

Council for Teacher Education

The Council for Teacher Education met on Wednesday, September 19, 2007 at 3:00 p.m. in Room 2020 of the Cate Teacher Education Center. The following members were present: Daniel Acosta, Rhett Allain, Diane Allen, David Bernard, Roy Bonnette, Ruth Caillouet, Mindy Crain-Dorough, Deborah Dardis, Rebecca Day, Charles Elliott, Kim Finley-Stansbury, Edward Hebert, Nicki Anzelmo-Skelton for Shirley Jacob, Gail McMillon, Terri Miller-Drufner, Christine Mitchell, Bill Neal, Katherine Pedersen, Claudia Salcedo, Martha Thornhill, Cathy Tijerino

1. Dr. Rebecca Day called the meeting to order at 3:05 p.m.
2. Council member introduced themselves and the areas they represent.
3. Dr. Day reviewed the following procedures:
 - Sign-In Attendance Sheet
 - CTE Membership List – verification that information is correct or updated
 - Recommended Procedures for Submitting Proposals to the CTE
 - Proposals must be approved by Dr. Crain before submission to the CTE
4. **Approval of Minutes:**
Minutes of the meeting on March 21, 2007, were approved as submitted.
5. **Department of Educational Leadership and Technology**
Dr. Mindy Crain-Dorough of the Department of Education Leadership and Technology presented the following changes:
 - A. Request to Delete a Course: MATH 601. Research Methods for Administrators II. Credit 1 hour.
 - B. Request for Change: EDL 664. Seminar V: School Leader as a Change Agent.
Change from 5 credit hours to 6 credit hours

What has prompted these proposals? Since material could not be adequately covered in one hour course (EDL 601), material will be merged with EDL 664.

Motion for Items A and B was made, seconded and passed.

6. **Department of Teaching and Learning**

Dr. Nicki Anzelmo-Skelton presented the following proposals in Dr. Shirley Jacob's stead.

- A. Request to Delete: Request to delete the College of Education and Human Development Core Curriculum.

What has prompted this proposal? Core curriculum no longer applies since redesign.

Motion for Item A was made, seconded and passed.

The following proposals were presented related to the revised MAT program:

- A. Request to Delete: Deletion of current MAT program description and addition of new description.

What has prompted this proposal? Redesign of the MAT program.

Motion for Item A was made, seconded and passed.

Changes in prerequisites and course descriptions were presented for the following MAT courses:

- B. Request for Change: MAT 610. Fundamentals I: Teaching and Learning for General Education. Credit 3 hours. Prerequisite: Provisional SARTE status and concurrent enrollment in MAT 615, MAT 620, and MAT 630. An introduction to general education. Topics include contemporary issues such as the effective educator, school law, rights and responsibilities, educational foundations and philosophies, and best practices, including self-assessment. Field experience is required.
- C. Request for Change: MAT 615. Fundamentals II: Teaching and Learning for Special Education. Credit 3 hours. Prerequisite: Provisional SARTE Status and concurrent enrollment in MAT 610, MAT 620, and MAT 630. An introduction to children with exceptionalities. Topics include physical, mental, emotional, and social traits of individuals with exceptionalities, legal issues related to special education, and current trends. Field experience is required.
- D. Request for Change: MAT 620. Learning and Behavior Theories in General and Mild/Moderate Special Education. Credit 3 hours. Prerequisite: Provisional SARTE status and concurrent enrollment in MAT 610, MAT 615, and MAT 630. The study and application of learning and behavioral theories including taxonomies of learning,

pedagogical principles, child and adolescent development, and teaching and managing diverse populations. Field experience is required.

- E. Request for Change: MAT 622. Classroom Management and Organization for Elementary and Mild/Moderate Special Education. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630. Take concurrently with MAT 631 and MAT 640. The study and application of behavioral and humanistic approaches to classroom management and motivation with an emphasis on process, principles, and theories related to changing inappropriate behaviors. This course includes group management, behavior modification conflict resolution, assertiveness, responsibility training, anti-social behavior and youth at risk, aggression and mistaken goals and preventive discipline techniques. Field experience will be required.
- F. Request for Change: MAT 630. Assessment I: General and Mild/Moderate Special Education. Credit 3 hours. Prerequisite: Provisional SARTE status and concurrent enrollment in MAT 610, MAT 615, and MAT 620. Use of assessment in the modern school program. Topics will include lesson plan development, matching objectives to assessment, informal teacher-made tests and performance-based assessment as well as an introduction to case study design, standardized tests, and curriculum-based assessment. Field experience is required.
- G. Request for Change: MAT 631. Assessment II: General and Mild/Moderate Special Education. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630. Concurrent enrollment in MAT 622 and MAT 640. Continuation and application of Assessment I (MAT 630). Topics will include reading diagnostics as well as advanced case study design, standardized tests and curriculum-based assessment. Students will begin to explore topics for their action research projects. Field experience is required.
- H. Request for Change: MAT 640. Introduction to Reading and Language Arts for Elementary and Mild/Moderate Special Education. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630. Concurrent enrollment in MAT 622 and MAT 631. A study of the reading, writing, and language processes as a fundamental aspect of the elementary and special education curriculum. Special attention will be given to the basic reading skills and strategies needed by mature readers. The latest in theories, methods, and materials will be appraised through study, observation, and demonstrations in classrooms. Field experience is required.

- I. Request for Change: MAT 650. Integrated Learning Methods: Math, Physical Science, and Information Literacy. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, MAT 622, MAY 630, MAT 631, and MAT 640. Concurrent Enrollment in MAT 651 and MAT 652. Integrated course in methodology for teaching math, physical sciences, and information literacy to diverse groups of learners in inclusive elementary classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children's literature are also integrated into instructional planning, teaching, and assessment. Field experience is required. Professional development hours are required.
- J. Request for Change: MAT 651. Integrated Learning Methods: Life Sciences, Health and P.E., and Information Literacy. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, MAT 622, MAT 630, MAT 631, and MAT 640. Concurrent enrollment in MAT 650, and MAT 652. Integrated course in methodology for teaching life sciences, health and P.E., and information literacy to diverse groups of learners in inclusive elementary classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children's literature are also integrated into instructional planning, teaching, and assessment. Field experience is required. Professional development hours are required.
- K. Request for Change: MAT 652. Integrated Learning Methods: Social Studies, Arts, Music, and Information Literacy. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, MAT 622, MAT 630, MAT 631, and MAT 640. Concurrent enrollment in MAT 650 and MAT 651. Integrated course in methodology for teaching social studies, arts, music, and information literacy to diverse groups of learners in inclusive elementary classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children's literature are also integrated into instructional planning, teaching, and assessment. Field experience is required. Professional development hours are required.
- L. Request for Change: MAT 670. Research Design for General and Mild/Moderate Special Education. Credit 3 hours. Prerequisites: Full SARTE Status and successful completion of all MAT courses other than student teaching or internship. Principles and procedures for exploring, analyzing, and studying educational problems. Qualitative, quantitative, and single-subject research design methods will be examined in relation to their

application for improving education for students in inclusive elementary classes. Survey of significant research studies and application of research principles within action research in the classroom will be implemented.

What has prompted these proposals? Redesign of the MAT program.

Motion for Items B-L was made, seconded and passed.

The following proposals were presented related to the revised SPED Program.

- A. Request for Change: EDUC 657/656. Concentration in Literacy Education. Present Course Description/Catalog Entry: EDUC 657/656. Proposed Course Description/ Catalog Entry: EDUC 657/658.

EDUC 665/656. Concentration in Literacy Education. Present Course Description Catalog Entry: EDUC 665/656. Proposed Course Description/Catalog Entry: EDUC 665/666.

What has prompted this proposal? Typo in previous catalog entry.

- B. Request for Change: Teacher Certification. Certification changes due to redesign.

Proposed Course Description/Catalog Entry: Requirements beyond the Master's Degree, Special Education, may be necessary if the student is deficient in certification requisites. Students may elect to focus coursework toward State of Louisiana Certification in the following areas: Teachers of Mild/Moderate Disabilities (generic), Early Intervention, Educational Diagnostician, Supervisor/Director of Special Education, and Academically Gifted. Students desiring to pursue any of the above should consult with their faculty advisor or Department Head for requirements.

What has prompted this proposal? This catalog change is necessitated by current practices in the Department of Teaching and Learning.

- C. Request for Change: Admission Requirements.

Proposed Course Description/Catalog Entry: Master of Education/Special Education. To be considered for admission to the Master of Education Degree in Special Education an applicant must: (1) Meet all University admission requirements. (2) Have at least 1350 points based on the formula of 200 times the undergraduate cumulative grade point average plus the General Test (Verbal and Quantitative) score of the Graduate Record Examination for regular status. A student not eligible for regular

admission may be admitted with conditional status if the student has 1250 points based on the formula of 200 times the last 60 hours undergraduate cumulative grade point average plus the General Test (Verbal and Quantitative) score of the Graduate Record Exam. This program does not lead to initial certification.

Master of Education, Professional Special Education. To be considered for admission to the Master of Education Degree in Professional Special Education, an applicant must: (1) Meet all University admission requirements. (2) Have at least a 2.5 GPA. (3) Have at least 1350 points based on the formula of 200 times the undergraduate cumulative grade point average plus the General Test (Verbal and Quantitative) score of the Graduate Record Examination for regular status. A student not eligible for regular admission may be admitted with conditional status if the student has 1250 points based on the formula of 200 times the last 60 hours undergraduate cumulative grade point average plus the General Test (Verbal and Quantitative) score of the Graduate Record Exam. (4) Hold a baccalaureate degree in special education (or equivalent) from an accredited university. (5) Possess a valid teaching certificate in Special Education. (6) Provide a letter of application delineating the applicant's rationale for pursuing the graduate degree to the Graduate Coordinator, Department of Teaching and Learning. (7) Provide two letters of recommendation from persons with knowledge of the applicant's potential for success to the Graduate Coordinator, Department of Teaching and Learning. (8) Submit a curriculum vitae delineating academic and related work experiences, degrees held, honors and awards, and special interests to the Graduate Coordinator, Department of Teaching and Learning. (9) Complete the PEC survey, a self-assessment to identify Knowledge, Skills, and Dispositions consistent with the COEHD Conceptual Framework, and a special education self-assessment.

Master of Arts in Teaching, Early Intervention (Alternative Certification). To be considered for admission to the Master of Arts in Teaching, Early Intervention (Alternative Certification) program, an applicant must: (1) Have satisfactorily completed a baccalaureate degree with a 2.5 GPA. (2) Achieve a passing score on PRAXIS I. (3) Have at least 1350 points based on the formula of 200 times the undergraduate cumulative grade point average plus the General Test (Verbal and Quantitative) score of the Graduate Record Examination for regular status. A student not eligible for regular admission may be admitted with conditional status if the student has 1250 points based on the formula 200 times the last 60 hours undergraduate cumulative grade point average plus the General Test (Verbal and Quantitative) score of the Graduate Record Exam.

What has prompted this proposal? To bring the catalog in line with the redesigned Master of Education, Special Education and Professional Special Education admission requirements and course offerings as approved by the Board of Regents.

- D. Request for Change: Certification Requirements for Adult Education School Personnel. Delete Adult Education Certification Area.

What has prompted this proposal? This certification area is no longer offered at Southeastern.

- E. Request to Delete a Course: Certification Requirements for Teachers of the Academically Gifted. Gifted now under SPED in redesign.

What has prompted this proposal? This information is already covered in the newly proposed request for course change.

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

- F. Request for Change: SPED 495/595. The Exceptional Student in the Regular Classroom.

Proposed Course Description/Catalog Entry: SPED 495/595. 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 is designed to assist the regular classroom teacher to better understand and more effectively teach students who have special needs. Practical strategies and effective techniques for adapting classroom instruction and managing the behavior of groups of students is included. Must be taken concurrently with EDUC 415, EDUC 484, or ECE 422 depending on area of certification. A field experience component is required.

- G. Request for Change: SPED 602. Seminar in Special Education. Credit 3 hours.

Proposed Course Description/Catalog Entry: SPED 602. Seminar in Special Education. Credit 3 hours. Prerequisites: SPED 200 or 210 or 600 and EDF 600 or department consent. Additionally, students pursuing a Master of Education in Special Education must have completed all degree coursework before taking SPED 602. An intensive examination of the issues relative to the special education program. This course will be interdisciplinary in nature and will focus upon contributions of research, philosophy, history, and recent trends in special education as they apply to the resolution of major issues in special education. This is the capstone

seminar of the graduate program in special education and is the last of the required courses for a Master of Education in Special Education. This course may be repeated for a total of 6 hours of credit.

- H. Request for Change: SPED 608. Evaluation of Individuals with Disabilities. Credit 3 hours.

Proposed Course Description/ Catalog Entry: SPED 608. Evaluation of Individuals with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: SPED 200 or 210 or 600. Theory, administration, and interpretation of formal and informal instruments to assess personal-social-school adjustments, educational level, intellectual functioning, and sensory deficits of individuals with mild/moderate disabilities.

- I. Request for Change: SPED 664. Classroom Organization and Management for Students with Mild/Moderate Impairments. Credit 3 hours.

Proposed Course Description/Catalog Entry: SPED 664. Credit 3 hours. Classroom Organization and Management for Students with Mild/Moderate Disabilities. Prerequisites: SPED 200 or 210 or 600 or department consent. This course addresses classroom organizational strategies to meet the academic and behavioral needs of students with mild/moderate disabilities. Scheduling, physical structure of the room and use of learning and interest centers will be addressed as well as non-behavioristic management strategies. Field experience component.

- J. Request for Change: SPED 682. Foundations of Early Education for Young Children with Disabilities. Credit 3 hours.

Proposed Course Description/Catalog Entry: SPED 682. Credit 3 hours. Prerequisites: SPED 200, 210 or 600. An overview of the historical influences, research, controversies, and issues that provide the foundation for early education for young children with disabilities. Includes a review of model programs, their methods, and rationales and a study of current issues in early intervention program including theories of play and an examination of the relationship of play to all aspects of the learning experience and early childhood development. Field experience component is required.

- K. Request for Change: SPED 688. Evaluation of Exceptional Children in Early Intervention. Credit 3 hours.

Proposed Course Description/Catalog Entry: SPED 688. Evaluation of Young Children with Disabilities. Credit 3 hours. Prerequisites: SPED 200 or 210 or 600 and 682 or departmental consent. Theory, administration, and interpretation of instrumentation to assess family characteristics, and personal-social, cognitive, motor, communication, self-help, and sensory abilities of young children who are “at risk” or have an identified disability. Field experience component required.

What has prompted these proposals? The proposed changes are necessary to bring these courses in line with the newly redesigned graduate program in special education and current best practices in the field.

Motion for Items F-K was made, seconded and passed.

The following proposals were presented related to new courses for the redesigned SPED Program.

- L. Request for New Course: SPED 670. Instructional and Assistive Technology for Individuals with Disabilities in Educational and Community Environments. Credit 3 hours. Instructional and assistive technology classifications, legislation, services and devices; benefits, resources, terminology across environments; impact of technology on learning needs. Field experience to develop case studies will be an integral part of the course.
- M. Request for New Course: SPED 703. Advanced Transition Issues for Individuals with Disabilities. Credit 3 hours. This course will focus on advanced transition needs of individuals with mild/moderate disabilities. An emphasis will be on positive student outcomes and adult lifestyles. Candidates will acquire the knowledge and skills necessary to guide students in the development of IEPs and transition plans. Additionally, candidates will consider culture and diversity when assisting students in taking active roles in developing education and lifestyle goals. There will be a field component incorporated into this class.
- N. Request for New Course: SPED 704. Effective Practices in Instructional and Assistive Technology. Credit 3 hours. Prerequisite: SPED 670. Current practices, strategies, planning, and device knowledge and skills necessary to implement services for individuals with disabilities. Field experience to develop case studies will be an integral part of the course.
- O. Request for New Course: SPED 705. Evaluation and Assessment for Instructional and Assistive Technology. Credit 3 hours. Prerequisite: SPED 670. Theory, administration, and interpretation of formal and informal assessment measures to determine the need for assistive technology devices and services. Professional and ethical practice,

collaboration, problem solving, and the decision process in educational settings will be emphasized. Field experience to develop case studies will be an integral part of the course.

- P. Request for New Course: SPED 706. Practicum in Instructional and Assistive Technology for Individuals with Disabilities. Credit 3 hours. Prerequisites: SPED 670, SPED 704 and SPED 705. This course will entail candidates developing and implementing action research in instructional and assistive technology for individuals with disabilities.
- Q. Request for New Course: SPED 708. Theories and Approaches to Assessing Individuals with Disabilities. Credit 3 hours. This course focuses on assessment theories, creating, administering, scoring, and interpreting informal and formal assessment instruments that meet the diverse needs of individuals with disabilities. Assessment activities include addressing social, visual/motor, and sensory deficits of individuals with disabilities.
- R. Request for New Course: SPED 710. Advanced Theory and Practice in Assessment and Evaluation of Individuals with Exceptional Learning Needs. Credit 3 hours. Prerequisite: SPED 708. Advanced course in the principles of tests and measurements. The course covers the various tenets of test theory and principles to determine technical adequacy of test scores. Basic concepts including: reliability, validity, norms, and methods of expressing test scores statistically are studied. Test administration, scoring, and interpretation applied to individuals with exceptionalities. Practice in test administration, interpretation, and educational diagnosis for Educational Diagnosticians. The course will examine CHC theory and other classical and item response theory models.
- S. Request for New Course: SPED 716. Supervised Internship in Evaluation of Individuals with Exceptionalities. Credit 3 hours. Prerequisites: EPSY 605, SPED 708, 710, 612, 613, 614, or prior approval of Department Head, and special education certification. A supervised internship with individuals with exceptionalities. Emphasis will be placed on evaluation and implication for educational intervention through development of individualized assessment/intervention plans. Field experience component.
- T. Request for New Course: SPED 741. Practicum in Linking Assessment to Instruction. Credit 3 hours. Prerequisites: SPED 708 and 763. This course provides supervised practice in implementing research-based assessment and instructional practices to individuals with disabilities in inclusive classroom settings. The practicum focuses on data-based decision making that links research-based assessment results to instructional methods and strategies that will impact achievement for

individuals with disabilities. Candidates will be required to collaborate with individuals with disabilities, their family members, school faculty and administrators, and other interested stakeholders that have relationships with individuals with disabilities.

- U. Request for New Course: SPED 763. Advanced Methods of Teaching Individuals with Disabilities. Credit 3 hours. Prerequisite: SPED 708. This course will enhance and expand candidates basic knowledge about instructional processes and methods of teaching academic subjects to students with disabilities through strategies, direct instruction, differentiating instruction, and universal design for learning. A special emphasis will be on communication/literacy issues with respect to individuals with disabilities. This course will enable candidates to develop skills needed to proceed with National Board for Professional Teaching Standards certification.
- V. Request for New Course: SPED 765. Humanistic Approaches to Developing Inclusive Classrooms. Credit 3 hours. Prerequisites: SPED 200, 210, or 600. Non-behavioristic approaches used to assist development of appropriate behaviors in inclusive classrooms will be explored. Field experience component.
- W. Request for New Course: SPED 767. Advanced Strategies for Developing Partnerships with Families of Children and Youth with Disabilities. Credit 3 hours. This course is designed to develop an understanding of exceptional families and the dynamics, roles, and relationships within families, schools, and communities in a pluralistic society. Special emphasis is placed on application of family systems theory, development of family/school partnerships, and examination of the impact of special education laws and policies on exceptional families. Field experience component required.
- X. Request for New Course: SPED 770. Capstone Seminar. Credit 3 hours. This is the capstone seminar for candidates enrolled in the Professional Special Education Program. Emphasis is placed on preparing special educators for the roles as teacher leaders and collaborators for change and improvement in districts and schools. Further, candidates will expand their knowledge of strategies that will prepare them to continue to be lifelong learners. The competencies of this course are derived from the requirements for teachers by the national standards for the Council for Exceptional Children, the standards for the NBPTS (Exceptional Needs Specialist), NCATE, and INTASC, and guidance from the special education program faculty. Must be taken during final semester of coursework.

What has prompted these proposals? Redesign of the SPED Program.

Motion for Items L-X made, seconded and passed.

7. **Elections**

The following representatives were elected by acclamation:

Public School Representative
Linda Baker, Tangipahoa parish

Student Representatives
Alissa Davies, Undergraduate
Steve Link, Graduate

Chair of CTE
Dr. Rebecca Day

8. **Other Business**

Dr. Day announced that the NCATE on-site visit will be April 12-16, 2007.

Dr. Allen announced that there will be a mock NCATE visit on October 21-23, 2007.

9. **Next Meeting**

Next meeting on October, 17, 2007, 3:00 p.m., TEC Room 2020.
Proposals due by October 10, 2007

Meeting was adjourned at 3:55 p.m.

