

## **Council for Teacher Education**

The Council for Teacher Education met on Wednesday, November 18, 2009, at 3:00 p.m. in Room 2020 of the Cate Teacher Education Center. The following members were present: Rhett Allain, Mary Ballard, Charlotte Humphries, Shirley Jacob, Debora Johnson, Gail McMillon, Terri Miller-Drufner, Christine Mitchell, Mary Prater, Claudia Salcedo, Lou Schultz, Martha Thornhill, June Williams, James Worthen. Nan Adams and Thomas DeVaney were in attendance to present changes for the Department of Educational Leadership and Technology. Thomas DeVaney served as proxy for Kathy Campbell. This constitutes a quorum.

1. Dr. Gail McMillon called the meeting to order at 3:07 p.m.
2. **Approval of Minutes**  
Minutes of the meeting on October 21, 2009, were approved as submitted.
3. **Department of Educational Leadership and Technology**  
Dr. Nan Adams presented the following changes:
  - A. Request for New Course: EDL 850. History and Philosophy of Higher Education. Credit 3 hours. Prerequisites: None. This course is a study of the history of higher education institutions to include an investigation of the philosophical belief systems that have driven and continue to drive educational practice.  
  
Why is this course needed? This course is designed to provide a basis of understanding and evaluating issues unique to higher education settings. It intends to provide understanding of historical context and philosophical belief as it drives practice in higher education, which is critical to provide context for informed leadership in this setting. It is designed to serve as a foundational course for preparation of educational leaders for roles in higher education in today's global environment.
  - B. Request for New Course: EDL 851. Governance and Legal Aspects of Higher Education. Credit 3 hours. Prerequisites: None. This course is a study of the governance of higher education institutions to include an investigation of the legal issues that surround the organization and delivery of academic, administrative and student services.  
  
Why is this course needed? This course is designed to provide a basis of understanding and analysis of issues unique to higher education settings. It intends to provide understanding of the organizational dynamics of governance in higher ed and the legal issues that guide delivery of services to prepare leaders for this setting.

- C. Request for New Course: EDL 852. Planning and Evaluation in Higher Education. Credit 3 hours. Prerequisites: None. This course provides a basis of understanding for planning and evaluation issues unique to higher education.

Why is this course needed? This course is designed to provide a basis of understanding and analysis of issues unique to higher education settings. It intends to provide professional educators with an understanding of the planning and evaluation process in higher education.

- D. Request for New Course: EDL 855. Academic Affairs in Higher Education. Credit 3 hours. Prerequisites: None. This course provides a basis of understanding for the function and mission of the Academic Affairs Unit in higher education.

Why is this course needed? This course is designed for those students preparing for a career in higher education leadership. It focuses on the teaching and learning missions of colleges and universities, and the units in which this central function occurs.

- E. Request for New Course: EDL 856. Administrative Affairs in Higher Education. Credit 3 hours. Prerequisites: None. This course provides a basis of understanding for the function and mission of the Administrative Affairs Unit in higher education.

Why is this course needed? This course is designed for those students preparing for a career in higher education leadership. It focuses on the effective administration of higher education institutions. Emphasis will be placed on planning, leadership, personnel administration and facility planning.

- F. Request for New Course: EDL 857. Student Affairs in Higher Education. Credit 3 hours. Prerequisites: None. This course provides a basis of understanding for the function and mission of the Student Affairs Unit in higher education.

Why is this course needed? This course is designed for those students preparing for a career in higher education leadership. It examines the role of student affairs administrators in student success and the organization and delivery of student services in postsecondary institutions.

- G. Request for New Course: EDL 858. The Community College. Credit 3 hours. Prerequisites: None. This course is a study of the role, scope and mission of the community college.

Why is this course needed? This course is designed to provide a basis of understanding for issues unique to the Community College. It intends to provide understanding for history, role, scope and mission of community and two-year colleges and vocational-technical schools.

- H. Request for New Course: EDL 834. College Teaching. Credit 3 hours. Prerequisites: None. This course is designed to provide basic principles about design and delivery of instruction of adults in college settings.

Why is this course needed? This course provides an overview of teaching and learning in the college environment. Focus will occur on understanding and addressing the needs of adult learners by investigating adult education theories and models for teaching and learning. The design of college curricula will also be presented.

Motion for items A-H was made, seconded and passed.

- I. Request for New Course: EDF 620. Using Data for School Improvement. Credit 3 hours. This course is designed to guide education professionals with their use of data to guide decision making and planning. Topics focus on developing data analysis skills through a review of types of data and sources, strategies for analyzing and interpreting data, and methods for determining how these efforts can relate to school improvement.

Why is this Course Needed? To provide understanding and expertise to teachers and leaders in the use of data to support decision making for continued school improvement.

- J. Request for New Course: EDF 805. Action Research for Positive Educational Change. Credit 3 hours. Prerequisites: EDF 802 or permission of instructor. This course is an introduction to the principles of Action Research. The seminar includes the history and theory behind the development of this research paradigm. The role of participant observer is explored as well as the action research cycle of inquiry. The students explore researchable issues and design and implement action research projects.

Why is this course needed? To provide understanding and expertise to teachers and leaders regarding inquiry based decision making. This methodology uniquely addresses issues endemic to the field of education. This course will also provide the opportunity for doctoral students to complete a specialization in research methodology.

- K. Request for New Course: EDF 806. Mixed Methods Research in Education. Credit 3 hours. Prerequisites: EDF 802 and 803 or permission of instructor. A course that presents mixed methods research as a unique and separate research methodology integrating both the quantitative and the qualitative approaches. Candidates will be prepared to design, conduct, and critique mixed methods research.

Why is this course needed? Mixed methods is a research methodology that can be used to address research problems in education that cannot be adequately studied using quantitative or qualitative methods alone. This course will also provide the opportunity for doctoral students to complete a specialization in research methodology.

- L. Request for New Course: EDF 821. Writing for Publication. Credit 3 hours. Prerequisite: EDF 801 or permission of instructor. This course will focus on the skills needed to prepare manuscripts for publication in academic journals. Topics will include locating appropriate journals, submission guidelines, types of review, types of articles and their underlying structure, and writing style guides such as APA and MLA. Students will be required to prepare and submit a manuscript for publication.

Why is this course needed? This course will provide an opportunity for doctoral students to complete a specialization in research methodology.

Motion for items I-L was made, seconded and passed.

4. Dr. Lou Shultz voiced concerns about students changing their majors to general studies and then attending the LRCE's accelerated program for teacher candidates. Dr. Nan Adams suggested that data should be collected to determine the quality of these candidates compared to the quality of candidates enrolled in a 4 year teacher education program.
5. **Next Meeting**  
February 10, 2010, 3:00 P.M.  
Proposals due by February 3, 2010  
  
Meeting was adjourned at 3:22 p.m.