

**College of Education and Human Development  
Council for Teacher Education  
Minutes of Meeting - April 16, 2003**

The College of Education and Human Development Council for Teacher Education met on Wednesday, April 16, 2003, at 3:00 P.M. in Room 237 of the Cate Teacher Education Center. The following members were present: Rebecca Day, Rhett Allain, Harold Blackwell, Debbie Dardis, Angela Dunnington, Kim Finley-Stansbury, Margaret Gonzalez-Perez, Flo Hill (for Anthony Armenta), Debbie Johnson, Marianna Kunow, Terri Miller-Drufner, Christine Mitchell, Linda Munchausen, Brian O'Callaghan, Beth Robinson, Edith Slaton, Martha Thornhill, John Trowbridge, Ginger Daughdrill, Cindy Faller, and Ernie Simoneaux (guest).

1. Dr. Rebecca R. Day, Chair, called the meeting to order at 3:05 P.M.
2. Approval of the Minutes:  
Minutes of the meeting of February 19, 2003 were approved as submitted.
3. Department of History and Political Science:  
The course, History 322, Practicum for Education majors, had previously been approved by CTE. Dr. Day asked the council members to review the revised course description which reflects the appropriate terminology – direct teaching rather than service hours.
4. Department of Educational Leadership and Technology:  
Ms. Flo Hill presented the following proposed changes for the Department of Educational Leadership.
  - A. Request for new courses:  
  
EDL 650: Seminar I. The School Leader as Building Facilitator. Credit 5 hours. Prerequisite EDF 600 and 2 hours of approved technology. This course studies the relationship between scheduling, resource allocation, shared decision-making and technology to facilitate building management and effective school leadership. Additionally, issues of student discipline, school safety, and ethical and legal decision making will be explored.  
  
EDL 651: Seminar II. Human Resources and Interpersonal Relations. Credit 5 hours. Prerequisite: EDL 650. The importance of developing effective interpersonal relationships with faculty, staff, and community are the foci of this course. Human resource management including personnel law, evaluation, professional development, and an understanding of adult learning will be introduced.

EDL 652: Seminar III. Facilitating Learning Communities. Credit 5 hours. Prerequisite: EDL 650, EDL 651. Emphasis will be placed on the study of change theory in relation to a positive school culture and climate. Organizational theory and principles of organizational development will be explored. Special attention will be given to the development of shared visions and goals, and the strategic planning required achieving them.

EDL 653: Seminar IV. School Leader as Instructional Facilitator. Credit 5 hours. Prerequisite: EDL 650, EDL 651, EDL 652. Emphasis is placed on instructional leadership while exploring the relationship between teacher observation, assessment, evaluation, instruction, curriculum and professional growth. Of particular importance will be supervisory strategies that enhance the teaching and learning process.

EDL 654: Seminar V. School Leader as Change Agent. Credit 5 hours. Prerequisite: EDL 650, EDL 651, EDL 652, EDL 653. School improvement will be explored with particular emphasis placed on the importance of action research, data analysis, and risk taking.

EDL 655: Seminar VI. Internship. Credit 5 hours. Prerequisite: EDL 650, EDL 651, EDL 652, EDL 653, EDL 654. The internship includes a variety of planned experiences in a diverse work environment in multiple settings and involves direct interaction and involvement with candidates, staff, parents, and community leaders over an extended period of time.

What has prompted this proposal: Proposal set forth by the Educational Administration faculty for a Pilot Program (not a new program) for a re-designed Educational Leadership curriculum.

Motion for Item A was made, seconded, and passed.

5. Dr. Thornhill distributed handouts and discussed the following:

- Praxis workshop for faculty scheduled May 19 and 20. She encouraged attendance by CTE members.
- LA Board of Regents 2002-2003 Institutional Report for the Preparation of Teachers: Overall Summary. She noted the overall rating of “High Performing” for Southeastern.
- Louisiana Board of Regents 2002-2003 Institutional Report for the Preparation of Teachers: Southeastern Louisiana University. She reviewed the data with the CTE members.

6. Announcements:

- Last meeting of the academic year.
- Next meeting will be scheduled and announced later.

7. The meeting was adjourned at 4:05 P.M