

Council for Teacher Education

The Council for Teacher Education met on Wednesday, October 18, 2006 at 3:00 p.m. in Room 2020 of the Cate Teacher Education Center. The following members were present: Rhett Allain, Diane Allen, Sonya Carr, Kay Daigle, Rebecca Day, Fred Dembowski, Charles Elliott, Kim Finley-Stansbury, Agnieszka Gutthy, Shirley Jacob, Gail McMillon, Terri Miller-Drufner, Christine Mitchell, Catherine Pedersen, Murray "Pat" Pendarvis, Susan Sawyer, Richard Schwartz.

1. Dr. Rebecca Day called the meeting to order at 3:00 p.m.
2. **Approval of Minutes:**
Minutes of the meeting on September 20, 2006, were approved as submitted.
3. **Department of Mathematics**
Dr. Daniel McCarthy, Dean of the College of Science and Technology, presented the following changes:

- A. **Request for New Course:** MATH 155. College Algebra with Fundamentals. Credit 5 hours.

Proposed Prerequisites: A score of 18 or above on the Mathematics section of the ACT or an appropriate score on the COMPASS exam or MATH 092.

Proposed Description: A study of families of functions and their graphs. Topics include linear, polynomial, rational, exponential and logarithmic functions, and systems of equations. Functions will be used to model and solve application-based problems. This course will also include algebra fundamentals including operations with exponents, polynomial and rational expression, factoring polynomial expressions, solving linear, polynomial, rational, and literal equations. A student may not receive credit for both MATH 155 and MATH 161. A graphing calculator will be required for this course.

Why is this course needed?: To replace MATH 160. The Department was concerned about the passing rate in MATH 161. The purpose of the course is to provide remediation.

Motion for Item A was made, seconded and passed.

4. **Department of Music**
Dr. David Evenson, Department Head in Music and Dramatic Arts, presented the following changes:

- A. Request for Change: Removes MUS 213/214 (courses deleted last year) from prerequisites for MUS 372.

Proposed Course Description/Catalog Entry: Credit 2 hours. Style from Debussy to the present with student compositions in each style. Significant twentieth-century trends.

Present Prerequisites: A grade of “C” or better in Music 211, 212, 213, and 214.

Proposed Prerequisites: A grade of “C” or better in Music 211 and 212.

What has prompted this proposal?: MUS 213 and 214 have been deleted.

- B. Request for Change: Removes MUS 213/214 (courses deleted last year) from prerequisites for MUS 440.

Proposed Course Description/Catalog Entry: Credit 3 hours. Basic conducting, orchestration, and band literature.

Present Prerequisites: Music 211, 212, 213, 214 and 152.

Proposed Prerequisites: Music 211, 212 and 152.

What has prompted this proposal?: Music 213 and 214 have been deleted.

- C. Request for Change: Removes MUS 213/214 (courses deleted last year) from prerequisites for MUS 447 Choral Methods I; also adds instrumental arranging to course description.

Proposed Course Description/Catalog Entry: Credit 3 hours. Basic choral conducting, choral literature, choral arranging, and basic instrumental arranging.

Present Prerequisites: MUS 211, 212, 213, 214, and 152.

Proposed Prerequisites: MUS 211, 212, and 152.

What has prompted this proposal?: (1) Voice education majors need introductory instrumental arranging for their teaching work; (2) MUS 213 and 214 have been deleted and their topics added into MUS 211 and 212.

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

- D. Request for Change: Adds instrumental arranging to course description for MUS 448/548 Choral Methods II.

Proposed Course Description/Catalog Entry: Credit 3 hours.
Advanced choral conducting, choral literature, choral arranging,
and instrumental arranging.

What has prompted this proposal?: Voice education majors need instrumental arranging for their teaching work.

Motion for Item D was made, seconded and passed.

- E. Request for Change: Adds “may be repeated” to course description of MUSA 350 Junior Recital (students in double majors/concentrations need the course more than once).

Proposed Course Description/Catalog Entry: No Credit. Graded Pass/Fail. Prerequisites: Junior standing and permission of the Department Head. Preparation and performance of a recital, approximately 30 minutes in length. May be repeated.

What has prompted this proposal?: Students enrolled in double majors or double concentrations need two junior recitals.

Motion for Item E was made, seconded and passed.

- F. Request for Change: Adds freshman theory prerequisite to MUS 357 Introduction to World Music.

Present Prerequisites: None

Proposed Prerequisites: MUS 111/112 or permission of Department Head.

What has prompted this proposal?: Students need eartraining background skills and information for this course.

Motion for Item F was made, seconded and passed.

- G. Request for Change: Revises Bachelor of Music Education (Vocal concentration) curriculum, to correct misprints and reorder sequence of education courses to allow MUS 303 Introduction to Music Education to precede EDUC 313 Elementary Music Methods.

What has prompted this proposal?: The course sequence for the last three years has been altered because we need to place introductory courses (MUS 303/304) before EDUC 313 Elementary Music Methods. Numerous typographical errors in the 2006-07 Catalog have also been corrected.

- H. Request for Change: Revises Bachelor of Music Education (Instrumental Concentration) curriculum, to correct misprints and reorder the sequence of education courses to allow MUS 303 Introduction of Music Education to precede EDUC 313 Elementary Music Methods.

What has prompted this proposal?: The course sequence for the last three years has been altered because we need to place introductory courses (MUS 303/304) before EDUC 313 Elementary Music Methods. numerous typographical errors in the 2006-07 Catalog have also been corrected.

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

5. **Department of English**

Dr. Christine Mitchell presented the following changes

- A. Request for New Course: English 621. Studies in English Education. Credit 3 hours. In-depth study of issues in English Education. A variable content course. May be taken twice if content is different.

Why is this course needed?: Studies in English Education will provide graduate seminars directly related to the professional needs of the increasing numbers of K-12 teachers entering the MA in English to advance their careers.

Discussion: Dr. Day noted that on the original paperwork of the course description she received that the first 4 lines were marked through and not marked through on the copies. Which was correct? Dr. Mitchell advised to mark through the first 4 lines as on the original form.

Motion for Item A was made, seconded and passed.

6. **Department of Kinesiology and Health Sciences**

Dr. Kay Daigle presented the following changes:

- A. Request for Change: Change in pre-requisite for KIN 431.

Proposed Course Description/Catalog Entry: Terminology and

evaluation procedures appropriate to health and physical education. Special attention to applications of the criterion-referenced evaluation model to tests, ratings and grading procedures.

Present Prerequisites: Junior standing or permission of the Department Head.

Proposed Prerequisites: Junior standing, EDUC 201 or 203, or permission of the Department Head.

What has prompted this proposal?: This course is specific to physical education teacher education majors. By adding these prerequisites, only students in the physical education teacher education area may enroll.

Motion for Item A was made, seconded and passed.

- B. Request for New Course: KIN 190. Introduction to the Health and Physical Education Teacher Profession. Credit 1 hour. A basic orientation and introduction to the health and physical education profession. Emphasis will be on interpretation, opportunities and obligations, and the development of the basic concepts that are pertinent to the profession. Three hours of observation in the public schools are required. This is a nine week course.

Why is this course needed?: To distinguish this course from the other introduction courses offered in the department.

Motion for Item B was made, seconded and passed.

- C. Request for Change: Changes in four year plan. EDUC 203/212 to replace EDUC 201/211.

KIN 392 to replace KIN 392/393.

History Elective to replace HIST 201 or 202. This change will help transfer students who come in with a history course different from the American History sequence.

KIN 190 to replace KIN 191. This is a new course request for physical education teacher education majors.

What has prompted this proposal?: The changes in the four year plan are needed because of changes to course numbers in the Health and Physical Education curriculum and because of changes in courses in the Department of Teaching and Learning.

Motion for Item C was made, seconded and passed.

- D. Request for Change: Remove “Physical Education Minor” requirements. There is no longer a “minor” in physical education. Students use an “add-on” certification.

What has prompted this proposal?: There is no longer a minor in Health and Physical Education. There is an “add-on” certification.

Motion for Item D was made, seconded and passed.

7. **Department of Computer Science and Industrial Technology**

Dr. Roy Bonnette presented the following changes:

- A. Request for Change: New Program in Computer Science Education.

Discussion: On curriculum sheet, change EDUC 201 to EDUC 203 (2 hrs), EDUC 211 to EDUC 212 (1 hr), ESPY 315 should read EPSY 315, move Computer Science sequence III to 3rd year 2nd semester. EDUC 490 would be 1st semester 4th year. Computer Science 120, 401 or 439 would be moved to 3rd year, second semester.

Nicki Clark’s name needs to be removed – she is no longer faculty member. “Knoweldge” needs to be spelled “Knowledge”

Motion for Item A was made, seconded and passed.

8. **Department of Educational Leadership & Technology**

Dr. John Fulwiler and Dr. Frederick Dembowski presented the following new courses for inclusion in the new program in Computer Science Education:

- A. Request for New Course: ETEC 310. Credit 3 hours. Integrating Technology into the secondary Computer Science Laboratory. Emphasis is placed on computer utilization in the computer lab setting. Students are familiarized with the laboratory environment and the basic operational system structures of hardware and software which facilitate learning in that environment. Topics include evaluation and selection methodology for hardware and software for the laboratory and legal and ethical issues confronting laboratory teachers. The course will have a field component.
- B. Request for New Course: ETEC 410. Secondary Computer Science Methods. Credit 3 hours. This course is an introduction to the methods, techniques, and concepts that will be useful in teaching students and other faculty in the computer laboratory setting. Students will apply human computer interface principles, pedagogical theory and

professional practices in analyzing software, multimedia, and ubiquitous computing teaching practices. This course will have a field component.

- C. Request for New Course: ETEC 411. Field Experiences in Implementing Technology into the Computer Science Classroom. Credit 3 hours. In a thirty-hour practicum in a secondary school, students will explore questions of the nature, purpose and practices of computer science in the modern school curriculum, and develop a rationale for teaching computer science in the secondary environment.

Why are these courses needed?: As part of a new program in Computer Science Education.

Discussion: Dr. Fulwiler noted that these courses should be in numerical order and taken in order. The courses do what they intend to do from lab based to field based experience. ETEC 411 will take instruction out of the computer lab and into the school.

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

9. **Department of Teaching and Learning**

Dr. Jacob presented the following changes:

- A. Request for Change: EDUC 322. Credit hours 3.

Proposed Course Description/Catalog Entry: EDUC 322 Diagnostic and Prescriptive Reading. 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 advancement. To be taken concurrently with EDUC 321 or 326 and EDUC 320 depending on the curriculum.

Present Prerequisites: Full SARTE status and EDUC 304.

Proposed Prerequisites: Full SARTE status, EPSY 315, EDUC 307, and EDUC 304.

What has prompted this proposal?: Include the redesign course of EDUC 326.

- B. Request for Change: EDUC 323. Diagnostic and Prescriptive Reading. Credit 3 hours.

Proposed Course Description/Catalog Entry: Add to current description at end: Concurrent enrollment in EDUC 320.

What has prompted this proposal?: To clarify concurrent enrollment.

- C. Request for Change: EDUC 326. Credit 6 hours. Curriculum and Instruction in Grades 1-5.

Proposed Course Description/Catalog Entry: 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 curricular 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. Take concurrently with EDUC 320 and 322.

Present Prerequisites: EDUC 304, EDUC 307, ESPY 315, LSED 401, MATH 167, Math 168, completion of an approved Introductory Portfolio and Full SARTE status.

Proposed Prerequisites: EDUC 304, EDUC 307, or SPED 440, ESPY 315 or SPED 363, LSED 401, MATH 167, MATH 168, completion of an approved Introductory Portfolio and Full SARTE status.

What has prompted this proposal?: Certification is Grades 1-5 and not 1-6. Need concurrent enrollment in 320 and 322.

- D. Request for Change: EDUC 328. Curriculum and Instruction in Grades 4-8. Credit 6 hours.

Proposed Course Description/Catalog Entry: 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 curricular areas. A key component of the course is field experience with students in grades 4-8 setting. 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.

Present Prerequisites: EDUC 308, EDUC 307, ESPY 315, LSED 402, MATH 167, MATH 168, completion of an approved Introductory Portfolio, and Full SARTE status.

Proposed Prerequisites: EDUC 308, EDUC 307 or SPED 440, ESPY 315 or SPED 363, LSED 402, MATH 167, MATH 168, completion of

an approved Introductory Portfolio, and Full SARTE status.

What has prompted this proposal?: Clarify concurrent enrollment. Editorial changes for Grades 4-8 and repetition of “with students.” Removal of lecture/lab since it varies due to field experiences.

- E. Request for Change: EDUC 490. Special Methods in High School Subjects. Credit 6 hours.

Proposed Course Description/Catalog Entry: This course must be taken the semester prior to student teaching. Emphasis will be placed on the materials and methods in the student’s major field of certification. Lesson planning, alternative assessment, classroom management, and educational technologies are topics covered in the course. Field experiences are required.

Present Prerequisites: Full SARTE status and completion of an approved Introductory Portfolio. (Under certain circumstances, EDUC 407 may be taken concurrently as determined by the instructor).

Proposed Prerequisites: Full SARTE status, EDUC 407 or its equivalent, EPSY 315, and completion of an approved Introductory Portfolio.

What has prompted this proposal?: Clarify prerequisites and remove Specifications of course/lab due to varied field experiences.

Motion for Items A through E was made, seconded and passed.

- F. Request for Change: Catalog clean up.

Proposed Course Description/Catalog Entry: An internship may be approved in lieu of student teaching. An internship consists of two consecutive semesters of teaching at an approved school site at the appropriate grade level and in the area of certification.

Present Course Description/Catalog Entry: An internship may be approved in lieu of student teaching. An internship consists of two consecutive semesters of teaching at an approved school site at the appropriate grade level and in the area of certification. You must file an Application for Student Teaching/Internship with the Office of Student Teaching one semester prior to the semester in which the student teaching/internship is planned. Applications are accepted during the third and fourth weeks of the Fall and Spring semesters, but not during the summer.

What has prompted this proposal?: Specify time frame for applying

for internship.

G. Request for Change: Catalog clean up.

Present Course Description/Catalog Entry: Make application for student teaching one semester prior to the semester during which they plan to do their student teaching. The Director of Student Teaching will assign the grade or subject and the supervising teachers under whom the students will work.

Proposed Course Description/Catalog Entry: Make application for student teaching one semester prior to the semester during which they plan to do their student teaching. Applications are accepted during the third and fourth weeks of the Fall and Spring semesters, but not during the summer. The Director of Student Teaching will assign the grade or subject and the supervising teachers under whom the students will work.

What has prompted this proposal?: Specify time frame for applying for student teaching.

H. Request for Change: Catalog clean up.

Present Course Description/Catalog Entry: 11. Apply for student teaching one semester prior to the semester during which they plan to do their student teaching. The Director of Student Teaching will assign the grade or subject and the supervising teachers under whom the students will work.

Proposed Course Description/Catalog Entry: 11. Apply for student teaching one semester prior to the semester during which they plan to do their student teaching. Applications are accepted during the third and fourth weeks of the Fall and Spring semesters, but not during the summer. The Director of Student Teaching will assign the grade or subject and the supervising teachers under whom the students will work.

What has prompted this proposal?: Specify time frame for applying for student teaching.

Motion for Items F through H was made, seconded and passed.

10. Elections

The floor was open for nominations for Student Representatives (undergraduate and graduate) as well as Public School Representatives. Dr. Carr nominated Faith Sawyer for undergraduate representative. She was elected by acclamation.

There were no nominations for graduate representative.

Casey Gleason, teacher at Woodlake Elementary was nominated for public school representative by Dr. Carr. She was elected by acclamation.

Dr. Jacob nominated Mary Beth Crovetto Assistant Principal of Ponchatoula High as the second public school representative. She was elected by acclamation.

11. **Other Business**

There was no other business

12. **Next Meeting**

At the next meeting, it was advised by Dr. Day that the council be prepared to nominate a graduate student representative. The next meeting date is scheduled for November 15, 2006.

13. The meeting was adjourned at 4:05 p.m.