

To: Committee on Teacher Education
Date: April 14, 2003

From: Susan M. Klein
Subj: CoT/Special Education Licensure

Two special education teacher education programs were developed by the special education faculty three years ago and initiated during the Fall Semester, 2001: Teaching All Learners (TAL) (elementary/special ed) and CoT/Special Education (secondary/special ed/subject concentration). At that time, the special education faculty decided that some of the TAL courses would be appropriate for both programs.

At the end of December, 2002, as the first group of CoT/Special Education students approached the student teaching semester, I asked them to provide evaluative feedback on their special education coursework to date. The students who provided the information not only completed multiple semesters of coursework, but all had secured mentor teachers in schools and had been observing/visiting those classrooms for at least one semester. Their perspectives were shared with the special education faculty and resulted in a proposal to change some of the requirements. That proposal is attached.

Further, when the CoT/Special Education program was designed, the special education faculty did not anticipate the increasing numbers of limited license middle and secondary special education teachers who would seek their license through CoT. Those students (teachers in reality) have provided a wealth of perspectives about their preparation program as well.

Thus, the attached proposal represents our latest thinking about the academic experiences needed by both our undergraduate and post-BA students seeking a teaching license in middle/secondary special education.

This proposal was approved by the special education faculty on March 12, 2003.

To: Special Education Faculty

From: Susan

Date: March 10, 2003

Subj: Revision of CoT/Special Education License

Now, all CoT/Special ed (undergrads and post BA students) are treated the same. I recommend:

1. more spec ed courses (for undergrads) geared to mid/second aged students (less with TAL)
2. more opportunities for undergrads to attend classes with practicing teachers
3. reduced credits in content concentration (reduced to a maximum 24 credits)
4. elimination of content concentration for post-BA students

| Currently for ALL: | Proposed for Undergrads: | For Post BA/Grads: |
|--|---|----------------------------|
| K205/K505 | K205 | K505 |
| K343 (Behavior, with TAL) | K343 | Optional |
| K370 (Learning, with TAL) | drop | drop |
| K352 (LearnProblems, with TAL) | K426/K525 Assess&Instruc or special section K352 | K525 or K352 (Spec sec) |
| E342 (Read/Lang Arts, with TAL) | M464 (Secondary) | M464, L517 |
| K371 (Assess/IndInstructon, with TAL) | drop | drop |
| K344 (Behavior Methods, with TAL) | K344 or K452/553 | K452/553 |
| K541 (Transition Across the Life Span) | K441/541 | K441/541 |
| | K510 or K361 (technology) | K510 |
| | K422/522 (Soc Skills) | K422/522 |
| | K465/565 (Collabor) | K465/565 |
| K405 (1 credit Building Inclusive MS/HS) | K405 | K405 |
| K488 (Student Teaching 10 weeks/credits) | K488 | M550 (10 cr) |
| M470 (Pract in ConcentArea6 wks/credits) | M470 | Drop |
| Subject Concentration (methods included) | reduce to 24 credits (unless student wants to earn a second license in content area) | drop |
| Art | 32 credits | |
| Computing | 18 | |
| Math | 23 | |
| Music | 26-27 | |
| English | 22 | |
| Social Studies | 27 | |
| Science | 33 | |
| Phys Ed | 28 | |
| Health | 24 | |