

School of Teaching and Learning
Dec. 1, 2008

STL Meeting Agenda

December 1st, 2008, 8:30, LO 206

1. Approval of November 17th Meeting Minutes
 2. C & I – Reading certificate
 3. EECE—Early Childhood
 4. SpEd Certificate (action)-Ann
 5. SpEd certificate for NDSU students (discussion)-Ann
 6. Related requirements for students with previous degrees seeking SpEd licensure (action)-Ann
 7. ED 514—Teri
 8. Britt's request regarding departmental promotion deadlines
 9. Tenure/Promotion meeting December 8th, 8:30, LO 206
 10. Spring semester faculty meetings on Wednesdays, 8:00—January 21st, February 4th, February 18th, March 4th, March 25th, April 8th, April 22nd, May 6th
 11. STL Curriculum Review/Revision Workgroup meetings—Friday January 30th, February 6th, February 20th, from 8:00-10:15.
 12. Other
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PRESENT: Melody Chuang, Barb Martin, Heather Sand, Renee Kerzman, Lisa Staiger, Lynn Mahlum, Britt Ferguson, Peggy Rittenhouse, Ann Goldade, Keri DeSutter, Jessica Molstre, Erin Gillett, Steve Grineski, Ron Messelt, Layna Cole, John Benson, Becky Williams, Barb Worman, Coleen Roller, Mary Dosch, Teresa Shume, Ruth Newton, Steve Street, Dean Mollerud, Valerie Ritland, Teri Walseth, Sue Severson (Chair).

Ann Goldade made a motion to approve the meeting minutes of Nov. 17, 2008. Becky Williams seconded. Motion carried.

Steve Grineski reported on C & I Masters with Reading Certificate. He and Richard have met with about 30 teachers in Moorhead and West Fargo. Five teachers appear to have a serious interest in the program.

Layna Cole presented a draft proposal for an Early Childhood Senior Cooperative. The objective is to restructure course offerings to maximize learning potential in field experiences during the senior year. There will be some structural revisions relative to scheduling but no course changes. Peggy Rittenhouse made a motion to approve the Early Childhood Senior Cooperative. Layna Cole seconded the motion. There was discussion of the transition period. Plans are to have this in place Fall 2009. Motion passed. (Attachment.)

Ann Goldade presented changes to the SpEd certificate. SpEd 445 will be replaced with SpEd 494. The reason for this change is that SpEd 445 has two prerequisites (EECE 291 and EECE 341). It was suggested that SpEd 445 be included in the certificate as a "restricted elective".

Peggy Rittenhouse made a motion to approve the changes of moving SpEd 445 to a "restricted elective" and add SpEd 494 as a required course to the SpEd certificate. Becky Williams seconded the motion. Motion carried. (Attachment)

Ann informed the department of the work that Keri and Camille have been doing to promote the SpEd certificate to NDSU Education majors. They have met with one of the education advisors and will continue to further develop this partnership.

Ann introduced changes to the related requirements for students with previous teaching degrees who seek SpEd licensure.. Ann made a motion that those students seeking a SPED license, who have a previous teaching license, not be required to take BIOL 170, ENGL 102, MATH 304, PSCI 170, PSY 113, and GEOS 170. Peggy Rittenhouse seconded the motion. The motion carried. (Attachment)

At a previous meeting, Richard Adler was with us to discuss ED 514. Dean Teri Walseth joined us today to clear up some issues regarding ED 514. David Tack has been working to develop this course. Some of the questions addressed were: What is the need for ED 514? Will ED 514 cover all reading content? Will there be qualified instructors for this course? How often would it be offered? Is student teaching required? How long is the course? Who is it geared toward?

Teri explained that this is a fast track course for science and math professionals who want to start a second career in teaching. It covers reading standards. We have qualified instructors to teach this. The course would probably be offered once every 2 ½ years or as needed. Student teaching will still be required. The course is geared to STEM teachers. John Benson made a motion to approve ED 514 as a course. Layna Cole seconded the motion. Motion carried.

Britt Ferguson asked the department to let her submit her materials for promotion even though she missed the November 14th deadline of informing the department. Peggy Rittenhouse made a motion to allow Britt to submit materials and present on Jan. 21, 2009. Becky Williams seconded the motion. Motion was approved.

Erin Gillett’s tenure meeting will be Monday, Dec. 8, 2008 at 8:30 a.m. in Lommen 206.

Meeting adjourned at 9:50.

Attachments:

STL Meeting December 1, 2008

Draft Proposal for Early Childhood Senior Cooperative

Objective: To restructure course offerings to maximize learning potential in field experiences during the senior year of the early childhood education program.

Rationale: Based on input from current and past students, cooperating teachers, university supervisors, faculty and administrators, revisions need to be made to the structure of the field experiences for Early Childhood Education majors in order to maximize the learning potential of the experiences. Restructuring also addresses the current student teaching obstacles encountered by students seeking Early Childhood licensure in both Minnesota and North Dakota.

Proposal: To structure courses in such a manner that during the first semester of the senior year for early childhood majors, students will experience multiple full-day experiences in kindergarten and preschool along with the course work specifically designed to prepare students for these settings and complete student teaching in a kindergarten and primary setting in the second semester of their senior year.

Description: Courses will be offered two days per week (Tuesdays and Thursdays) in 100-minute blocks for the first 10 weeks of the semester with students spending two full-days per week in a kindergarten or preschool classroom. The last five weeks of the semester, students will complete their preschool student teaching in the same classrooms as they were placed for their practica. If possible, students will do their kindergarten student teaching in the same classrooms they were placed for their practica during the second semester of their senior year.

Course structure for Early Childhood Senior Cooperative:

Senior Semester 1	Senior Semester 2
EECE 433: Preschool and Kindergarten Curriculum (3) EECE 467K: Practica—Preprimary (1-4) Weeks 2-7: (5 weeks) 2 full days per week	EECE 481C: Kindergarten and Primary Teaching (1-12) EECE 448: Contemporary Issues and Ethics (2)

<p>in Kindergarten in teams (teams take over for two ½ days during the last week.) Weeks 8-10: (3 weeks) 2 full days per week in preschool (individual placements). Weeks 11-15: (5 weeks) Preschool student teaching</p> <p>SPED 427: Instructional Strategies: Preschool (3) EECE 428: Building Partnerships in Education (3) EECE 443: Classroom Management/Consultation (3) EECE 481C: Preschool Student Teaching (1-12)</p>	
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Action Required:

- Establishment of entry process to Early Childhood Senior Cooperative.
- Field Experience Placements made one semester earlier to allow for immediate start of practica.
- Scheduling consideration by STL in offering classes in 100-minute blocks for 10 weeks, while still meeting needs of other majors (ECSE and pre-primary Elementary majors).
- Possible structural revisions to ED 443 taken by Early Childhood majors.

SPED Certificate:

Current SPED Certificate: 15 credits total	Proposed SPED Certificate: 15 credits total
<p>*SPED 320 is a prereq to all other SPED coursework.</p> <p>Required (9 credits) SPED 445: Remedial and Corrective Reading SPED 413: Instructional Strategies SPED 471: Behavior and Environment Management</p> <p>Restricted Electives (6 credits) Students must take two of the following disability specific courses SPED 461: Learning Disabilities (Intro) SPED 473: Emotional/Behavior Disorders (Intro) SPED 423: Young Children with Disabilities and their Families SPED 419 Biomedical Aspects of Physical and Health Disabilities</p>	<p>*SPED 320 is a prereq to all other SPED coursework.</p> <p>Required (9 credits) *<i>SPED 494: Legal and Social Foundations (change)</i> SPED 413: Instructional Strategies SPED 471: Behavior and Environment Management</p> <p>Restricted Electives (6 credits) Students must take two of the following disability specific courses SPED 461: Learning Disabilities (Intro) SPED 473: Emotional/Behavior Disorders (Intro) SPED 423: Young Children with Disabilities and their Families SPED 419 Biomedical Aspects of Physical and Health Disabilities</p>

Requirements:

SPED 494 Legal/Social Foundations of Special Education (3) **Fall:** All Years **Spring:** All Years

This course overviews the educational, sociological, legal, and historical frameworks of special education services within the context of public school systems. It includes research on the efficacy of special education; national and state reform and renewal efforts in general and environment professional preparation, litigation and legislation, and best practices in curriculum for all learners. Issues related to families in a changing educational system are also addressed. Prerequisite substitutions require instructor consent. **Prerequisite:** SPED 320

SPED 413 Instructional Strategies (3) **Fall:** All Years **Spring:** All Years

Curriculum planning and classroom teaching techniques for students with disabilities will be examined. Topics will include adaptation of instruction, assessment and designing individualized educational plans, as well as various content and learning problems. **Prerequisite:** SPED 320

SPED 471 Behavior and Environment Management (3)

Fall: All Years **Spring:** All Years

Application of learning theory and applied behavior analysis to teaching and to the problem of altering maladaptive behavior. Specific variables related to classroom and community based instruction of individuals with a variety of learning characteristics are included. Prerequisite substitutions require instructor consent. **Prerequisite:** SPED 320

Restricted Electives:

SPED 461 Learning Disabilities (3)

Spring: All Years

An introduction to definition, assessment, characteristics, and educational strategies for children and youth with specific learning disabilities. Prerequisite substitutions require instructor consent. **Prerequisite:** SPED 320

SPED 473 Emotional/Behavioral Disorders (3)

Spring: All Years

Identification, assessment, and programming for students with Emotional/Behavioral Disorders. Course includes operation of program models of educational and other treatment agents. Prerequisite substitutions require instructor consent. **Prerequisite:** SPED 320

SPED 423 Young Children with Disabilities and Their Families (3)

Fall: All Years

Examination of the program models and approaches to services for young children with disabilities and their families. Research on the efficacy of early intervention and aspects of family systems is reviewed. Current issues in service provision, teaming, and individual program plans are also included in the course. Prerequisite substitutions require instructor consent. **Prerequisite:** SPED 320

SPED 419 Biomedical Aspects of Physical and Health Disabilities (3) **Fall:** All Years

This course is designed to help you understand medical aspects and terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues, accompany specific physical and health disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures. Prerequisite substitutions require instructor consent. **Prerequisite:** SPED 320

For your information:

SPED 445 Remedial and Corrective Reading (3)

Fall: All Years **Spring:** All Years

The causes, assessment, and correction of reading difficulties are analyzed. Specific strategies poor readers can use to read better are described. Explicit instructional methods are presented. Prerequisite substitutions require instructor consent. **Prerequisite:** EECE 341, SPED 320

STL Agenda Item: Related requirements for students with previous degrees seeking SpEd licensure (action)

Proposal: Students seeking a SPED license, who have been licensed from another state, would not be required to complete the following related requirements:

BIOL 170, ENGL 102, MATH 304, PSCI 170, PSY 113, GEOS 170

Exceptions will be reviewed by the Director of Teacher Education

Reminder:

Last of the three town hall meetings is today.

***Regional Demographic Issues**

Monday, December 1, 2008

10:30 a.m. and 1:30 p.m.

Comstock Memorial Union

Presenters: **Richard Rathge**, North Dakota State Demographer and **Manuel Lopez**, Associate Vice Chancellor for Continuous Improvement

Vision Committee Work: <http://www.mnstate.edu/president/vision/>