<table>
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<th>Live Oak Issues &amp; Ideas Sessions</th>
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| Content vs. Instruction: What is “Highly Qualified?” and What is Best for Students in the Age of No Child Left Behind?  
  Drew Kemp, Northern Illinois University  
  Bob Blake, Texas Tech University  
  
  This issues and ideas presentation is a debate regarding the importance of content knowledge vs. instructional technique in the age of NCLB. NCLB stresses the importance of content knowledge and a certification program for highly qualified teachers. However, many alternative certification programs have no instructional expertise as a required component. |
| Access and Equity: Where is the Conversation between Curriculum Theory and Special Education?  
  Allison Dickey, Ashland University  
  
  Special education has focused upon who, what, and where students with disabilities should be taught. Let’s prepare teachers with a new perspective of disability by linking Disability to Curriculum Studies in the context of access and equity. |

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<th>Longhorn Paper Sessions</th>
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| Information Literacy Curricula for Undergraduate Business Students: Assessing Value, Relevance, and Pedagogical Approaches  
  Theresa Conley, University of Denver  
  
  This paper evaluates the real-world business relevance of information literacy as a critical skill for undergraduate business students and determines pedagogical techniques for which it can be effectively taught in a business school setting. |
| Curriculum Bridges: Constructing Classroom RAMPs (Reading and Math Projects)  
  Marilyn Eisenwine, Angelo State University  
  Judith Hakes, Angelo State University  
  Nancy Hadley, Angelo State University  
  Mary McGlamery, Angelo State University  
  
  This session delineates specific techniques for creating reading and math projects, lessons, and activities including field-trial examples from elementary classrooms. |