

MINUTES
COUNCIL ON TEACHER EDUCATION MEETING
March 26, 2020

MEMBERS PRESENT: Seth Archer, Tiffanee Bird, Marilyn Cuch, April Denton, Dennise Gackstetter, Sheri Haderlie, Tom Higbee, Scott Hunsaker, Francine Johnson, Eric Mohr, Camille Odell, Matt Omasta, Amy Piotrowski, Travis Rawlings, Sylvia Read, Tyson Sorensen, Kathy Trundle, Michelle Wilson, Sonia Manuel-Dupont for Jessica Riveria-Mueller, Lacey Boschetto for Julie Wheeler

MEMBERS EXCUSED: Paul Barr, Curtis Benjamin, Steve Carlsen, Alden Jack, Peter Mathesius, Greg Pdogorski, Ed Reeve, Jessica Rivera-Mueller, Kady Schneider, Maria Spicer-Escalante, Leslie Timmons, Julie Wheeler

GUESTS: Shawnda Moss, Darcie Peterson, Denise Taylor

ACTION ITEMS:

1. Approval of Minutes: Minutes for February 2020 were approved as written.

2. Course Approvals:

ART 3700 – Elementary Art Methods

- *Proposed Action:* Course description and prerequisite changes

In this course, The new prerequisites will ensure that students are required to spend clinic at observation hours in public school classrooms. The state of Utah requires a cleared entrance the course with the educational background check for anyone necessary to be present succeed in a public classroom the class. A cleared background check They will also help to make sure seats are going to students for whom the course is required for admission to ELED and STEP programs. By adding this prerequisite, students will already be in compliance with Utah law when enrolling in this course graduation.

Must be accepted into BFA in Art Ed; Or accepted into El Ed, SecEd

Completion of at least 45 credits Admission to

AND one of the following programs; * completion

Completion of ELED 3100 or other STEP program; Or by ELED 4061 * admission

Admission to the BFA in Art Education program * permission

Permission of the department; Art Education Elementary Education Secondary Education

Other STEP program

- *Justification:* Effective Spring 2021

- *Description:* **Focuses This course focuses** on developing art curricula by formulating objectives for teaching art processes, art history, and art appreciation in the elementary schools. **Required It also covers required** preparation for a grade school teacher.

Dennise explained the history behind the changes. A discussion was held. Sylvia will approve the proposal with the following comment: CTE approved these changes with the amendment that the prerequisites be changed from ELED 3100 or ELED 4061 to ELED 3000/3001 or TEAL 3000/3001.

Matt Omasta motioned to approve the proposed the proposed changes to ART 3700. Camille Odell seconded the motion. Matt Omasta seconded the amended motion. Motion passed.

ELED 5050 – Student Teaching – Early Childhood

- *Proposed Action:* Prerequisite (Licensure Lane Designation), effective Summer 2021
ELED 4000 or ELED 4020 or ELED 4021 with a grade of B- or better ELED 4005 or ELED 5105 with a grade of B- or better ELED 4030 or ELED 4031 with a grade of B- or better ELED 4040 or ELED 4041 with a grade of B- or better ELED 4050 or ELED 4051 with a grade of B- or better ELED 4060 or ELED 4062 or ELED 4063 with a grade of B- or better ELED 4480 with a grade of B- or better Minimum GPA of 3.00 across all the above listed courses

Licensure Lane Designation Lane Designation

- *Justification:* Need to be aligned with new program configuration.
- *Description:* This course consists of three to nine semester credit hours of student teaching in an early childhood classroom. Student teachers demonstrate competency and professionalism in teaching. An understanding of developmentally appropriate curriculum is necessary.

ELED 5250 – Elementary Education Student Teaching Seminar

- *Proposed Action:* Course Description, prerequisite change, effective Spring 2021
**Licensure Lane Designation
Minimum Level III GPA of 3.0 ELED 4000 with a grade of B- or better ELED 4005 with a grade of B- or better ELED 4030 with a grade of B- or better ELED 4040 with a grade of B- or better ELED 4050 with a grade of B- or better ELED 4060 or ELED 4062 with a grade of B- or better**

- *Justification:* Update prerequisites to reflect new program.
- *Description:* This course provides opportunities for student teachers/interns to learn about and practice skills in classroom management, curriculum development, instructional strategies, and lesson design and implementation in classroom contexts. Mentor teachers and University supervisors support ~~context appropriate~~ **context-appropriate**, effective teaching.

Scott noted that these changes are due to licensure lane designation.

Scott Hunsaker motioned to approve the proposed changes to ELED 5050 and 5250. Matt Omasta seconded the motion. Motion passed.

KIN 3200 – Motor Learning and Technology in Skill Analysis (CI)

- *Proposed Action:* Course description, prerequisite change, effective Spring 2021
Major in Human Movement Science Admission to the Kinesiology or Elementary Education or Pre-Elementary Education **program**
- *Justification:* The R401 for the change of name for the BS in Human Movement Science was approved to change to Kinesiology. With this we need to update the catalog to reflect the new program name.
- *Description:* **Exploration of This course explores** materials, methods, **and** mechanisms of learning, practicing, and performing motor skills. **A variety of Various** sport skills **are** taught where students give and receive feedback. Students teach and analyze sport skills with a presentation using computer technology with video and slides.

KIN 3550 – Strategies for Teaching Physical Education

- *Proposed Action:* Course description, prerequisite, effective Spring 2021
Enrollment limited to students who have been admitted Admission to Teaching Emphasis of **Human Movement Science Kinesiology** Major or to Physical Education Coaching Minor
- *Justification:* The R401 for the change of name for the BS in Human Movement Science was approved to change to Kinesiology. With this we need to update the catalog to reflect the new program name.
- *Description:* **Designed This course is designed** to provide future physical education teachers with sound strategies and methods for teaching lifetime activities, including fitness, **as well as and** team, individual, and dual sports.

Dennise Gackstetter motioned to approve the proposed changes to KIN 3200 and 3550. Eric Mohr seconded the motion. Motion passed.

PSY 3660 – Educational Psychology for Teachers

- *Proposed Action:* Inactivate Course, effective Fall 2020
- *Justification:* Course is no longer offered through Psychology. This is now a TEAL only course.
- *Description:* Principles and practices for development of conditions for effective learning. Lab required.

Sylvia explained that PSY 3660 is inactive and is a TEAL only course.

Matt Omasta motioned to approve to inactivate PSY 3660. Scott Hunsaker seconded the motion. Motion passed.

SPED 5070 – Policies and Procedures in Special Education

- *Proposed Action:* Prerequisite change, credit hour change (from 1-3 TO 3), effective Fall 2021

Admission to special education major SPED 5040 with a grade of B- or higher better higher, or instructor permission

- *Justification:* SPED 5070 used to be offered for 1 credit across three semesters or for 3 credits all in the same semester. The SPER department has redesigned our regional campus programs and no longer needs the 1 credit across three semesters option. It is confusing for students to register for carryable credit classes. The SPER department would like to change this course from 1-3 credits to 3 credits only. Student who have taken the course previously at a lower number of credits will not be affected by this change because the old distance program is no longer being offered. The prerequisite is updated to reflect the change that has already been approved.
- *Description:* This course provides an understanding of federal and state laws for persons with disabilities and procedures for organizing a special education classroom and auxiliary staff.

SPED 5410 – Practicum: Direct Instruction Reading and Language Arts for Students with Mild/Moderate Disabilities

- *Proposed Action:* Prerequisite change, credit hour change (1-3 TO 3), effective Summer 2021

All prerequisite courses require a grade of B- or better: ELED 3100, MATH 2010, MATH 2020, SPED 4000, SPED 5040 and TEAL 3660, or instructor permission

- *Justification:* SPED 5410 used to be offered for SPER Department's distance alternative teacher preparation program for 1 credit and our on-campus program for 3 credits. The department has restructured the distance program and no longer needs this class offered for 1 credit. To prevent student confusion on registering for variable credit classes, the department wants to change this class to 3 credits only. Students who has taken the course previously at a lower number of credits will not be affected by this change because the old distance program is no longer being offered. The prerequisite is updated to reflect the change that has already been approved.
- *Description:* Students learn to use Direct Instruction techniques, positive management, curriculum-based assessment and data-based decision-making to teach reading and language arts to children with mild/moderate disabilities. Students are placed in a classroom, where they teach a group of children daily.

SPED 5530 – Technology for Teaching Exceptional Learners

- *Proposed Action:* Prerequisite change, credit hour change (2-3 TO 3), effective Spring 2021

Admission to Special Education major SPED 5010 and SPED 5070 with grades of B- or higher, or instructor permission

- *Justification:* SPED 5530 used to be offered for the SPER Department's distance alternative teacher preparation program for 2 credits and our on-campus program for 3 credits. The department has restructured the distance program and no longer needs this class offered for 2 credits. To prevent student confusion on registering for variable

credit classes, the department wants to change this class to 3 credits only. Students who have taken the course previously at a lower number of credits will not be affected by this change because the old distance program is no longer being offered. The prerequisite is updated to reflect the change that has already been approved.

- *Description:* This course familiarizes students with existing technology (IT and AT), federal and state technology legislation, and resources to fund technology in the classroom. It teaches methods for evaluating technology needs of individuals with disabilities.

SPED 5810 – Seminar and Field Experiences with Infants and Families

- *Proposed Action:* Prerequisite change, credit hour change (3-4 TO 4), description change, effective Fall 2021

All prerequisite courses require a grade of B- or better:

HDFS 2600, HDFS 2630, SPED 4000, SPED 5040 and TEAL 3660, or instructor permission

- *Justification:* SPED 5810 used to be offered for the SPER Department's distance alternative teacher preparation program for 3 credits or our on-campus program for 4 credits. The department has restructured the distance program and no longer needs this class offered for 3 credits. To prevent student confusion on registering for variable credit classes, the department wants to change this class to 4 credits only. Student who have taken the course previously at a lower number of credits will not be affected by this change because the old distance program is no longer being offered. The prerequisite is updated to reflect the change that has already been approved.
- *Description:*
Reviews infant medical issues This course prepares individuals for early intervention service coordination, health, safety, syndromes family coaching, and low-incidence characteristics.
Also, includes a practicum component implementation of developmental supports in natural settings for Young children with disabilities. Students participate, both in the home and in early intervention settings, with families having infants with disabilities.

Darcie explained that the prerequisites have already been approved and now they are changing from variable credits to set credits.

Dennise Gackstetter motioned to approve the proposed changes to SPED 5070, 5410, 5530, and 5810. Eric Mohr seconded the motion. Motion passed.

Discussion Items:

1. USBE Updates – Travis Rawlings, Shawnda Moss

Travis Rawlings announced that he has taken a position at Granite School District. Shawnda Moss will continue to be the contact at the USBE, along with Malia Hite, Malia.Hite@schools.utah.gov, who was just named as Travis's replacement.

A reminder that if students are hired as the teacher of record for a school this fall: USU will submit an institutional recommendation for an associate license. The Office of Field

Experiences for TEAL, SPED, and PSY will send a spreadsheet to the Office of Licensure (Francine) who will forward to USBE. If they are an ELED intern, they must have passed all four sections of the PRAXIS before the recommendation can be made. If they are SCED or CTE and have an endorsement in their major area, then they don't have to pass the PRAXIS. If an ELED student expects to be hired as an intern and hasn't passed the PRAXIS, then the Office of Field Experiences will contact the district HR office to inform them that they can hire the student on an LEA (Local Education Agency) license. Any student going into the schools for must have both their background check and educator ethics review completed.

2. PPAT Update:

Students have completed tasks 2 and 3, which were due last Wednesday. Task 4 is worth twice as much and requires a video. We are not requiring the video, but students will need to submit a document to ETS saying "our school have been closed and will not be able to submit the video." They will also submit evidence to Canvas that they submitted the written task and upload the document explanation to ETS. This is a data collection semester, and we are hopeful that we will have good data for tasks 2 and 3. Finally, ETS has since communicated that they will most likely allow for submissions and resubmission in the fall, so students who want to complete PPAT might do so using data from

We are learning that we need to work on the glossary of terms such that we are all using common terminology (see [PPAT Assessment Glossary](#)). Scott Hunsaker will be working on curriculum mapping for PPAT tasks to see where we have gaps or areas in need of improvement. A cut score has not been established; when it has been established, it won't be consequential until fall 2021. Once it is consequential, if the student doesn't pass the PPAT, then they can't be recommended for a professional license. Matt Omasta requested that ETS provide samples materials for all disciplines (THEA ED). Response from ETS on this (after the meeting) was that Theater Ed is not a common area, so they don't yet have examples for it, but it's a goal.

3. District Feedback – *Steve Carlsen, Alden Jack, April Denton*

Steve Carlsen and Alden Jack were excused. April noted that Logan High is working on getting online curriculum ready for students due to school closures in an effort to prevent the spreading of Covid-19.

Next meeting is scheduled for April 20, 2020