be implemented with various cultural groups; and skills for developing the reading abilities of students. Special emphasis will be given to reading in the content areas. Field Experience is required. Education majors only.

Why is this proposal needed? Specify field experiences. Editorial changes on prerequisites, title and EPSY 311. Clarify for education majors only.

- K. Request for Change: Educational Psychology of Children and Adolescents. Credit 3 hours. Prerequisites: EDUC 203, EDUC 212, and provisional SARTE status. An investigation of the cognitive, social, physical, and personality aspects of children and adolescents as they apply to the teaching-learning process. Special attention will also be given to the characteristics and needs of exceptional children. Field experience required. Education majors only.

Why is this proposal needed? Specify field experiences and education major. Editorial change on prerequisites.

- L. Request for Change: 304. The Psychology of Early Childhood: Conception through Age Eight. Credit 3 hours. Prerequisites: EDUC 203, EDUC 212, 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. Field experience required. Education majors only.

Why is this proposal needed? Specify field experiences and education major. Editorial change on prerequisites and colon in course title.

- M. Request for Change: 311. Adolescent Psychology. Credit 3 hours. Prerequisites: EDUC 203, EDUC 212 and provisional SARTE status. A study of physical, mental, social and personality developing during adolescence. The needs of special populations such as students with mild/moderate impairments will be considered. Field experience is required. Education majors only.

Why is this proposal needed? Specify field experiences and education Major. Editorial change on prerequisites.

- N. Request for Change: 314. Classroom Management for Beginning Teachers in PK-3. Prerequisites: EDUC 203, EDUC 212, and full SARTE status. A detailed investigation of behavioral and humanistic approaches in PK-3 classroom management and motivation. Included are topics such as preventing classroom disruptions, how and when to intervene when they occur, working with parents, and working with students in inclusive environments. Field experience is required. Education majors only.

Why is this proposal needed? Specify education major. Editorial change on prerequisites. Update terminology related to students in inclusive environments.

- O. Request for Change: 315. Classroom Management and Motivation for Beginning Teachers. Prerequisites: EDUC 203, EDUC 212, and full SARTE status. A detailed investigation of behavioral and humanistic approaches to classroom management and motivation in the classroom. Included are topics such as preventing classroom disruptions, how and when to intervene when they occur, working with parents, and working with students in inclusive environments. Field experience required. Education majors only.

Why is this proposal needed? Specify education major. Editorial change on prerequisites. Update terminology related to students in inclusive environments.

- P. Request for Change: 307. Instructional Planning and Assessment. Credit 3 hours. Prerequisites: EPSY 301 or EPSY 304 and full SARTE status. 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 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 the LEAP) and the Louisiana School and District Accountability System (LSDAS) will also be discussed, as well as the ethical issues related to assessment. Field experience required. Education majors only.

Why is this proposal needed? Specify field experience and education majors only.

- Q. Request for Change: EDUC 677. Master of Education, Special Education Concentration Courses (Early Intervention). Credit 3 hours.

Why is this proposal needed? EDUC 661 addresses K-12 whereas EDUC 677 addresses K-K children.

- R. Request for Change: EDUC 657. Master of Education, Special Education Concentration Courses (Early Intervention). Credit 3 hours.

Why is this proposal needed? Correct a typo.

- S. Request for Change: Admission Procedures and Retention Procedures. IB1. FULL status: Indicates all screening components have been met and the candidate is eligible to schedule remaining Professional Education Courses (EDUC, EPSY, SPED, and ECE prefix courses).

IIA1. Students will be permitted to enroll in any EDUC, ECE, EPSY, and SPED prefix course only twice.

IIA2. Students will be permitted to repeat only two EDUC, ECE, EPSY, and SPED prefix courses.

Why is this proposal needed? Addition of SPED to Professional Education Courses.

- T. Request for Change: EDUC 516 or EDUC 528. Concentration in Literacy Education Support Courses. One of the following: EDUC 654, EDUC 677, EPSY 601, EDUC 648, EDUC 699, EDUC 691 or another course related to literacy as approved.

Why is this proposal needed? Specify other courses to meet concentration requirements.

- U. Request for Change: 495. The Inclusion of Students with Disabilities in

the Regular Classroom. Credit 3 hours. Prerequisites: SPED 200 or 210. Full SARTE status, and Introductory Portfolio. This course provides special and general education candidates with the knowledge, skills, and dispositions necessary to educate students with diverse needs in inclusive classrooms. Content includes characteristics of diverse learners; special education policies, procedures, and forms; interventions; accommodation, modification, and differentiation strategies; assistive technology; collaboration and co-teaching models; group management; assessment techniques; and reflective practice. Must be taken concurrently with EDUC 415, EDUC 484, or ECE 422 (depending on area of certification). Field experience is required. Education majors only.

Why is this proposal needed? Clarification of topics covered in the course; update to include NCATE terminology; the inclusion of special education candidates to meet requirements for state mandated redesign of special education. Specify requirement for field experiences and education majors.

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

4. **Department of Counseling and Human Development**

Dr. Debora Johnson presented the following changes:

- A. Request for Change: FCS 470. Teaching and Learning Methodology in the Family and Consumer Sciences. Proposed Prerequisites: FCS 140 or 150 or 160 and Junior standing; FCS Education majors only. A course in instructional methodology and materials in the field of family and consumer sciences. Field experiences will include educational interactions with students.

Why is this proposal needed? To limit to FCS Education majors only.

- B. Request for Change: FCS 472. Advances Teaching and Learning Methodology in Family and Consumer Sciences. Proposed Prerequisites: FCS 470. FCS Education majors only. 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 observation of FCS teachers and classroom teaching experiences.

Why is this proposal needed? To limit enrollment to FCS Education majors only.

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

5. **Department of Educational Leadership and Technology**

Dr. Kathy Campbell presented the following changes:

- A. Request for Change: Affected catalog page numbers 337-340.
Please see documents on file “Proposed Program Language”.

Why is this proposal needed? Courses for new program were approved in Spring 2008; however, it appears the required curriculum changes were never submitted.

Motion for item A was made, seconded and passed.

6. **Department of Communication**

Amber Narro presented the following change:

- A. Request for Change: Secondary Teaching Area in Journalism. Twenty-one hours of journalism courses are required to meet certification in Journalism in the secondary schools of the State of Louisiana. Comm 151-3 hours; Comm 159-3 hours; Comm 341-3 hours; Comm 401 - 3-6 hours; Comm 121, 256, 321, 340, 344, 345, 350, 353, 357, 451, 453, 456, 469 - 6-9 hours. Total 21 hours.

Why is this proposal needed? The Dean’s Office of the College of Education and Human Development was consulted on this matter, and this proposal represents its recommendation. The current program in journalism education has little use to education students. The number of credit hours does not meet state certification standards; 21 hours is the standard. But even more important, a concentration is not a viable offering for an education student because a student faced with having to fulfill primary and secondary teaching area requirements is not likely to agree to take 15 additional hours to earn a journalism concentration. A secondary teaching area in journalism would be viable for an education student because the student could devote secondary teaching area hours and electives to complete requirements.

7. Dr. McMillon recognized new Council for Teacher Education Members.

8. There was no other business.

9. **Next Meeting**

November 18, 2009, 3:00 P.M.

Proposals due by November 11, 2009

Meeting was adjourned at 3:37 p.m.

