LOUISIANA'S
TEACHER
QUALITY
INITIATIVE

CYCLE SIX:
RECOMMENDATIONS OF THE
EXTERNAL EVALUATORS

REDESIGNED PROGRAMS FOR TEACHERS &
EDUCATIONAL LEADERS

K-12 BACCALAUREATE DEGREES, POST-BACCALAUREATE DEGREES, AND ALTERNATE CERTIFICATION DEGREES/PROGRAMS

**Submitted to the Board of Regents and Board of Elementary
and Secondary Education by:**

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December 28, 2004

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**PART I: DESCRIPTION OF THE PROCESS FOR THE
SIXTH EVALUATION CYCLE**

SECTION I: EVALUATION OF QUALITY

The Board of Regents (BoR) and State Board of Elementary and Secondary Education (BESE) selected four external consultants to review and evaluate redesigned graduate programs for educational leaders and teachers. In addition, personnel from the Louisiana Department of Education reviewed all K-12 undergraduate teacher preparation programs and graduate educational leadership programs to determine if they met all state certification requirements. Personnel from the Board of Regents also examined all K-12 undergraduate and alternate certification programs to determine if they met the same criteria used by evaluators during previous evaluation cycles.

The evaluators were charged with reviewing the redesign plans, providing feedback to universities regarding their proposals, and making recommendations to university system boards, BoR, and BESE relative to acceptance of the redesigned plans. The primary responsibility of the evaluators was to identify quality programs that should be recommended for state approval and provide recommendations to universities to enhance the quality of all programs in the state.

Submission

All universities were required to submit redesign proposals that met specifications identified within documents entitled *Guidelines for the Redesign of Post-Baccalaureate Education Programs (April 2003) and Guidelines for the Redesign of Baccalaureate & Alternate All-Level (K-12) Programs (January 2004).*   These guidelines identified the specific structures that universities were required to follow when presenting information within the proposals and specific questions that universities were required to answer when describing their programs. Universities were also required to follow new state certification requirements for educational leadership programs and K-12 undergraduate/alternate teacher preparation programs.   All universities were required to submit proposals by September 18, 2004.

Review

The review process was used as a first step to help create high quality programs across the state. The evaluators used a two-stage review process for the graduate programs to (1) assess written proposals and (2) conduct face-to-face interviews with key university administrators and faculty. Prior to their arrival, the external evaluators were provided copies of the proposals to read in advance. Upon arrival in Baton Rouge, the evaluators met to reach consensus on the review process. The evaluators reviewed proposals and identified questions to ask about the proposals during interviews.   Two-member teams conducted 45-minute interviews with university representatives including key university administrators, university faculty, and K-12 school partners. At the conclusion of the interviews, each proposal was evaluated based upon written information within the proposals and responses during the interviews. After all proposals had been reviewed, the evaluators met to discuss their recommendations and stipulations to ensure

Review (Cont'd.)

that consistency existed across evaluators and across proposals. Consensus was reached by the external evaluators to determine final recommendations and areas in need of further development. The three recommendations were the following:

- *Recommended for Approval*: Programs that exhibit many strengths and had no stipulations.

- *Recommended for Approval with Stipulations*: Programs that had areas in need of further development.

- *Not Recommended for Approval*: Programs that were in need of major program redesign.

Based upon information generated by the external evaluators, written Program Reviews were developed that provided specific feedback from the evaluators about each program. Section I of the Program Reviews contains feedback from the evaluators in the following four areas:

A.   Program Recommendation

Statements identifying the types of programs submitted and the recommendations of the evaluators.

B.   Strengths

A list of strengths observed in each program by the evaluators.

C.   Program Stipulations

A list of stipulations that must be addressed by the universities in order for the program(s) to be approved.

D.   Specific Recommendations for Future Improvement

A list of recommendations for universities to consider when further developing the programs. Universities are not required to address these recommendations for their programs to be approved.

SECTION II: EVALUATION OF CERTIFICATION REQUIREMENTS

Staff of the Louisiana Department of Education also examined all proposed programs to determine if they met new state certification requirements. Section II of the Program Reviews indicates if all certification requirements were met for proposed programs. If certification requirements were not met, areas that must be addressed for program approval were identified.

SECTION III: WRITTEN DOCUMENTS

All recommendations of the external evaluators and the Louisiana Department of Education have been provided within this report (*Cycle Six: Recommendations of the External Evaluators – Redesigned Programs for Teachers and Educational Leaders: K-12 Baccalaureate Degrees, Post- Baccalaureate Degrees, and Alternate Certification Degrees/Programs).*

SECTION IV: APPROVAL PROCESS

The approval process was established as a second step in establishing high quality teacher preparation programs within systems and across the state.

Public Universities

For public universities, all programs that are (1) recommended for approval without stipulations and (2) found to have no certification problems are reviewed by the system boards and recommended by system boards to the Board of Regents for approval.

If programs are not recommended for approval during the external review process, universities may rewrite the proposals to address the stipulations and submit during future evaluation cycles.

If programs are recommended for approval with stipulations during the external review process or found to have certification problems, universities must address the areas cited and may submit a rejoinder to their system board to seek approval. Each system board reviews the rejoinder and determines if the programs should be recommended to the Board of Regents for approval.

Once system boards recommend approval of the programs to the Board of Regents, a BoR/BESE/LAICU Program Review Subcommittee composed of staff from the Board of Regents, Board of Elementary and Secondary Education (i.e., Louisiana Department of Education), and Louisiana Association of Independent Colleges and Universities (LAICU) reviews the evaluators' recommendations, university system recommendations, and rejoinders to ensure that all proposed programs address certification requirements and evaluation stipulations.

Based upon the review of this subcommittee, recommendations are made to the Board of Regents and State Board of Elementary and Secondary Education. If the boards decide not to approve the new programs, universities may revise the documents and resubmit during future evaluation cycle.

Private Universities

For private institutions, campus heads and chief academic officers review the recommendations of the evaluators and determine if rejoinders should be developed to address stipulations that are identified. All rejoinders are submitted to the Board of Regents for the BoR/BESE/LAICU Program Review Subcommittee.   This subcommittee reviews the external evaluators' recommendations, private university recommendations, and rejoinders to ensure that proposed programs address certification requirements and evaluation stipulations.

Private Universities (Cont'd.)

Based upon the review of this subcommittee, recommendations are made to the Board of Elementary and Secondary Education. If the Board of Elementary and Secondary Education does not approve the new programs, universities may revise the documents and resubmit them during future evaluation cycles.

SECTION V: CURRICULUM CHANGES TO REDESIGNED PROGRAMS

The redesigned teacher preparation programs approved by the Board of Regents and the Board of Elementary and Secondary Education are considered to be the basic framework for the teacher preparation programs at each university. The Board of Regents and Board of Elementary and Secondary Education fully expect universities to improve upon the basic framework as they fully develop and continue to improve the course syllabi, site-based experiences, evaluations, and other aspects of the redesigned programs. Both boards realize that changes will need to be made to proposed courses and programs as these improvements are made. In addition, changes may need to be made as universities submit the redesigned Official Plans and new syllabi to Curriculum Committees within universities and receive input from other departments within the universities about the courses and degree plans.

Prior to implementation, all universities have the flexibility to make changes to courses within Official Plans at the following points in time.

1.   **Prior to Approval from the Board of Regents and Board of Elementary and Secondary Education**

Universities may use the recommendation of the evaluators to identify changes that they wish to make to the Official Plans. These changes should be described within the rejoinders submitted to the system boards. If new courses are being proposed, full course descriptions should be provided. The BoR/BESE/LAICU Program Review Committee will review these changes once the rejoinders are submitted for approval by the Board of Regents and Board of Elementary and Secondary Education.

2.   **After BoR/BESE Approval and Before Program Implementation**

After BoR/BESE approval has been obtained, it may be necessary to change courses and the Official Plan due to decisions made by Curriculum Committees at universities or decisions made by university personnel to strengthen the program. These changes should be made prior to the point that universities submit their Official Plans to the Board of Regents. The changes will be reviewed by staff within the Board of Regents and Louisiana Department of Education.

SECTION VI.   PROGRAM DOCUMENTATION

Initial Degree Plans. A copy of the redesigned programs, rejoinders, and Degree Plans approved by the Board of Regents and Board of Elementary and Secondary Education will be kept within the Board of Regents and serve as initial documentation for all approved redesigned teacher preparation programs.

Official Plans.   Once the Official Plans and courses have been approved by University Curriculum Committees, copies of the Official Plans must be submitted to the Board of Regents. The Board of Regents and Louisiana Department of Education will review the plans and provide universities with signed copies that indicate that the plans have been reviewed and accepted by the Board of Regents and Louisiana Department of Education.

Changes in Degree Plans.   As universities make future changes to the Official Plans to strengthen the teacher preparation programs, universities must submit appropriate forms to the Board of Regents to identify the courses that will be changed. These changes will be reviewed for approval by staff within the Board of Regents and Louisiana Department of Education once the changes are submitted. Universities will be provided signed copies of the revised Official Plans indicating approval of the changes.

SECTION VII: REQUESTS FOR ADDITIONAL INFORMATION

For questions and information regarding the **program evaluation**, please email the following Board of Regents staff:

Dr. Jeanne Burns at burnsj@gov.state.la.us.

For questions and information regarding **certification requirements**, please email the following Louisiana Department of Education staff:

Dr. Stan Beaubouef at stan.beaubouef@la.gov.

PART II: PROGRAM REVIEWS
(Listed Alphabetically)

CENTENARY COLLEGE

I.   SECTION I: PROGRAM EVALUATION

Evaluators examined the overall quality of the proposed programs and developed the following section.

A.   PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. *K-12 Baccalaureate Degree(s)*	**ART EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **DANCE EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **HEALTH & PHYSICAL EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **VOCAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **GERMAN EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **FRENCH EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **LATIN EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **SPANISH EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations*
2. *(Advanced) Master's Degree for Educational Leaders*	***Not Recommended for Approval***

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)

1.   *K-12 Baccalaureate Degrees*
 	
     a.   There is strong collaboration with the school district and a high level of involvement with the professional development schools.
 	
     b.   Professional Development Schools have been established at the elementary, middle, and high school levels.
 	
     c.   Small student enrollment at Centenary College lends itself to close student/professor relationships.

2.   *(Advanced) Master's Degree for Educational Leaders*
 	
     a.   In EDUC 567, candidates work with their own school principal before and after school and at planning periods for a total of 10 hours per day for 15 weeks. In addition, at the end of the program they take EDUC 570 Internship for 240 hours over 30 consecutive days. Here they are immersed in the day-to-day operation of a school and also have opportunities for experience in the central office. Lastly each course includes field experiences that require candidates to interview different community members and develop projects that improve curriculum, analyze General Fund budgets, and develop long-range plans.
 	
     b.   Candidates are able to apply their knowledge starting in the third course "Practicum". They are assessed at that point for their proficiency and this informs instruction for the remainder of the program. Candidates must take a leave from their teaching position to complete the full-time internship during the final summer semester of the program.
 	
     c.   The institution shows a commitment to continuous self-improvement by using the collaborative efforts of the PK-16+ Council to make recommendations for program improvement and then to implement the four major recommendations of that Council. The program plans to use this outside Council to monitor the progress of the Educational Leadership program and continue to conduct end-of-the-year program reviews.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. *K-12 Baccalaureate Degrees*	a. There is not a clear alignment between the course objectives, course assessments, learning activities, and state/national standards for each individual area of certification. A clear alignment will be needed for PASS-PORT plus it will be needed to ensure that all candidates are exiting their programs fully prepared to address state and national standards. *Please provide a chart that identifies a clear alignment between state/national standards, course objectives, assessments, and learning activities for each of the areas of certification (e.g., Art, Vocal Music, Instrumental Music, Dance, etc.).*

C.   **PROGRAM STIPULATIONS (CONT'D.)**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
1.	*K-12 Baccalaureate Degrees (Cont'd.)*	b. Within the K-12 programs, it is evident that candidates are taking different courses in the various content areas. However, there is very little differentiation in the descriptions of the education course. None of the education courses contain objectives that clearly indicate that a teacher candidate will exit the program with knowledge, skills, and dispositions that are specific for the fields of Dance, Art, Vocal Music, Instrumental music, German, Spanish, etc. It appears that all candidates will exit the courses with the same basic knowledge and the differentiation will occur in their field placements. It is not evident how the teacher candidates will acquire the necessary knowledge to know what to observe or how to teach in their specific areas of certification. *Please reexamine your education courses and provide narrative descriptions that clearly demonstrate that teacher candidates will demonstrate the knowledge, skills, and dispositions for their specific areas of certification.* c. EDUC 440S – Secondary School Student Teaching has been created for individuals who possess a primary and secondary content area of teaching in a secondary setting only. Candidates in the K-12 programs do not have a secondary area of teaching. In addition, they are expected to work with children in K-8 settings as well as grades 9-12 settings. *Please rewrite the course description or provide a new course description that will be appropriate for K-12 teacher candidates or identify on Form 4 how teacher candidates will teach students in their area of certification in K-8 settings.* d. Teacher candidates are required to take EDUC 340 Enhanced Secondary Methods as one of two methodology courses. However, within the course description there is no differentiation in instruction for teacher candidates who will be attaining the various K-12 types of certification (e.g., Dance, Art, etc.). Since teacher candidates are only required to take two methodology courses in the K-12 content area in which they will be teaching, it is important for the courses to directly address their areas of certification. *Please provide a revised description of the course that clearly identifies how teacher candidates will acquire the necessary knowledge to teach effectively in their area of certification.* e. One copy of Form 4 (page 42) has been provided for all 9 areas of K-12 certification. This form does not provide sufficient information about the types of learning activities that will be occurring in all courses with site-based experiences. In addition, the information that has been listed does not adequately identify the types of learning activities that will be occurring in the schools for the various certification areas. It is not clear how information listed in Form 4 relates to best practices and

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. K-12 Baccalaureate Degrees (Cont'd.)	**e.** (Cont'd.) standards. *Please provide a separate Form 4 for each of the 9 areas of certification. On each form, clearly identify the types of learning activities that will occur that are specific to the area in which the teacher candidate will become certified to teach. Clearly indicate that progression will occur as the teacher candidate moves through the program. In addition, clearly indicate that the teacher candidate will be provided opportunities to teach children in a range of different grade levels from K-12.* **f.** State certification requirements indicate that it is expected that teacher candidates will complete at least 180 hours of site-based experiences prior to student teaching. Page 63 of the proposal indicates that K-12 majors are required to spend 180 actual classroom time prior to student teaching. However, Form 4 indicates that teacher candidates will complete146 hours of site-based experiences prior to student teaching. *Please reexamine the course requirements and determine how teacher candidates will be required to complete 180 hours of site-based experiences. Please resubmit Form 4 with the revisions.* **g.** Within the courses, artifacts have been listed as assessments. However, it is not clear how the assessments are tied to the objectives, what will be measured, or what the degree of proficiency will be. *Please provide more specific information about the assessments and the degree of proficiency that will be required.* **h.** Specific research studies have not been cited for the empirical bases for the courses. *Please identify specific research that will be used as the bases for the courses.* **i.** Information provided on page 63 does not clearly identify what teacher candidates will be expected to demonstrate as they move through each portal. *Please provide more specific information that clearly identifies what will be expected of candidates as they move from one portal to the next and the extent to which the proficiencies must be demonstrated.* **j.** The information provided for recruitment, selection and support of candidates appears to be general information for all candidates and limited. *Please provide information pertaining to specific efforts that will be made to recruit, screen, select, and support teacher candidates in the K-12 specific discipline area (e.g., Art, Dance, Health and Physical Education, etc.) to reach a diverse group of students*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
2. (Advanced) Master's Degree for Educational Leaders	a. It appeared that many of the courses are the same courses that were offered previously within the educational leadership program. It was not evident that the content had been changed to address new needs within today's schools. *It is recommended that the university examine well developed educational leadership programs that are based on current research on effective schools. In addition, the university should solicit additional information from effective principals and use their recommendations combined with the current research to develop the educational leadership curriculum.*
	b. The recommendations made by the redesign team are not evident in the courses. A traditional approach still remains evident in the course descriptions. *Recommendations from the redesign team should be analyzed and a process developed to ensure that input from the redesign team is used as the educational leadership preparation program is redesigned.*
	c. It was noted that the college had one faculty member who was responsible for teaching 7 courses. Many other courses are taught by adjunct faculty. *It is recommended that full-time faculty be hired to build the capacity of the department to deliver the coursework. For adjuncts that will be used as part of the future delivery system, identify a formalized system of integrating these adjuncts into the planning process, including training, retreats, professional learning activities, and faculty meetings.*
	d. Attention should be given in all courses to the appropriate selection of textbooks and resources with the emphasis on current literature. *Please identify a process to assure that only the most recent texts and materials are used in the educational leadership preparation program.*
	e. There is insufficient evidence that there is a jointly established process with local school districts for the recruitment and selection of candidates into the educational leadership programs. *Please show evidence of collaboration with local districts to develop meaningful criteria and a process for screening potential candidates. Areas such as previous leadership experience and ability to impact student achievement should be evaluated and consideration should be given to screening for leadership characteristics first, then university requirements second.*
	f. There is insufficient evidence of diverse practicum settings and ongoing, in depth mentorship training and evaluation of candidate proficiency on state and national standards. *Please revise the plan to show the specific internship activities that are required of all candidates and how these activities will be evaluated for proficiency between faculty and/or the site supervisor.*

C.   **PROGRAM STIPULATIONS (CONT'D.)**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
2.	*(Advanced) Master's Degree for Educational Leaders (Cont'd.)*	g.	There is insufficient evidence that there is a joint process for ensuring that 1/3 of the courses focus on instruction and the improvement of student achievement. It is not clear that prioritizing, mapping, and monitoring occurs in the programs. *Please provide evidence of your formal process to monitor that 1/3 of the program addresses curriculum, instruction, and student achievement and that the program meets state and national standards.*
		h.	The field experiences should be aligned with course objectives and assessments. In addition, the course descriptions need to clearly show the alignment of the activities and field experiences to state and national standards. *Please work with faculty and school district mentors and develop a plan for assuring that site-based experiences be aligned with course objectives and that candidates are involved in meaningful school-based activities that require candidates to lead school improvement initiatives during the internship.*
		i.	The follow-up studies for program evaluation need to be more formalized with regard to specific timelines for gathering graduate, employer, and community feedback survey data and the surveys need to be aligned to state and national (ELCC) standards. *Please submit a detailed plan with timelines and checkpoints of when these measures would occur and how the instrumentation will be developed.*
		j.	Most of the course descriptions' "Primary Assessments" do not provide sufficient information to demonstrate alignment with state and national standards. It is unclear if these activities/assessments are part of the artifacts required by the portfolio system. For instance, EDUC 501 Educational Research requires candidates to development an "Action Research Plan for their own class;" however, without more descriptive information, it is unclear how this relates to any state or national standard. *Please provide evidence of your formal process to monitor that the program and plan meet state and national standards.*
		k.	The Site-based Performance Activities listed on pages 5-6, do not show an alignment to state and national standards. *Please provide evidence of your formal process to monitor that the activities meet state and national standards.*
		l.	The requirement for all instructional leaders to possess knowledge and skills pertaining to literacy and numeracy needs to be much more apparent. *Please describe a formal process to monitor and report where these skills are taught and measured.*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
2.	*(Advanced) Master's Degree for Educational Leaders (Cont'd.)*	m. More development is needed to assess candidate proficiency on state and national standards within the portfolio system. Development of measurable criteria for assessing student proficiency should be developed and a system of checkpoints to ensure student progress in attaining mastery of the standards is needed. *Please provide evidence that a process is in place that defines how candidates will be assessed and how performance measures will be used to measure candidates' proficiencies.*
		n. EDUC 501 Educational Research should include school based action research with an emphasis on data disaggregation to support NCLB. *Please develop a system to identify courses where data and research skills are introduced, expanded upon, and finally mastered.*

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1.   K-12 Baccalaureate Degrees
a.   All K-12 programs were examined by Board of Regents staff and Louisiana Department of Education staff to ensure that they met state expectations. The K-12 programs were not examined by evaluators from national organizations (e.g., NASM, NASPE, AAHPERD, ACTLT, etc.). It is recommended that all campuses develop a chart that clearly identifies the alignment of all courses in the curriculum with the national standards. If all standards are not being addressed, campuses should revise their curriculum to fully address the standards.
2.   (Advanced) Master's Degree for Educational Leaders
a.   It is recommended that a more formal system be established for the recruitment and screening of a diverse pool of candidates.

b.   It is recommended that the recruitment process be reorganized to screen for leadership qualities first and then apply university selection criteria and that diversity be considered in the process.

c.   It is recommended that the institution collect demographic information for their service area so the impact candidates have on student learning can be measured. |

CENTENARY COLLEGE (CONT'D.)

SECTION II.   **CERTIFICATION EVALUATION**

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. *K-12 Baccalaureate Degree(s)*	**a.** **ALL K-12 CERTIFICATION AREAS** *Does Not Meet Certification Requirements* *In order to meet certification requirements, the following must be addressed:* 1) GEOG 102 Physical Geography is listed under science instead of social studies. *Please provide a rationale for why the course is listed as a science course instead of a social studies course since the course pertains to geography.* **b.** **ART EDUCATION - GRADES K-12** *Does Not Meet Certification Requirements* *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. **c.** **DANCE EDUCATION - GRADES K-12** *Does Not Meet Certification Requirements* *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. **d.** **HEALTH & PHYSICAL EDUCATION - GRADES K-12** *Does Not Meet Certification Requirements* *In order to meet certification requirements, the following must be addressed:* 1) See "a" above.

CENTENARY COLLEGE (CONT'D.)

SECTION II.   **CERTIFICATION EVALUATION (CONT'D.)**

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. *K-12 Baccalaureate Degree(s) (Cont'd.)*	**e.** **VOCAL MUSIC EDUCATION - GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. **f.** **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. **g.** **GERMAN EDUCATION - GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. **h.** **FRENCH EDUCATION - GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above.

CENTENARY COLLEGE (CONT'D.)

SECTION II.   **CERTIFICATION EVALUATION (CONT'D.)**

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<tr><th colspan="2">AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</th></tr>
<tr>
<td>1.   K-12 Baccalaureate Degree(s) (Cont'd.)</td>
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i.   LATIN EDUCATION - GRADES K-12

Does Not Meet Certification Requirements

In order to meet certification requirements, the following must be addressed:

1)   See "a" above.

j.   SPANISH EDUCATION - GRADES K-12

Does Not Meet Certification Requirements

In order to meet certification requirements, the following must be addressed:

1)   See "a" above.

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<td>2.   (Advanced) Master's Degree for Educational Leaders</td>
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MASTER'S DEGREE FOR EDUCATIONAL LEADERS

Meets Certification Requirements

NOTES:

a.   *Is there significant differentiation in the previous course descriptions and the redesign of the following courses: EDUC 501 Educational Research, EDUC 505 School Administration, EDUC 506 School Law, EDUC 530 Curriculum, EDUC 568 Program Development and Evaluation, EDUC 560 Administration Theory and Educational Leadership, EDUC 540 Instructional Supervision, and 565 Human Resources Administration?*

b.   *Can the institution sufficiently staff these programs, given current faculty and resources?*

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DILLARD UNIVERSITY

I.   SECTION I: PROGRAM EVALUATION

Evaluators examined the overall quality of the proposed programs and developed the following section.

A.   PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. K-12 Baccalaureate Degree(s)	**ART EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **VOCAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **FOREIGN LANGUAGES – GRADES K-12** *Not Recommended for Approval*

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   The Division used an interdisciplinary collaborative approach to redesign programs.
2.   The faculty have proposed strategies to strengthen linkage to alumni to recruit students.
3.   The university hosts an Arts and Education Forum that highlights contributions of local, national, and international artists to the educational community.

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
1. K-12 Baccalaureate Degrees	a.	There is not a clear alignment between the course objectives, course assessments, learning activities, and state/national standards for each individual area of certification (e.g., Art, Vocal Music, Instrumental Music, etc.). *Please provide a chart that identifies a clear alignment between state/national standards for the certification areas, course objectives, assessments of the standards, and learning activities for each of the areas of certification (e.g., Art, Vocal Music, Instrumental Music, etc.). In addition, clearly identify levels of proficiency that will be expected when assessing if teacher candidates have addressed the standards.*

DILLARD UNIVERSITY (CONT'D.)

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. K-12 Baccalaureate Degrees (Cont'd.)	b. Within the K-12 programs, candidates complete different courses in the various content areas; however, there is very little differentiation in the descriptions of the education course. Few of the education courses contain objectives that clearly indicate that a teacher candidate will exit the program with knowledge, skills, and dispositions that are specific for the fields of Art, Vocal Music, Instrumental Music, etc. It appears that all candidates will exit the courses with the same basic knowledge and the differentiation will occur in their field placements. It is not evident how the teacher candidates will acquire the necessary knowledge to know what to observe or how to teach in their specific areas of certification. *Please reexamine your education courses and provide narrative descriptions that clearly demonstrate that teacher candidates will demonstrate the knowledge, skills, and dispositions for their specific areas of certification.*
	c. Teacher candidates in all four programs are required to take ED 402 (Methods and Materials of Teaching in K-12 School Settings) as one of two methodology courses. In addition, teacher candidates in three of the programs are required to take "ED 423 Inquiry of Teaching and Learning" as the second of the two methodology courses. However, within the course description there is no differentiation in instruction for teacher candidates who will be attaining the various K-12 types of certification (e.g., Art, Vocal Music, Instrumental Music, etc.). There are no textbooks or materials that are specific to their areas of certification. Since teacher candidates are only required to take two methodology courses in the K-12 content area in which they will be teaching, it is important for the courses to directly address their areas of certification. *Please revise descriptions of ED 402 and ED 423 to clearly identify how teacher candidates will acquire the necessary knowledge to teach effectively in their specific areas of certification.*
	d. One copy of Form 4 (page 24) has been provided for Instrumental & Vocal Music Education and one copy of the form has been provided for Art and Foreign Language Education. These two forms are almost identical despite the fact that they are identifying learning activities for four different programs. In addition, the information that has been listed does not adequately identify the types of learning activities that will be occurring in the schools for the various certification areas. It appears that teacher candidates will have limited opportunities to actually teach children individually, in small groups, or as a whole class. It is not clear how information listed in Form 4 relates to best practices and standards for the four areas of certification. *Please provide a separate Form 4 for each of the four areas of certification. On each form, clearly identify the types of learning activities that will occur that are specific to the area in which the*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
1. *K-12 Baccalaureate Degrees (Cont'd.)*	d.	(Cont'd.) *teacher candidate will become certified to teach. Clearly indicate that progression will occur as the teacher candidate moves through the program. In addition, please clearly indicate that the teacher candidates will be provided opportunities to teach children in a range of different grade levels from K-12.*
	e.	State certification requirements indicate that it is expected that teacher candidates are expected to have at least 180 hours of site-based experiences prior to student teaching. Pages 24 and 25 of the proposal indicate that K-12 majors are required to complete 112.5 hours of site-based experiences prior to student teaching. *Please reexamine the course requirements and determine how teacher candidates will be required to completed 180 hours of site-based experiences prior to student teaching.*
	f.	On page 24, it states that teacher candidates will complete 8 hours of site-based experiences while completing MUS 161-462 Jazz Band. It lists "Campus and community performances." as a description of the site-based experiences. Site-based experiences should provide opportunities for teacher candidates to observe or participate in teaching activities. It is not clear how a campus or community performance in a jazz band can be counted as a site-based teaching experience. It is also not clear how these hours can be used for a program in Vocal Music Education. *Please provide greater elaboration about these 8 hours or remove them from Form 4.*
	g.	Information provided on page 63 does not clearly identify what teacher candidates will be expected to demonstrate as they move through each portal. *Please provide more specific information that clearly identifies the proficiencies that must be demonstrated in order for candidates to move from one portal to the next and identify the extent to which the proficiencies must be demonstrated.*
	h.	The information provided for recruitment, selection and support of candidates appears to be general information for all candidates and limited. *Please provide information pertaining to specific efforts that will be made to recruit, screen, select, and support teacher candidates in the K-12 specific certification areas (e.g., Vocal Music, Instrumental Music, Art, etc.).*
	i.	It was not possible to evaluate the Foreign Language Program since it was not clear what foreign languages will be offered as part of the program and what courses would be required. *Please resubmit a proposal that identifies each foreign language program as a separate program (e.g., FRENCH EDUCATION - GRADES K-12; SPANISH EDUCATION - GRADES K-12, etc.).*

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. K-12 Baccalaureate Degrees (Cont'd.)	i. (Cont'd.) *Please provide separate Curriculum (Form 2), Course Sequence (Form 3), and Progression of Site-Based Performance Activities (Form 4) forms for each foreign language certification area. Please provide catalog descriptions of all foreign languages that will be required for each program.*

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1. K-12 Baccalaureate Degrees   a. All K-12 programs were examined by Board of Regents staff and Louisiana Department of Education staff to ensure that they met state expectations. The K-12 programs were not examined by evaluators from national organizations (e.g., NASM, NASPE, AAHPERD, ACTLT, etc.). It is recommended that all campuses develop a chart that clearly identifies the alignment of all courses in the curriculum with the national standards. If all standards are not being addressed, campuses should revise their curriculum to fully address the standards.

SECTION II. CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree(s)	**a. ALL K-12 CERTIFICATION AREAS** *Does Not Meet Certification Requirements* *In order to meet certification requirements, the following must be addressed:* 1) No course descriptions for SCI 101, PSY 202, and ED 210. *Please submit descriptions of these courses.* 2) SCI 203 (Introduction to Science Education Methods) cannot be used to meet 3 hours of science requirements. *Please identify a content specific science course to meet the science requirement for General Education.*

DILLARD UNIVERSITY (CONT'D.)

SECTION II.   **CERTIFICATION EVALUATION**

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree(s) (Cont'd.)	**b. ART EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. **c. VOCAL MUSIC EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. **d. INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. **e. FOREIGN LANGUAGE EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. 2) Course numbers are not listed on the grid. *Please resubmit the grid with the course numbers listed.* 3) Course descriptions are not content specific (listed as foreign language instead of Spanish, French, etc.). *Please list required courses for each of the foreign languages that individuals may pursue for certification.*

GRAMBLING STATE UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

Evaluators examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. K-12 Baccalaureate Degree(s)	**ART EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **HEALTH & PHYSICAL EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **VOCAL MUSIC EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations*

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1. A variety of strategies are used to recruit students. 2. A yearly Festival of the Arts highlights the Fine Arts at Grambling State University. 3. Site-based performance activities are explicit and promote best practices. 4. The NASPE standards are aligned with the course objectives for the Health and Physical Education Programs.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
1. K-12 Baccalaureate Degrees	a.	State certification requirements indicate that it is expected that teacher candidates will complete at least 180 hours of site-based experiences prior to student teaching. Within your programs, Art Education – Grades K-12 requires 110 hours, K-12 Instrumental Music Education requires 115, K-12 Vocal Music Education requires 125, and Health and Physical Education – Grades K-12 requires 170. *Please reexamine the course requirements and determine how teacher candidates will be required to complete 180 hours of site-based experiences for each of your programs.*

GRAMBLING STATE UNIVERSITY (CONT'D.)

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. K-12 Baccalaureate Degrees (Cont'd.)	b. Specific research studies have not been cited for the empirical bases for MUS 401 and MUS 425 *Please identify specific research that has been conducted that serves as the base for the courses.*
	c. Assessments have not been identified for MUS 401 and MUS 425. *Please identify assessments that will be used and the degree of proficiency that will be required for teacher candidates to successfully address the standards.*

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1.   K-12 Baccalaureate Degrees
a.   All K-12 programs were examined by Board of Regents staff and Louisiana Department of Education staff to ensure that they met state expectations. The K-12 programs were not examined by evaluators from national organizations (e.g., NASM, NASPE, AAHPERD, ACTLT, etc.). It is recommended that all campuses develop a chart that clearly identifies the alignment of all courses in the curriculum with the national standards. If all standards are not being addressed, campuses should revise their curriculum to fully address the standards.

SECTION II.   CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree(s)	**a. ALL K-12 CERTIFICATION AREAS** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) No course description for ST 208, ST 212, & BSS 101. *Please provide catalog descriptions of these courses.*

GRAMBLING STATE UNIVERSITY (CONT'D.)

SECTION II.   CERTIFICATION EVALUATION (CONT'D.)

<table>
<tr><td colspan="2" align="center">AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</td></tr>
<tr>
<td valign="top"><i>1.   K-12 Baccalaureate
       Degree(s)</i></td>
<td valign="top">

b.   ART EDUCATION – GRADES K-12

Does Not Meet Certification Requirements

In order to meet certification requirements, the following must be addressed:

1)   See "a" above.

c.   HEALTH AND PHYSICAL EDUCATION – GRADES K-12

Does Not Meet Certification Requirements

In order to meet certification requirements, the following must be addressed:

1)   See "a" above.

d.   INSTRUMENTAL MUSIC EDUCATION – GRADES K-12

Does Not Meet Certification Requirements

In order to meet certification requirements, the following must be addressed:

1)   See "a" above.

2)   No course descriptions for MUS 151, 152, 181, 191, 434, 419, 105, 106, 205, and 421. *Please submit course descriptions for these courses.*

e.   VOCAL MUSIC EDUCATION – GRADES K-12

Does Not Meet Certification Requirements

In order to meet certification requirements, the following must be addressed:

1)   See "a" above.

2)   No course descriptions for MUS 105, 106, 205, 424, 281, 171, 331, and 271. *Please submit course descriptions for these courses.*

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</table>

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA

I.   SECTION I: PROGRAM EVALUATION

Evaluators examined the overall quality of the proposed programs and developed the following section.

A.   PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. Baccalaureate in Elementary Education – Grades 1-5	***Recommended for Approval***

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   The university team displayed a great deal of enthusiasm and commitment to implement a new program in Elementary Education - Grades 1-5 at Louisiana State University at Alexandria. It was very evident that they will fully support the program and work to provide new candidates with quality experiences.
2.   There is strong administrative support for the redesigned Elementary Education – Grades 1-5 program at Louisiana State University at Alexandria.
3.   A campus wide Teacher Education Council has been established consisting of College of Education faculty, College of Arts and Sciences faculty (who participate in the program curriculum delivery), and teacher candidate representatives from each professional block. In addition, the establishment of the PK16+ Coordinating Council (consisting of members of the community) creates an avenue to include practicing school professionals in the on-going program planning, management, and evaluation in order to be in compliance with NCATE 2000 Standard 6.
4.   The redesign program in Elementary Education – Grades 1-5 has strong support from the Arts and Sciences faculty. The faculty from the College of Arts and Sciences disciplines revised the General Education Program to fulfill state requirements and prepared content matrixes that aligned course objectives and content with state and national content standards. Content faculty worked collaboratively with education faculty checking for course overlap, course design, and integration of the state requirements of economics and geography content in other general education courses. These faculties engaged in mapping, monitoring, and prioritizing the entire curriculum experiences.
5.   All EDCI courses have key objectives stated in measurable terms and assessment techniques with an assessment rubric that are aligned with Louisiana Components of Effective Teaching.
6.   The empirical knowledge bases for courses are reflective of both traditional and current professional literature throughout the program.
7.   Program faculty members model the use of evolving technologies in their teaching and the learning process for candidates.
8.   Teacher candidates are being provided with opportunities to participate in a variety of different types of field-based experiences through their courses.

B. **STRENGTHS (CONT'D.)**

OVERALL STRENGTHS OF THE PROGRAM(S)
9. Site-based performance field experiences associated with courses are clearly aligned with the objectives and measurable outcomes. Activities are identified to document the use of technology by faculty and candidates during these field experiences. Site-based data from the experiences are collected and recorded in PASS-PORT.
10. Recruitment activities are comprehensive as well as innovative (e.g., collaborating with other units internal and external to the campus that focuses on diversity) and include an aggressive set of strategies to diversify the pool of applicants entering the teaching profession through Louisiana State University at Alexandria.
11. Candidates are provided with Project Wild and Learning Tree activities that can be used in their early field experiences.

C. **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. *Baccalaureate in Elementary Education – Grades 1-5*	None

D. **SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1. The Department of Education has adopted a theme for its conceptual framework "Proactive Educator" which has a set of learning outcomes and is currently engaged in the identification of assessment measures for each of the outcomes. It is recommended that collaborative work involving the professional community be continued.
2. Although the faculty interviewed understood the importance of modeling "best" practices in their own teaching, scholarship, and services, the example cited was attending state and national conferences. It is recommended that the university develop an internal program for faculty professional development and strategies to assess the impact of these activities on their work which is critical for compliance with NCATE 2000 Standard 5: Faculty Qualifications.
3. There is strong emphasis on assessments in courses throughout the program. It is recommended that an internal process be developed that specifies how data collected through these assessments will be aggregated and used for continuous candidate and program improvements.
4. The Student Teaching Handbook showed all assessment instruments used during site-based field experiences. It is recommended that a process be developed that specifies how these assessment instruments are aligned to the program learning outcomes for candidates and the Program Conceptual Framework. In addition, maintain an aggregated data base to show (trends data) how program candidates and graduates are impacting student learning for NCATE 2000.

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT (CONT'D.)

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
5.   Through the redesigned efforts, two new courses were developed and objectives were added to several history and social science courses to be taught by Arts and Sciences faculty. These were excellent examples of cross disciplinary collaboration between education and content faculty. Please maintain records of such collaboration for use as documentation for NCATE 2000 Standard 5.
6.   The selection criteria are quite comprehensive and include: a 2.5 GPA, credit for EDCI 2020 and EDCI 2030, disposition checklist, writing sample, technology competency, a mean score of 1.5 on an interview rubric, a pass score on PRAXIS I Examination: Pre-Professional Skills Test (PPST) Reading (10710), Writing (20720), and Math (10730). It is recommended that a plan be developed that will specify how the university will ensure these criteria include fair consideration for all candidates (especially individuals of color) who apply.
7.   The unit has identified 19 different dispositions in their conceptual framework. The unit may wish to reduce the number of dispositions to ensure effective management for analysis so the number can be assessed and aggregated data can be maintained to document improvement in candidates' performance over time.

SECTION II.   CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. Baccalaureate in Elementary Education – Grades 1-5	***Meets Certification Requirements***

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

I.   **SECTION I:**   **PROGRAM EVALUATION**

Evaluators examined the overall quality of the proposed programs and developed the following section.

A.   **PROGRAM RECOMMENDATIONS**

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. *K-12 Baccalaureate Degree(s)*	**HEALTH & PHYSICAL EDUCATION - GRADES K-12** ***Recommended for Approval with Stipulations***
2. *Teacher Leader Endorsement and (Advanced) Master's Degree for Educational Leaders*	***Not Recommended for Approval***

B.   **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   *K-12 Baccalaureate Degree* a.   An LSU-S Student Retention Team has developed a comprehensive retention plan which contains nine major strategies and 30 separate actions plans. The team meets to monitor progress in implementing the plan. b.   There is significant collaboration with Region VII Service Center and the Caddo Parish Public School System.
2.   *Teacher Leader Endorsement and (Advanced) Master's Degree for Educational Leaders* a.   The programs ensure that candidates will have opportunities to complete internships at three different settings. b.   SLLA case studies, vignettes, and assessment materials will be embedded throughout the courses which provide candidates with multiple opportunities across courses to become prepared for this exam.

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
1.	*K-12 Baccalaureate Degree*	a. Information was provided in the proposal regarding the recruiting, screening, selection, and support of teacher candidates. However, the information pertained to the total program and was not directed toward Health and Physical Education. *Please provide more specific information regarding efforts that are being made to recruit, screen, select, and support teacher candidates for the Health and Physical Education Program.*
		b. There is not a clear alignment between the course objectives, learning activities, and national NASPE and AAHE standards. In addition, levels of proficiency for the assessments are not clear. *Please provide a chart that identifies a clear alignment between national standards, course objectives, assessments, and learning activities and specify levels of expected proficiency.*
2.	*Teacher Leader Endorsement and (Advanced) Master's Degree for Educational Leaders*	a. It was noted that the university has only one faculty member in the area of educational leadership who will be responsible for teaching 4 courses. All other courses will be taught by adjunct faculty. During the team interview, the one educational leadership faculty member exhibited commitment for the program. However, it appeared that the faculty member had been the primary individual responsible for writing the redesigned program and did not have the benefit of input from other full time educational leadership faculty members. One full time faculty member cannot fully implement a comprehensive educational leadership program. *Please provide a description of a plan to hire full-time faculty to build the capacity of the department to deliver the coursework. For adjuncts that will be used as part of the future delivery system, identify a formalized system of integrating these adjuncts into the planning process, including training, retreats, professional learning activities, and faculty meetings.*
		b. If adjuncts are used as part of the delivery system, there needs to be a more formalized system of integrating these adjuncts into the planning process, including training, retreats, professional learning activities, and faculty meetings. *Please show evidence of a plan that outlines faculty planning sessions and professional development and include how adjuncts participate in these learning activities and planning sessions.*
		c. Site based performance activities should be aligned to state and national standards and integrated closely into course descriptions In addition, they should be aligned with the course objectives. Site-based experiences should be worked into the course objectives and courses should use real school data to help prepare candidates. Some activities appeared to be traditional university based activities instead of learning activities that directly involved candidates in leadership activities within schools or

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
2. Teacher Leader Endorsement and (Advanced) Master's Degree for Educational Leaders (Cont'd.)	c. (Cont'd.) district settings. *Please work with faculty and school district mentors to develop a plan for assuring that field-experiences are worked into the course objectives and that candidates are involved in meaningful school-based activities that require candidates to lead school improvement initiatives during the internship.* d. The assessments provided within the course descriptions are not described in sufficient detail to determine compliance with state and national standards. *Please provide more specific descriptions of these assessments, the scoring guide that will be used to measure candidate's proficiency on the standards, and discuss how a quantified summary of the data results will be developed from any of the assessments given.* e. The faculty should collaboratively engage in mapping, monitoring and prioritizing the whole curriculum experience. It is not clear that prioritizing, mapping, and monitoring occur in the programs. *Please describe a formal process to monitor that 1/3 of the program addresses curriculum, instruction, and student achievement.* f. The requirement for all instructional leadership candidates to possess knowledge and skills pertaining to literacy and numeracy needs to be much more apparent. *Please show evidence of or develop a formal process to monitor and report where these skills are taught and measured.* g. The candidate recruitment, screening, and selection process is too traditional and there is insufficient evidence that the process is jointly planned with local school districts. *Please show evidence of collaboration with local districts to develop meaningful criteria and a process for screening potential candidates. Areas such as previous leadership experience and ability to impact student achievement should be evaluated and consideration should be given to screening for leadership characteristics first, then university requirements second.* h. There is little evidence that mentors who are used during field experiences have been given special training to support candidates. *Please develop a more formalized system for selecting and training on-site mentors. Guidelines and instruction on what experiences are appropriate for internships should be included in the training of mentors.* i. Develop a follow-up evaluation process that goes beyond the candidate's own self-reflection and include such assessments as employer satisfaction survey and community feedback on

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
2. Teacher Leader Endorsement and (Advanced) Master's Degree for Educational Leaders (Cont'd.)	i. (Cont'd.) graduates' impact on student learning. *Please submit a detailed plan with timelines and checkpoints of when these measures would occur and how the instrumentation will be developed.*

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1.   K-12 Baccalaureate Degree a.   All K-12 programs were examined by Board of Regents staff and Louisiana Department of Education staff to ensure that they met state expectations. The K-12 programs were not examined by evaluators from national organizations (e.g., NASM, NASPE, AAHPERD, ACTLT, etc.). It is recommended that all campuses develop a chart that clearly identifies the alignment of all courses in the curriculum with the national standards. If all standards are not being addressed, campuses should revise their curriculum to fully address the standards.
2.   Teacher Leader Endorsement and (Advanced) Master's Degree for Educational Leaders a.   It is recommended that the institution collect demographic information for their service area so the impact candidates have on student learning can be measured. b.   It is recommended that assessment rubrics be developed for each course and aligned to state and national standards to establish a formal evaluation system of candidate proficiency on state and national standards.

SECTION II.   CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree	**a. HEALTH AND PHYSICAL EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) No descriptions for the science courses. *Please provide catalog descriptions of all courses.*

SECTION II.   **CERTIFICATION EVALUATION (CONT'D.)**

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree(s) (Cont'd.)	**a. HEALTH AND PHYSICAL EDUCATION – GRADES K-12 (CONT'D.)** 2) KHS 325 Mechanics of Motor Development and KHS 340 Motor Learning were listed under Knowledge of the Learner and Learning Environment. It is not clear why these courses were listed for the Knowledge of the Learner and Learning Environment. Please provide a rationale for listing these courses in this area. 3) Classroom organization and management was not was listed as a course under Knowledge of the Learner and Learning Environment. *Please provide a description of a course for classroom management or identify objectives in a series of courses that fully address the area of classroom organization and management.*
2. Teacher Leader Endorsement and (Advanced) Master's Degree for Educational Leaders	**a. TEACHER LEADER ENDORSEMENT** ***Meets Certification Requirements*** **b. MASTER'S DEGREE FOR EDUCATIONAL LEADERS** ***Meets Certification Requirements*** *NOTE:* *Can the institution sufficiently staff these programs?*

LOUISIANA TECH UNIVERSITY

I.   **SECTION I:**   **PROGRAM EVALUATION**

Evaluators examined the overall quality of the proposed programs and developed the following section.

A.   **PROGRAM RECOMMENDATIONS**

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders	***Recommended for Approval with Stipulations***

B.   **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders   a.   The university has made significant efforts to consider the team's previous comments in their redesign efforts for the programs.   b.   The integration of the internship over the course of the entire school year provides strong opportunities for candidates to see what goes on in schools from start to finish.   c.   The collection of demographic information for the service area is a commendable practice to make the university aware of the needs of the districts it serves.   d.   The department's recruitment and selection process is well-defined and collaborative.

C.   **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders	a. There is insufficient evidence that there is a formal process for ensuring that 1/3 of the courses focus on curriculum, instruction, and the improvement of student achievement. *Please provide evidence of your formal process to monitor that 1/3 of the program addresses curriculum, instruction, and student achievement.* b. It is not clear that prioritizing, mapping, and monitoring occurs in the programs. Appendix D and Table 1 show matching and a cross-walk but lack details about which courses are accountable for mastery of student proficiency. *Please provide evidence that a system is in place to identify courses where essential skills are introduced, expanded upon, and finally mastered.*

LOUISIANA TECH UNIVERSITY (CONT'D.)

C.   **PROGRAM STIPULATIONS (CONT'D.)**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders (Cont'd.)	c. The requirement for all instructional leaders to possess knowledge and skills pertaining to literacy and numeracy needs to be much more apparent. *Please describe a formal process to monitor and report where these skills are taught and measured.* d. With regard to the redesign team, there are four actual groups that meet for redesign. The efforts appear to be more fragmented and less cooperative. It is not apparent that they ever collaborate together to make decisions about program improvement or that there is a formal, structured system for making curriculum changes. *Please provide evidence that these groups collaborate and that a plan is in place to assure that they are working together to meet the needs of the school districts and students.*

D.   **SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1.   Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders a.   It is recommended that the recruitment process be reorganized to screen for leadership qualities first and then apply university selection criteria and that diversity be considered in the process. b.   While rubrics are mentioned, it is recommended they be further developed to ensure that the program outcomes are met and candidate proficiencies are being measured against state and national (ELCC) standards. c.   Appendix Q (internship activities roster) sends a message that management activities are more important than instructional leadership and the only required activities are management. It is recommended that a more balanced approach to requirements for the internship activities be developed to ensure that instruction and management are both completed by the candidate.

LOUISIANA TECH UNIVERSITY (CONT'D.)

SECTION II.   **CERTIFICATION EVALUATION**

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders	**a. TEACHER LEADER ENDORSEMENT** *Meets Certification Requirements* **b. MASTER'S DEGREE FOR EDUCATIONAL LEADERS** *Meets Certification Requirements* **c. ALTERNATE PATH FOR EDUCATIONAL LEADERS** *Meets Certification Requirements*

MCNEESE STATE UNIVERSITY

I.   SECTION I: PROGRAM EVALUATION

Evaluators examined the overall quality of the proposed programs and developed the following section.

A.   PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. *K-12 Baccalaureate Degree*	**ART EDUCATION - GRADES K-12** ***Recommended for Approval with Stipulations***
2. *Non-Master's/Certification-Only Alternate Program*	**ART EDUCATION - GRADES K-12 (ALTERNATE)** ***Recommended for Approval with Stipulations***
3. *(Advanced) Master's Degree - Education*	***Not Recommended for Approval***
4. *Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders*	***Recommended for Approval with Stipulations***

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   *K-12 Baccalaureate Degree and Alternate Programs* a.   The university shares grant sponsored programs with Calcasieu Parish Public School System that brings in professional artists and art educators for student and faculty workshops and lectures. b.   Objectives and assessments have been clearly aligned in the courses and levels of proficiency have been identified for many of the assessments. c.   Specific research has been cited when providing empirical bases for the courses. d.   Site-based performance activities are comprehensive and promote collaboration in the K-12 learning community.
2.   *(Advanced) Master's Degree - Education* a.   The admissions criteria were revised during the redesign process to include interviews by the Educational Technology Program faculty, writing samples from the applicant, and three letters of support from members of the professional community (colleagues, mentor teacher, and principal).

B.   STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM(S)

2.   *(Advanced) Master's Degree - Education (Cont'd.)*

     b.   The redesign team for the Educational Technology Program included members from the professional community including the College of Science, College of Liberal Arts and the Burton College of Education faculty and educators representing the surrounding five parishes with a wealth of technology resources.

     c.   The redesigned post baccalaureate program concentrations in Education and Instructional Technology are aligned with the appropriate state and national standards, including the International Society for Technology in Education (ISTE), National Educational Technology Standards (NSTS), Louisiana Components of Effective Teaching (LCET), and Burton College of Education Conceptual Framework.

     d.   All courses provide candidates with opportunities to use a variety of different types of technology formats (e.g., Blackboard, hands-on computer activities, web-based delivery techniques, compressed video, computer graphic software, Photoshop, PowerPoint, and other evolving technologies, etc.) throughout the program.

3.   *Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders*

     a.   The field experiences within the courses are performance based and provide candidates with multiple opportunities to apply their knowledge of the standards in real world settings.

     b.   The use of technology to improve leadership field study in EDLD 605 provides candidates with a strong foundation for the application of technology in schools and provides them opportunities to review areas such as student attendance, discipline, referral data, suspension/expulsion data, and subgroup data.

     c.   The EDLD 620 course provides multiple field opportunities for candidates to interview and discuss with administrative staff, counselors, and stakeholders the process for school improvement. Candidates have an opportunity to perform a needs assessment of the school culture and community expectations for school improvement.

     d.   EDLD 625 School Culture provides a strong curriculum for promoting a high performance learning culture and high expectations for academic rigor. This course adequately meets the intent of the state's new expectations for improving student achievement in low performance schools.

C.   **PROGRAM STIPULATIONS (CONT'D.)**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
1.	*K-12 Baccalaureate Degree*	a. State certification requirements indicate that it is expected that teacher candidates complete at least 180 hours of site-based experiences prior to student teaching. Form 4 within the proposal indicates that teacher candidates will complete 140 hours of site-based experiences prior to student teaching. *Please reexamine the course requirements and determine how teacher candidates will be required to complete 180 hours of site-based experiences.*
2.	*K-12 Non-Master's/ Certification-Only Alternate Program*	a. This program could not be fully evaluated. The only information submitted for the program was Form 2 (Curriculum). *Please submit a proposal that addresses all areas of the redesign guidelines for K-12 alternate certification programs.*
3.	*(Advanced) Master's Degree - Education*	a. The redesign effort focuses on advanced programs for teachers with the expectation that programs are revised to serve this population. During the interviews, it became clear that the Educational Technology concentration was developed primarily, and maybe exclusively, for teachers, but the Instructional Technology concentration was redesigned primarily for people in business and industry, although teachers may also enroll. *Please clarify the status of this program with respect to the expectations of the Board of Regents that programs presented for review were redesigned to address the particular needs of teachers working at an advanced level.*
		b. The following six (6) course descriptions have the same empirical basis for educational practice and technology methods: EDTC 614 Survey of Educational Telecommunication, Networks and the Internet; EDTC 620 Qualitative Research and Professional Skills for Instructional Technology; EDTC 625 Technology Planning and Administration; EDTC 626 Principles of Technical Communication and Desktop Publishing; EDTC 632 Design and Development of Educational Television; and EDTC 639 Independent Research in Educational Technology. This raises concerns about duplication of subject matter content and pedagogical knowledge, skills, and dispositions across courses and about the progressive rigor of the program. *Please review the courses to ensure that candidates are being exposed to a variety of empirical research bases to extend their knowledge, skills, and dispositions to become highly qualified instructional and educational technology leaders. Also, since individuals in business also take most courses, please identify how the courses and their field experience requirements will be differentiated to address the particular needs of teachers who are preparing to work as technology facilitators and leaders in schools.*

MCNEESE STATE UNIVERSITY (CONT'D.)

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
3. *(Advanced) Master's Degree - Education (Cont'd.)*	c.	Although the admission criteria for the redesigned concentrations in Educational Technology and Instructional Technology do include subjective variables (e.g., interviews, letters of recommendation from professionals in the technology field, and applicant writing samples), there is not yet a process that determines how the materials submitted by candidates will be assessed, nor has a process been identified to ensure fairness for all candidates. *Please specify the procedures that will be used by the faculty interview committee to identify candidates who meet the criteria for program admission and to assure fair consideration for all candidates who apply.*
	d.	The site-based performance activities associated with EDTC 621 Advanced Telecommunications and Distance Education appear to be the only field-based experiences in the entire program that occur in a school setting. All other site-based performance activities tend to occur in non-school education or training organizations. *Please present evidence that all advanced teacher candidates will be provided with appropriate school-based performance experiences, describe the processes that will be used to assess these activities, and describe how university faculty and mentors will be involved in supervision and support of candidate field experiences in the schools.*
	e.	The site-based experiences for the Educational Technology courses appear to be more like projects than integrated field experiences that require candidates to focus on the impact of technology on P-12 student learning. *Due to the number of technology courses within the Educational Technology Concentration, please reexamine objectives and assessments for all courses to identify ways they can address the needs of PK-12 teachers through field experiences.*
	f.	Teacher candidates within the Educational Technology Concentration course (EDLD 605 Technology for Educational Leaders) are required to access and navigate the DSE website and use the PASS-PORT System for assisting student achievement. Candidates are also required to research other educationally oriented sites (SEDL, MCREL, UDDOE, What Works, etc) for lesson plans, classroom management strategies, and project-based learning and other areas to drive and improve instruction relevant to their grade levels and interests. *Please specify how candidates will apply and assess the knowledge gained from such activities in their own classrooms to improve student achievement.*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
3. (Advanced) Master's Degree - Education (Cont'd.)	g.	Through the PASS-PORT System, the unit has established a useful framework for implementation of the NCATE Unit Assessment System described on page 19. However, the goals and objectives for candidate performance to be assessed at each portal are not yet clear enough to determine how they are aligned with the program's conceptual framework. There is a need for development of rubrics or other tools for assessment of the designated candidate performances. Also, a plan is needed to assure that aggregated data are reviewed on a regular basis for program evaluation and improvement. *Please provide samples of tools you will use to link assessment of candidate performances to the conceptual framework for the Education Technology Concentration and how you will use aggregated data in evaluation of the program over time.*
	h.	There is inconsistency in the course title for EDTC 628. On page 11, the title *Emerging Instructional Technology* appears in the Post Baccalaureate Educational Technology Concentration, where candidates take the course as an elective. On page 12, the course appears on the requirements for candidates enrolled in the Post Baccalaureates Instructional Technology Concentration. On the course description, the title for EDTC 628 is *Advances in Educational Technology*. Which is the correct title for EDTC 628? *Please make sure the title for EDTC 628 is correct in all publications to avoid confusion among program candidates.*
	i.	The course description for EDLD 671 *Statistics* is missing. Yet during the interview with campus representatives, it was discovered that all candidates take the statistics course. Appendix E lists site-based performance activities for the course for all candidates (see page 13). The site-based performance activities for EDLD 671 follow: "Students will post at least two field study reflections to the online discussion forum, such as ANOVA, correlation, or Chi Square. Reflections should involve their own thorough understanding of the statistical techniques and applications in the real world. Students should critique and discuss other students' postings as their field experiences in online discussion." Are activities such as these truly site-based performance experiences or are they projects to be carried out by candidates using data from any real world application? *Please clarify whether EDLD 671 Statistics is required in the program, and provide a course description so evaluators can determine if the site-based performance activities are indeed site-based, whether they are aligned with course objectives and provide measurable outcomes, and whether the course provides the knowledge and skills needed by candidate for successful completion of EDLD 600: Procedures in Educational Research and EDTC Independent Research in Educational Technology.*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
3.	*(Advanced) Master's Degree - Education*	j.	The site-based performance activity on page 13 does not match the measurable objectives and critical competencies identified in the EDTC 625 *Technology Planning and Administration* course description on page 40. *Please review the course description for this course to assure a clear connection between candidates' performance-based activities and the course objectives and learning outcomes.*
4.	*Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders*	a.	There is insufficient evidence of diverse practicum settings, and there is no evidence of mentorship training and a formal evaluation system of candidate proficiency on state and national standards. Field-experiences should be worked into the course objectives and courses should use real school data to help prepare candidates. The internship activities should have a balanced approach for both instruction and management activities to be completed by the candidate. *Please work with faculty and school district mentors and develop a plan for assuring that field-experiences be worked into the course objectives, that candidates experience diverse settings and that candidates are involved in meaningful school-based activities that require them to lead school improvement initiatives during the internship.*
		b.	Appendix D lacks sufficient detail to determine which course is accountable for mastery of student proficiency. There needs to be more specific accountability measures built-in to identify the individual course in which candidate mastery should be achieved. *Please provide evidence that a system is in place to identify courses where essential skills are introduced, expanded upon, and finally mastered.*
		c.	The requirement for all instructional leaders to possess knowledge and skills pertaining to literacy and numeracy needs to be much more apparent. *Please describe a formal process to monitor and report where these skills are taught and measured.*
		d.	There is insufficient evidence that there is a jointly established process with local school districts for the recruitment and selection of candidates into the educational leadership programs. *Please show evidence of collaboration with local districts to develop meaningful criteria and a process for screening potential candidates. Areas such as previous leadership experience and ability to impact student achievement should be evaluated and consideration should be given to screening for leadership characteristics first, then university requirements second.*

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
4. Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders (Cont'd.)	e. More detailed attention needs to be given to aligning course objectives and field experiences with national standards (ELCC). While Appendix D matches courses with Louisiana standards, there is no evidence of an alignment of course activities with national standards. *Please establish a system to crosswalk course objectives to national standards.*
	f. There is insufficient evidence that there is a process for ensuring that 1/3 of the courses focus on instruction and the improvement of student achievement. It is not clear that prioritizing, mapping, and monitoring occur in the programs. Page 11 outlines the courses but doesn't clearly identify the curriculum mapping and monitoring that occurs in the programs. *Please add clarity to show how the different program levels establish a process to address curriculum and instruction and develop a formal process to monitor that 1/3 of the program addresses curriculum, instruction, and student achievement.*

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1.   K-12 Baccalaureate Degree   a.   All K-12 programs were examined by Board of Regents staff and Louisiana Department of Education staff to ensure that they met state expectations. The K-12 programs were not examined by evaluators from national organizations (e.g., NASM, NASPE, AAHPERD, ACTLT, etc.). It is recommended that all campuses develop a chart that clearly identifies the alignment of all courses in the curriculum with the national standards. If all standards are not being addressed, campuses should revise their curriculum to fully address the standards.
2.   Non-Master's/Certification-Only Alternate Program   a.   None
3.   (Advanced) Master's Degree - Education   a.   The classroom teacher interviewed cited evidence that technology learned as a candidate in the Education Technology Program had contributed to the quality of teaching in the classroom. Given this knowledge, the teacher plans to seek National Board Certification during the 2004-05 academic year. As the program implementation continues, please develop a system for collecting performance data on program graduates' impact on P-12 student achievement.

MCNEESE STATE UNIVERSITY (CONT'D.)

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
4.   Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders a.   It is recommended that a wider range of internship activities and field experiences be developed that align to state and national competencies. These should have a stronger focus on instructional leadership and meeting ELCC internship standard for length of time. b.   It is recommended that the institution collect demographic information for their service area so the impact candidates have on student learning can be measured. c.   It is recommended that a more formal system for administering follow-up surveys and reviewing data to make curriculum changes be developed to ensure continuous program improvement and that the institution collect demographic information for the service area so that they can determine the impact of candidates on student learning. d.   It is recommended that more development is needed to assess candidate proficiency on state and national standards within the portfolio system. It is recommended that rubrics with measurable criteria for assessing student proficiency and a system of checkpoints be developed to ensure student progress in attaining mastery of the standards is needed. e.   It is recommended that the recruitment process be reorganized to screen for leadership qualities first and then apply university selection criteria and that diversity be considered in the process. f.   It is recommended that the follow-up studies have more specific timelines for gathering graduate, employer, and community feedback survey data and use this information to improve the programs. These surveys need to be aligned to state and national (ELCC) standards.

MCNEESE STATE UNIVERSITY (CONT'D.)

SECTION II. **CERTIFICATION EVALUATION**

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

<table>
<tr><td colspan="2" align="center"><u>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</u></td></tr>
<tr>
<td valign="top"><i>1. K-12 Baccalaureate Degree</i></td>
<td valign="top">

a.   **ART EDUCATION - GRADES K-12**

Does Not Meet Certification Requirements

In order to meet certification requirements, the following must be addressed:

1)   Child Development or Child Psychology not offered. *Please provide a course description to address this area or identify how the concepts are being addressed in other courses.*

2)   Classroom Organization and Management course not provided. *Please provide a course description to address this area of identify how the concepts are being addressed in other courses.*

3)   The following two courses are offered under Knowledge of the Learner: ARED 334 Art Education – Elementary Methods and ARED 335 Art Methods in the Secondary School. *Please remove the courses from this area and provide other courses that are appropriate for Knowledge of the Learner and Learning Environment.*

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<tr>
<td valign="top"><i>2. Non-Master's/Certification-Only Alternate Program</i></td>
<td valign="top">

a.   **ART EDUCATION - GRADES K-12**

Does Not Meet Certification Requirements

In order to meet certification requirements, the following must be addressed:

1)   Child Development or Child Psychology not offered. *Please provide a course description to address this area of identify how the concepts are being addressed in other courses.*

2)   Classroom Organization and Management course not provided. *Please provide a course description to address this area of identify how the concepts are being addressed in other courses.*

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SECTION II. **CERTIFICATION EVALUATION (CONT'D.)**

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
3. *(Advanced) Master's Degree - Education*	*NOTE:* *To add the endorsement of Educational Technology Leadership to a teacher's certificate the following courses must be earned, but they are not listed as requirements in the degree programs: EDLD 605 Technology Leadership in Schools; EDTC 617 Educational Technology Research Evaluation and Assessment; EDTC 625 Technology Planning and Administration; EDTC 629 Professional Development for K-12 Technology Integration.*
4. *Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders (Cont'd.)*	**a.** **TEACHER LEADER ENDORSEMENT** ***Meets Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) The equivalent of six graduate hours (90 contact hours) are required for this endorsement. The university is requiring an additional 3 graduate hours (EDLD 600 Research I) for a total of nine hours. Since this is not a degree, the university can only require six credit hours. *Please change this endorsement requirement to six credit hours.* **b.** **MASTER'S DEGREE FOR EDUCATIONAL LEADER** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) No course description for EDLD 615 Seminar on Teaching and Learning. *Please provide a course description.* **c.** **ALTERNATE ROUTE FOR EDUCATIONAL LEADERS** ***Meets Certification Requirements***

NICHOLLS STATE UNIVERSITY

I.   **SECTION I:**   **PROGRAM EVALUATION**

Evaluators examined the overall quality of the proposed programs and developed the following section.

A.   **PROGRAM RECOMMENDATIONS**

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. *K-12 Baccalaureate Degree*	**HEALTH & PHYSICAL EDUCATION - GRADES K-12** ***Recommended for Approval with Stipulations***
2. *(Advanced) Degree for Educational Leaders*	***Not Recommended for Approval***

B.   **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)

1,   *K-12 Baccalaureate Degree*
 	
    a.   A comprehensive recruitment plan was collaboratively developed that seeks to recruit high level students.
 	
    b.   The NASPE standards have been aligned with the course objectives.
 	
    c.   Empirical bases have been clearly identified for the courses.
 	
    d.   High school partnerships to create the Teacher Cadet Program is expected to attract students.

2.   *(Advanced) Degree for Educational Leaders*
 	
    a.   Each course description has cross-referenced their course objectives with state and national standards.
 	
    b.   The department uses a variety of outside groups to make recommendations for program improvement.
 	
    c.   The program plans to use a full-time assessment coordinator to monitor the progress of the Educational Leadership Program, recommend program changes and improvements based on data, and continue to conduct end-of-the-year program reviews.
 	
    d.   There is a well-defined set of criteria for the selection of internship field sites.
 	
    e.   There are written agreements with internship mentors to guide the process.

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
1.	*K-12 Baccalaureate Degree*	a. Some courses have clearly identified the types of assessments that will be used to examine each objective and levels of proficiency while others courses have not. *Please identify assessments and levels of proficiency for all courses.*
		b. It is not evident within most of the course descriptions or within Form 4: Progression of Site-Based Performance Activities if teacher candidates are teaching children in grades K-12. The student teaching course is for secondary teachers; however, graduates of this program will be certified to teach in grades K-8. *Please provide more extensive information on Form 4 to clearly indicate the amount of teaching that will occur within non-secondary classroom settings.*
2.	*(Advanced) Degree for Educational Leaders*	a. The recommendations made by the redesign team are not evident in the courses. A traditional approach still remains evident in the course descriptions. *Recommendations from the redesign team should be analyzed and a process developed to ensure that input from the redesign team is used as the educational leadership preparation program is redesigned. Please provide evidence that these groups collaborate and that a plan is in place to assure that they are working together to meet the needs of the school districts and students.*
		b. Scoring guides and specific information on "course projects with required field experiences" (p. 3) should be developed so that course activities and field experiences align to national standards. None of the assessment checkpoints show that the program is measuring candidate proficiency on state or national standards. It states in Point 3 that "assessments at this point include completion of coursework, adherence to course timelines, completion of clinical project, and completion of designated course projects with required field experiences." These are not assessments - these are checkpoints. While program assessments are mentioned, they need further development to ensure that candidate proficiencies are being measured against state and national (ELCC) standards. *Please provide evidence that a process is in place that defines how candidates will be assessed and how performance measures will be used to measure candidates proficiencies.*
		c. With regard to the redesign team, there are several groups that meet for redesign. The efforts appear to be fragmented and not cooperative or collaborative. It is not apparent that they ever collaborate together to make decisions about program improvement or that there is a formal, structured system for making curriculum changes. *Please rearrange the work of the*

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

2.	*(Advanced) Degree for Educational Leaders (Cont'd.)*	c.	(Cont'd.)
			various parts of the redesign process to assure that communication and information is shared and provide a formal schedule or plan on how this will be sustained.
		d.	More development is needed to assess candidate proficiency on state and national standards within the portfolio system. A system of checkpoints specific to the educational leadership portfolio and program to ensure student progress in attaining mastery of the standards is needed. *Please develop a process and a time line for the use of checkpoint assessment and measurements.*
		e.	There is insufficient evidence that there is a jointly established process with local school districts for the recruitment and selection of candidates into the educational leadership programs. *Please show evidence of collaboration with local districts to develop meaningful criteria and a process for screening potential candidates. Areas such as previous leadership experience, ability to impact student achievement should be evaluated and consideration should be given to screening for leadership characteristics first, then university requirements second.*
		f.	The requirement for all instructional leaders to possess knowledge and skills pertaining to literacy and numeracy needs to be much more apparent. *Please show evidence of or develop a formal process to monitor and report where these skills are taught and measured.*
		g.	It is not clear that prioritizing, mapping, and monitoring occurs in the programs. Information included lacks detail about which courses are accountable for mastery of student proficiency. A more formalized system for mapping the curriculum is needed. *Please provide evidence that a system is in place to identify courses where essential skills are introduced, expanded upon, and finally mastered.*
		h.	Page 3 states that the program "will collaboratively (with partner schools) develop and implement authentic field experiences throughout its program and will have a capstone internship in order to exit the program"; however, the site-based performance activities outlined on 6-8 do not show alignment to the performance requirements of the state and national standards. In addition, the EDAS 594 does not show specific performance activities that align to specific standards. *Please work with faculty and school district mentors and develop a plan for assuring that field-experiences be worked into the course objectives and that candidates are involved in meaningful school-based activities*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
2. (Advanced) Degree for Educational Leaders (Cont'd.)	h. (Cont'd.) *that require candidates to lead school improvement initiatives during the internship.* i. There is insufficient evidence that there is a joint process for ensuring that 1/3 of the courses focus on instruction and the improvement of student achievement. *Please provide evidence of your formal process to monitor that 1/3 of the program addresses curriculum, instruction, and student achievement.* j. There appears to be a deficit of field experiences and substantial internship opportunities for candidates to practice leadership skills in authentic, diverse settings that align to state and national standards. *Please revise the plan to show the specific internship activities that are required of all candidates and how these activities will be evaluated for proficiency between faculty and/or the site supervisor.* k. The course assessments described on page 17 should be further developed and aligned to specific state and national standards. Many of the assessments described are actually types of scoring guides (ratings check-off list, sign-in time sheets). Some are redesigned around measuring candidate knowledge rather than application of knowledge and skill development as is required in state and national standards (such as literature reviews, research papers, written and comprehensive examinations). *Please provide more specific descriptions of these assessments, the scoring guide that will be used to measure candidate's proficiency on the standards, and discuss how a quantified summary of the data results will be developed from any of the assessments given.* l. While the course objectives align to NCATE/ELCC standards, the site-based performance activities need to be integrated into the course descriptions and closely aligned to the course objectives and state and national standards. *Please work with faculty and school district mentors and develop a plan for assuring that field-experiences be worked into the course objectives and that candidates are involved in meaningful school-based activities that require candidates to lead school improvement initiatives during the internship and that these activities meet state and national standards.* m. A more formalized system for selecting and training on-site mentors should be developed and a formal evaluation system of candidate proficiency on state and national standards should be developed. *Please develop a more formalized system for selecting and training on-site mentors. Guidelines and instruction on what experiences are appropriate for internships should be included in*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
2.	*(Advanced) Degree for Educational Leaders (Cont'd.)*	m. (Cont'd.) *the training of mentors. A process should be in place to continually update mentor skills and evaluate their performance when working with candidates in the field.* n. More development is needed on the screening and recruitment process to establish meaningful criteria for screening potential candidates. *Please show evidence of collaboration with local districts to develop meaningful criteria and a process for screening potential candidates. Areas such as previous leadership experience and ability to impact student achievement should be evaluated and consideration should be given to screening for leadership characteristics first, then university requirements second.* o. Attention should be given in all courses to the appropriate selection of textbooks and resources with the emphasis on current literature. *Please describe the process that will be used to assure that only the most recent texts and materials are used in the educational leadership preparation program.*

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1.   K-12 Baccalaureate Degree a.   All K-12 programs were examined by Board of Regents staff and Louisiana Department of Education staff to ensure that they met state expectations. The K-12 programs were not examined by evaluators from national organizations (e.g., NASM, NASPE, AAHPERD, ACTLT, etc.). It is recommended that all campuses develop a chart that clearly identifies the alignment of all courses in the curriculum with the national standards. If all standards are not being addressed, campuses should revise their curriculum to fully address the standards.
2.   (Advanced) Master's Degree for Educational Leaders a.   It is recommended that a more formal system be established for the recruitment and screening of a diverse pool of candidates. b.   It is recommended that the institution collect demographic information for their service area so the impact candidates have on student learning can be measured.

NICHOLLS STATE UNIVERSITY (CONT'D.)

SECTION II.   **CERTIFICATION EVALUATION**

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree	**a. HEALTH & PHYSICAL EDUCATION - GRADES K-12** *Meets Certification Requirements*
2. (Advanced) Master's Degree for Educational Leaders	**a. MASTER'S DEGREE FOR EDUCATIONAL LEADERS** *Meets Certification Requirements*

NORTHWESTERN STATE UNIVERSITY

I.   SECTION I: PROGRAM EVALUATION

Evaluators examined the overall quality of the proposed programs and developed the following section.

A.   PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. K-12 Baccalaureate Degrees	**VOCAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **VOCAL AND INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **HEALTH & PHYSICAL EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations*

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   Authentic collaboration has occurred to redesign the programs in music education.
2.   A well developed process exists to recruit, screen, select, and support teachers in the music education programs.
3.   Two laboratory schools (elementary and middle schools) and two professional development schools (elementary and middle schools) have been established for teacher candidates to observe and practice teach.
4.   The site-based performance activities are explicit and promote best practices.

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. K-12 Baccalaureate Degrees	*All Music Programs* a. There is not a clear alignment between the course objectives, course assessments, learning activities, and state/national standards for each area of certification. In addition, the level of

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. K-12 Baccalaureate Degrees (Cont'd.)	*All Music Programs (Cont'd.)* a. (Cont'd.) proficiency that must be exhibited is not clear. *Please provide a chart that identifies a clear alignment between state/national standards, course objectives, assessments, and learning activities for each of the areas of certification (e.g., art, vocal music, instrumental music, dance, etc.). Identify levels of proficiency that teacher candidates will be expected to demonstrate.* *Vocal Music Education – Grades K-12, Instrumental Music – Grades K-12 Education, and Vocal and Instrumental Education – Grades K-12* a. MUS 3140 is referred to as "Planning and Assessment" on the course description and Form 2 (Curriculum). However, it is referred to as "Classroom Management Through Effective Planning and Assessment" on Form 4 (Progression of Site-Based Performance Activities). The course appears to focus more upon assessment than classroom management. *Please identify the correct title for this course and use the title in a consistent manner in the proposal.*

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1.   K-12 Baccalaureate Degrees a.   All K-12 programs were examined by Board of Regents staff and Louisiana Department of Education staff to ensure that they met state expectations. The K-12 programs were not examined by evaluators from national organizations (e.g., NASM, NASPE, AAHPERD, ACTLT, etc.). It is recommended that all campuses develop a chart that clearly identifies the alignment of all courses in the curriculum with the national standards. If all standards are not being addressed, campuses should revise their curriculum to fully address the standards.

NORTHWESTERN STATE UNIVERSITY (CONT'D.)

SECTION II. CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree(s) (Cont'd.)	**a. ALL K-12 CERTIFICATION AREAS FOR MUSIC** *Does Not Meet Certification Requirements* *In order to meet certification requirements, the following must be addressed:* 1) It appears that an attempt has been made to integrate classroom management, exceptional children, and diverse learners into MUED 3140, MUED 3510, MUED 3510, MUS 3100, EPSY 3100, and other courses. However, it is not clear within the course descriptions and objectives if the three areas have been fully addressed within the different courses. Research has indicated that classroom management and diverse learners are two of the greatest challenges for new teachers to master as they start teaching, therefore, it is very important for teacher candidates to have a strong foundation in these areas. It is not clear if a strong foundation is being provided with the information in the proposal. *Please clearly identify the objectives that are being addressed for classroom management and diverse learners across courses in the curriculum and provide a rationale for why teacher candidates in your program and possess as strong a foundation in these areas as teacher candidates who complete traditional courses in these areas.* **b. VOCAL MUSIC EDUCATION – GRADES K-12** *Does Not Meet Certification Requirements* 1) See "a" above. **c. INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Does Not Meet Certification Requirements* 1) See "a" above **d. VOCAL & INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Does Not Meet Certification Requirements* 1) See "a" above

NORTHWESTERN STATE UNIVERSITY (CONT'D.)

SECTION II.   **CERTIFICATION EVALUATION (CONT'D.)**

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. *K-12 Baccalaureate Degree(s) (Cont'd.)*	**e.** **K-12 PIANO-VOCAL MUSIC EDUCATION** *NOTE:* *Piano is not a K-12 area. The program must be in Instrumental Music or Vocal Music.* **f.** **HEALTH AND PHYSICAL EDUCATION - GRADES K-12** ***Does Not Meet Certification Requirements*** 1) EDUC 3140 is an assessment course and belongs under The Knowledge of the Learner and Learning Environment. *Please identify a different course to meet the certification requirements for Methodology.* 2) No course was listed for Classroom Management under The Learner and the Learning Environment. However, a description for EDUC 3220 – Classroom Management Strategies for Secondary Classrooms was provided in the proposal. *Please identify a course for The Knowledge of the Learner and Learning Environment for Classroom Management or identify where classroom management is addressed within the curriculum.*

OUR LADY OF HOLY CROSS COLLEGE

I.   SECTION I: PROGRAM EVALUATION

Evaluators examined the overall quality of the proposed programs and developed the following section.

A.   PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. Non-Master's/Certification-Only Alternate Program – Mathematics Education – Grades 6-12	***Recommended for Approval with Stipulations***

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   The program has been adapted to meet the differing needs of alternate teacher candidates who are currently working full time in schools and alternate teacher candidates who are not currently working in schools.
2.   Mathematics content faculty and education faculty have worked together to develop the alternate certification program.

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. Non-Master's/ Certification-Only Program – Mathematics Education – Grades 6-12	1. Many of the objectives in EDU 305 are the same as objectives in EDU 310B. *Please reexamine these two course and develop objectives for the two courses that clearly indicate that candidates will possess knowledge, skills, and dispositions that differ in the two courses.*
	2. Some objectives within courses are activities instead of performance objectives that demonstrate key competencies that teachers should demonstrate in a specific content area. As an example, EDU 461B lists the following as an objective: "Have an administrator observe his/her class and complete the OLHCC observation form for two teaching periods." This is not a performance objective that identifies teaching competencies that a teacher candidate should exhibit. *Please examine all objectives and delete or revise those objectives that do not clearly identify competencies that teachers should display.*
	3. The course EDU 305: Curriculum & Instructional Strategies I for the Non-Master's/Certification-Only Alternate Program appears to be a general course that is taken by teacher candidates who are working on certifications in different areas. In the Master's Degree in Alternate Certification for Grades 1-5, the course

OUR LADY OF HOLY CROSS COLLEGE

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. Non-Master's/ Certification-Only Program – Mathematics Education – Grades 6-12 (Cont'd.)	3. (Cont'd.) EDU 460 A is taken by teacher candidates. The course has the same objectives, same empirical base, and same resources/materials as EDUC 305. Since the two courses appear to be identical, it is not clear how EDU 305 will be able to help teachers in secondary education be effective when teaching mathematics. *Please revise the EDUC 305 course and provide information to indicate that teacher candidates will develop the knowledge and skills to effectively teach in the area of mathematics.* 4. Within the course description for EDU 431 – Student Teaching in Secondary, it states that teacher candidates will be placed in elementary settings. *Please make the necessary changes to indicate that the teacher candidate will be placed in a secondary setting instead of an elementary setting.* 5. Table 1 and Table 2 does not indicate that teacher candidates will be required to complete a Prescriptive Plan if they demonstrate problems while completing the program. *Please make the necessary changes to Table 1 and Table 2 to list the Prescriptive Plan hours.* 6. It was discussed during the interview that the needs of exceptional students and diverse learners will be addressed throughout the program. *Please identify the various objectives across the courses, learning activities, and assessments that will clearly demonstrate that a teacher candidate will possess the knowledge, skills, and dispositions in these areas to effectively teach children. Also, identify the textbooks and/or resources that teacher candidates will use to gain the necessary knowledge to work with diverse and exceptional children.* 7. After reviewing the resources/materials being used in the courses, it did not appear that there were many resources that were specifically written to prepare teachers to work with students at a secondary level. *Please identify resources that could be used in this program that would help secondary teachers to effectively address the developmental and academic needs of high school students.* .

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1.   None

OUR LADY OF HOLY CROSS COLLEGE (CONT'D.)

SECTION II.   **CERTIFICATION EVALUATION**

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. *Non-Master's/ Certification-Only Alternate Program – Mathematics Education – Grades 6-12*	***Meets Certification Requirements***

SOUTHEASTERN LOUISIANA UNIVERSITY

I. **SECTION I:** **PROGRAM EVALUATION**

Evaluators examined the overall quality of the proposed programs and developed the following section.

A. **PROGRAM RECOMMENDATIONS**

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. *K-12 Baccalaureate Degree(s)*	**ART EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **HEALTH & PHYSICAL EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **VOCAL MUSIC EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **K-12 MUSIC EDUCATION – INSTRUMENTAL** *Recommended for Approval with Stipulations* **FRENCH EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **SPANISH EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations*
2. *(Advanced) Master's Degree - Education*	*Recommended for Approval with Stipulations*
3. *(Advanced) Master's Degree for Educational Leaders*	*Recommended for Approval with Stipulations*

B. **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)
1. *K-12 Baccalaureate Degrees*   a. Site-based performance activities are explicit and clearly identify the grade levels that will be addressed.   b. A recruitment plan that includes a variety of strategies has been collaboratively developed.

B.   **STRENGTHS (CONT'D.)**

<table>
<tr><td align="center">OVERALL STRENGTHS OF THE PROGRAM(S)</td></tr>
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2.   *(Advanced) Master's Degree - Education*

      a.   New core courses entitled Dimensions of Diversity for Education: Students, Families, Cultures and Communities and Assessment and Instruction in the Inclusive Classroom are well designed and offer candidates opportunities to practice newly acquired knowledge in their own classrooms.

      b.   The redesigned program offers 12 areas of concentration that provide candidates an opportunity to deepen knowledge in their content areas.

      c.   Program admission requirements go beyond those traditional ones by requiring candidates to demonstrate professional leadership.

      d.   Program orientation activities include self-assessments that have the potential for use in planning personalized programs of study.

      e.   The program assessment system provides for, among others, candidate demonstration of learning through portfolios presented at Portals 7, 8 and 9 in the PASS-PORT system, exit surveys, and regular follow-up surveys of graduates and employers that attend to candidate knowledge, skills, traits, and attitudes.   There is a plan for regular review of the data collected for use in program improvement.

      f.   The program offers candidates sufficient background in educational research to complete a credible action research project.

3.   *(Advanced) Master's Degree for Educational Leaders*

      a.   The performance activities presented for EDL 650 provide comprehensive opportunities for candidates to develop, monitor, and share a school wide vision of learning that involves staff in developing team building and a schedule for implementation.

      b.   The program identifies specific checkpoints throughout the program to measure candidate progress.

      c.   The recruitment system is well-defined and conducive to a more selective process with different measurements.

      d.   The diversity chart that the institution plans to develop for different work sites will enhance the internship experiences for candidates.

      e.   The activities presented in EDL 652 and 653 provide strong opportunities for candidates to interact with faculty in providing effective instructional leadership and in conducting classroom observations, providing constructive feedback, suggesting models of effective teaching techniques, and developing a professional growth plan.

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

C.   **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. K-12 Baccalaureate Degrees	*All Areas* a. There is not a clear alignment between the course objectives, course assessments, learning activities, and national standards for each area of certification. *Please provide a chart that identifies a clear alignment between national standards, course objectives, assessments, and learning activities for each of the areas of certification (e.g., art, vocal music, instrumental music, health and physical education, etc.). For the assessments, clearly identify the levels of proficiency expected of candidates.* *Spanish, French, Vocal Music, and Instrumental Music* a. The course number for Special Methods in High School Subjects varies in the proposal. It is listed as EDUC 485 on Form 2 for French or Spanish and listed as EDUC 490 on Form 2 for Vocal Music and Instrumental Music. It is listed as EDUC 490 on page 110 for the course description. *Please determine the correct course number and change the course number where it has been incorrectly listed.* b. EDUC 485 (or EDUC 490) is listed as a Methodology course on Form 2. However, the course has not been listed on Form 4 for French and Spanish even though the course requires candidates to participate in site-based learning activities. The course has been listed on Form 4 for Vocal Music and Instrumental Music. *Please add EDUC 485 (or EDUC 490) to Form 4 for Spanish and French.*
2. (Advanced) Master's Degree - Education	a. There is variation among the areas of concentration in the understandings of "field experience" embedded in the coursework. The ESL and gifted and talented concentrations offer candidates opportunities to complete experiences in their own classrooms that are integrated with program objectives and have potential to affect the learning of students. A few offer candidates an opportunity for practice in a clinical setting. Other areas of concentration offer field experiences that are more like "projects" where candidates collect and reflect on data from diverse sources that may include classroom observation or experience, but the immediate relationship of these activities to student achievement is less clear. *Please come to a common understanding of the meaning or meanings of "field experience" that is rooted in the charge of the program redesign effort to improve the learning of PK-12 students that the teachers teach. Describe a plan for review of the courses in each program option to assure its implementation.*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
2. (Advanced) Master's Degree - Education (Cont'd.)	b.	Section III of the program report and discussion during a group interview acknowledged that the process for preparing mentors to assist individual candidates is not far along. Because the concept of mentoring or supervision is an important aspect of field experience, the team needs to come to a common understanding about what (for mentoring or supervision of candidate field experiences) is acceptable in this program. *Please indicate what options for mentoring and supervision of candidates are acceptable in the field work of this program and how mentors will be selected, oriented, and involved in , delivery, and assessment of the program as the program begins. As the program gains momentum, program graduates may provide new options for mentoring and supervision of candidates.*
	c.	A limitation of completing field experiences in the teacher's own classroom is varied in the extent to which candidates are afforded opportunities to improve the learning of students who represent diverse cultures, ethnicities, languages, abilities, and nationalities. Although the new course *Dimensions of Diversity for Education: Students, Families, Cultures, and Communities and Assessment* does provide for candidates to make field trips to sites that serve learners with particular diversities, these awareness activities do not enable application to improve the learning of students. *Please develop policy for the program that assures for all candidates opportunities to practice in environments that serve diverse learners as defined in the policy.*
	d.	The secondary areas of concentration do not specify the courses to be completed by the candidates. This suggests that the selection of course is a matter of candidate preference or availability rather than attention to the Louisiana standards for K-12 students learning or those of the national SPAs. *Please submit a revision of these concentrations that indicates the criteria for courses that constitute an acceptable program of study and/or specific courses or course clusters.*
3. (Advanced) Master's Degree for Educational Leaders	a.	There needs to be a more formalized process to identify where candidates learn how to lead numeracy and literacy issues in the field. *Please show evidence of or develop a formal process to monitor and report where these skills are taught and measured.*
	b.	Seminar 3, 4, and 5 need further refinement to focus on helping candidates learn more about high quality professional development activities. *Please edit the curriculum and provide evidence that the curriculum has been adjusted to provide this instruction.*

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
3.	*(Advanced) Master's Degree for Educational Leaders*	c.	The site-based performance activities need to be closely aligned to the course objectives and state and national standards. *Please work with faculty and school district mentors and develop a plan for assuring that field-experiences are aligned with the course objectives and that candidates are involved in meaningful school-based activities that require candidates to lead school improvement initiatives during the internship.*
		d.	The performance evaluation instruments for candidates, mentors (p. 47), the stakeholder survey and the follow-up survey of school and district administrators (p. 48) need further development and alignment to the state/national standards. In addition, the "Gates" through which candidates must pass needs more explanation with regard to the type of evaluation each candidate is given and how they are assessed for proficiency ability. The follow-up studies for program evaluation need to be more formalized with regard to specific timeline for gathering graduate, employer, and community feedback survey data and the surveys need to be aligned to state and national (ELCC) standards. *Please submit a detailed plan with timelines and checkpoints of when these measures would occur and how the instrumentation will be developed.*

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION

1. K-12 Baccalaureate Degrees

a. Form 4 (page 12) indicates that candidates will "teach art lessons in elementary classroom settings, grades K-8" when describing site-based performance activities for ART 374: Art Education in the Secondary School. This appears to be a typo. The full description of ART 374 on page 96 indicates that the teaching will occur in secondary settings. This error needs to be corrected.

b. All K-12 programs were examined by Board of Regents staff and Louisiana Department of Education staff to ensure that they met state expectations. The K-12 programs were not examined by evaluators from national organizations (e.g., NASM, NASPE, AAHPERD, ACTLT, etc.). It is recommended that all campuses develop a chart that clearly identifies the alignment of all courses in the curriculum with the national standards. If all standards are not being addressed, campuses should revise their curriculum to fully address the standards.

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT (CONT'D.)

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
2.   (Advanced) Master's Degree - Education a.   Plans for candidate completion of action research projects emphasize the expectation of scholarly contributions worthy of sharing with national audiences. Sharing with local audiences seems to the reviewers more likely to have an immediate impact on the learning of P-12 students. We recommend that the program devise vehicles for sharing results of action research with local and regional audiences to include other candidates, school practitioners, parents, and local school boards.
3.   (Advanced) Master's Degree for Educational Leaders a.   It is recommended that a more formal system be established for the recruitment and screening of a diverse pool of candidates. b.   It is recommended that the recruitment process be reorganized to screen for leadership qualities first and then apply university selection criteria. c.   It is recommended that rubrics be refined to ensure that specific candidate proficiencies are being measured against state and national (ELCC) standards.

SECTION II.   CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree(s)	**a. ALL K-12 CERTIFICATION AREAS** Teacher candidates are required to complete Child Development/Psychology, Adolescent Development/Psychology, and Educational Psychology. One course in Educational Psychology for Children and Adolescents is being offered. All three areas are not being sufficiently addressed in the one course. *Please identify how objectives throughout the program are fully addressing all three of these areas or provide descriptions of additional courses that address these areas.* **b. ART EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above.

SECTION II.   **CERTIFICATION EVALUATION (CONT'D.)**

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree(s) (Cont'd.)	**c. VOCAL MUSIC EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. **d. INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. **e. HEALTH & PHYSICAL EDUCATION - GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. **f. SPANISH EDUCATION - GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. **g. FRENCH EDUCATION - GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above.

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

SECTION II. **CERTIFICATION EVALUATION (CONT'D.)**

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
2. *(Advanced) Master's Degree - Education*	***Not Initial Certification – Louisiana Department of Education Approval Not Required*** *NOTE:* *Early Childhood PK-3 and Elementary Grades 1-5 for purposes of adding-on these Endorsement to an existing certificate – teacher must have an accumulated 9 semester hours of reading coursework*
3. *(Advanced) Master's Degree for Educational Leaders*	**a.** **MASTER'S DEGREE FOR EDUCATIONAL LEADERS** ***Meets Certification Requirements***

SOUTHERN UNIVERSITY AT NEW ORLEANS

I.   SECTION I: **PROGRAM EVALUATION**

Evaluators examined the overall quality of the proposed programs and developed the following section.

A.   PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. K-12 Baccalaureate Degree(s)	**ART EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **INSTRUMENTAL MUSIC EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **FRENCH EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **SPANISH EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations*
2. Non-Master's/Certification-Only Alternate Program	**ART EDUCATION - GRADES K-12** *Not Recommended for Approval* **INSTRUMENTAL MUSIC EDUCATION - GRADES K-12** *Not Recommended for Approval* **FRENCH EDUCATION - GRADES K-12** *Not Recommended for Approval* **SPANISH EDUCATION - GRADES K-12** *Not Recommended for Approval*

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   K-12 Baccalaureate Degrees and Alternate Programs a.   University/District Signature School housed on university campus that addresses issues of low performing schools in school district.

SOUTHERN UNIVERSITY AT NEW ORLEANS (CONT'D.)

B.   STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   *K-12 Baccalaureate Degrees and Alternate Programs (Cont'd.)*   b.   The university is working with the Teacher Cadet Program at three school sites in Orleans Parish.

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. *K-12 Baccalaureate Degrees*	*All Programs* a. It was not possible to fully evaluate the four K-12 programs due to critical courses pertaining to methodology and student teaching not being included in the proposals. Without these course descriptions, it was not possible to determine if teacher candidates were being provided the knowledge and skills to teach in their areas of certification. *Please provide full course descriptions of the following courses in order for the program to be fully evaluated: ART 331, ART 431, MUSC 481, MUSC 483, EDMS 466, SPAN 200, FREN 200, and EDMS 470.* b. An examination of Site-based Performance Activities on Form 4 for each individual certification area indicated that teacher candidates in all four programs were being exposed to the same learning activities. There was little differentiation even though the areas of certification were uniquely different. *Please reexamine Form 4 and provide a listing of learning activities that are specific to the individual areas of certification.* c. An examination of the site-based learning activities on Form 4 for Art Education - Grades K-12 indicated that the teacher candidates in ART 331 were required to complete the same learning activities as ART 431. This does not reflect progression in learning activities. When reexamining Form 4, please clearly indicate that candidates are building upon previous courses as they demonstrate proficiencies in site based experiences. d. State certification requirements indicate that it is expected that teacher candidates complete at least 180 hours of site-based experiences prior to student teaching. The Site-Based Performance Activities Charts indicate that candidates will complete 175 hours of site-based experience prior to student teaching. *Please reexamine the course requirements and determine how teacher candidates will be required to completed 180 hours of site-based experiences.*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
1. K-12 Baccalaureate Degree (Cont'd.)	e.	There is not a clear alignment between the course objectives, course assessments, learning activities, and state/national standards for each area of certification. As an example, it is not clear how standards for Art Education – Grades K-12 or Vocal Music Education – Grades K-12 are being addressed within the courses or how they are being assessed. It is also not clear what levels of proficiency are expected in order for teacher candidates to have demonstrated the necessary knowledge, skills, and disposition to graduate. *Please provide a chart that identifies a clear alignment between state/national standards, course objectives, assessments, and learning activities for each of the areas of certification (e.g., art, instrumental music, Spanish, and French).*
	f.	The information provided for recruitment, screening, selection, and support of candidates appears to be general information for all candidates. *Please provide information pertaining to specific efforts that will be made to recruit, screen, select, and support teacher candidates in the K-12 specific certification area (e.g., vocal music, art, etc.).*
2. K-12 Non-Masters/ Certification-Only Programs	a.	It was not possible to fully evaluate the four K-12 programs due to critical courses pertaining to methodology and student teaching not being included in the proposals. Without these course descriptions, it was not possible to determine if teacher candidates were being provided the knowledge and skills to teach in their areas of certification. *Please provide full course descriptions of the following courses in order for the program to be fully evaluated: ART 331, ART 431, MUSC 481, MUSC 483, EDMS 466, SPAN 200, and FREN 200.*
	b.	The university appears to be using outdated information pertaining to Bulletin 746 on pages 7 and 8 regarding requirements for candidates to complete the four alternate certification program. State certification policies only require candidates to pass the specialty content examinations for PRAXIS to demonstrate content knowledge in a specialty area to enter an alternate certification program. *Please remove the outdated requirements on pages 7 and 8.*
	c.	All teacher candidates in Non-Master's/Certification-Only Programs are expected to possess knowledge and skills pertaining to the teaching of reading. It is expected that universities will address the Reading and Language Competencies that have been approved by the Board of Elementary and Secondary Education. *Please provide information that demonstrates that teacher candidates will possess the necessary knowledge and skills to address reading when working working with children.*

SOUTHERN UNIVERSITY AT NEW ORLEANS (CONT'D.)

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
2. Non-Masters/ Certification-Only Alternate Certification Program (Cont'd.)	d.	The Non-Master's/Certification-Only Program requirements indicate that universities must "develop a process to assure that candidates demonstrate necessary performance skills in the all-level certification area" to be admitted to the program. This goes beyond attaining the required score on the PRAXIS specialty examination. As an example, this process might determine if a person possesses the basic skills to play an instrument before being admitted to a program for instrumental music. *Please identify the process that will be used to determine if a candidate demonstrates performance skills in each of the four K-12 certification areas.*
	e.	There is not a clear alignment between the course objectives, course assessments, learning activities, and state/national standards for each area of certification. Also, it is not clear what levels of proficiency are expected in order for teacher candidates to have demonstrated the necessary knowledge, skills, and disposition to graduate. *Please provide a chart that identifies a clear alignment between state/national standards, course objectives, assessments, and learning activities for each of the areas of certification (e.g., art, instrumental music, Spanish, and French.).*
	f.	It is not clear how the university will prescribe courses if a candidate experiences problems and needs a prescriptive plan. Within the proposal it indicated that a committee may "prescribe courses to enhance the candidates teaching experience (program of study/prescription). Courses/Topics include: Child Psychology, Adolescent Psychology, Classroom Organization and Management, and Diverse Learner. It is not clear why these courses would be required for the prescription. These are all required courses for the Knowledge of the Learner and Learning Environment component of the program, and teacher candidates would have already taken the courses. *Please provide more specific information pertaining to the types of courses that would be prescribed if teacher candidates experience problems while participating in the alternate certification program.*

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1.   K-12 Baccalaureate Degrees a.   All K-12 programs were examined by Board of Regents staff and Louisiana Department of Education staff to ensure that they met state expectations. The K-12 programs were not examined by evaluators from national organizations (e.g., NASM, NASPE, AAHPERD, ACTLT, etc.). It is recommended that all campuses develop a chart that clearly identifies the alignment of all courses in the curriculum with the national standards. If all standards are not being addressed, campuses should revise their curriculum to fully address the standards.

SECTION II.   CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree(s)	**a. ALL K-12 CERTIFICATION AREAS:** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) EDMS 470 – no description for student teaching. *Please provide a course description of EDMS 470.* 2) No course description – MATH 232 and MATH 151. *Please provide course descriptions of MATH 232 and MATH 151.* **b. ART EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. 2) Course descriptions were not provided for the methodology courses: ART 331 and ART 431. *Please provide full courses descriptions for the methodology courses.*

SOUTHERN UNIVERSITY AT NEW ORLEANS (CONT'D.)

SECTION II.   CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree(s) (Cont'd.)	**c. INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. 2) Course descriptions were not provided for the methodology courses: MUSC 481 and MUSC 483. *Please provide full course descriptions for the methodology courses.* **d. FRENCH EDUCATION - GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. 2) Course descriptions were not provided for the methodology courses: EDMS 466 and FREN 200. *Please provide full course descriptions for the methodology courses..* **e. SPANISH EDUCATION - GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. 2) Course descriptions were not provided for the methodology courses: EDMS 466 and SPAN 200. *Please provide full course descriptions for the methodology courses.*

SOUTHERN UNIVERSITY AT NEW ORLEANS (CONT'D.)

SECTION II.   **CERTIFICATION EVALUATION (CONT'D.)**

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<tr><td colspan="2" align="center"><u>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</u></td></tr>
<tr>
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2.   Non-Master'/s Certification-Only Alternate Certification Program

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a.   ALL K-12 CERTIFICATION AREAS:

Does Not Meet Certification Requirements

In order to meet certification requirements, the following must be addressed:

1)   Courses descriptions have not been provided for all courses. *Please provide full course descriptions of the following course: ART 331, ART 431, MUSC 481, MUSC 483, EDMS 466, SPAN 200, and FREN 200.*

2)   No instruction in reading has been provided as part of the Knowledge of Learner and Learning Environment component of the program. *Please provide a description of a course in the area of reading or identify how candidates will acquire the necessary knowledge, skills, and dispositions to address reading within the four programs.*

3)   In the narrative on pages 7 and 8, it describes that candidates must complete the following according to Bulletin 746:

Art – 36 hours
Foreign Language - 36 hours
Vocal and/or Instrumental Music – 50 hours

This is not a requirement for candidates in an alternate program. Candidates must demonstrate content mastery by successfully completing the appropriate Praxis content exams in an alternate program.

This requirement should not be listed for your programs.

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UNIVERSITY OF LOUISIANA AT MONROE

I.   SECTION I: PROGRAM EVALUATION

Evaluators examined the overall quality of the proposed programs and developed the following section.

A.   PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. K-12 Baccalaureate Degree(s)	**HEALTH & PHYSICAL EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **VOCAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval* **VOCAL AND INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval* **FRENCH EDUCATION – GRADES K-12** *Recommended for Approval* **SPANISH EDUCATION – GRADES K-12** *Recommended for Approval*

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   National/state standards, course objectives and assessments are clearly aligned.
2.   A variety of site-based performance activities address standards and impact student achievement.
3.   A comprehensive recruitment plan has been collaboratively developed.
4.   The establishment of the Teacher Cadet Program at two high schools represents a major effort to recruit potential students.
5.   Several forms of assessment are utilized; rubrics are used to measure proficiency.

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. K-12 Baccalaureate Degrees	*None*

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1.   K-12 Baccalaureate Degrees   a.   All K-12 programs were examined by Board of Regents staff and Louisiana Department of Education staff to ensure that they met state expectations. The K-12 programs were not examined by evaluators from national organizations (e.g., NASM, NASPE, AAHPERD, ACTLT, etc.). It is recommended that all campuses develop a chart that clearly identifies the alignment of all courses in the curriculum with the national standards. If all standards are not being addressed, campuses should revise their curriculum to fully address the standards.

SECTION II.   CERTIFICATION EVALUATION

Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree(s)	**a. HEALTH & PHYSICAL EDUCATION - GRADES K-12** *Does Not Meet Certification Requirements* *In order to meet certification requirements, the following must be addressed:* 1) Kinesiology 403 – Tests and Measurement in Physical Education is not a Teaching Methodology Course. It should be listed as part of the Knowledge of the Learner and Learning Environment component of the certification structure. *Please identify a different course to be listed as a Methodology course.* **b. VOCAL MUSIC EDUCATION – GRADES K-12** *Meets Certification Requirements* **c. INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Meets Certification Requirements*

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

SECTION II. **CERTIFICATION EVALUATION (CONT'D.)**

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<tr>
<td><i>1.   K-12 Baccalaureate
Degree(s) (Cont'd.)</i></td>
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d.   **VOCAL & INSTRUMENTAL MUSIC EDUCATION – GRADES K-12**

Meets Certification Requirements

e.   **FRENCH EDUCATION - GRADES K-12**

Meets Certification Requirements

f.   **SPANISH EDUCATION - GRADES K-12**

Meets Certification Requirements

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UNIVERSITY OF NEW ORLEANS

I.   SECTION I: PROGRAM EVALUATION

Evaluators examined the overall quality of the proposed programs and developed the following section.

A.   PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. K-12 Baccalaureate Degree(s)	**HEALTH & PHYSICAL EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **VOCAL MUSIC EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations*

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   K-12 Baccalaureate Degrees a.   There is strong collaboration within the university and strong partnerships outside of the university that support K-12 programs. b.   A Teacher Academy in Orleans Parish and a Teacher Cadet Program in Jefferson Parish Public School System has been created to recruit new teachers. c.   The university is working with Delgado Community College and Nunez Community College to align the initial portion of the community college curriculum with the university's teacher preparation curriculum. d.   Rubrics have been developed to examine the dispositions of teacher candidates within the program. e.   Three specific assessment points have been identified where candidates must prepare evidence to demonstrate proficiency in demonstrating targeted skills. f.   A Teacher Education Steering Committee has been formed to coordinate the overall operation of the program of study for the K-12 program. g.   A Certification Program Team composed of faculty aligned with a particular K-12 certification area meets monthly to review program operation and effectiveness. h.   A formal, comprehensive support program has been developed.

UNIVERSITY OF NEW ORLEANS (CONT'D.)

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

1. K-12 Baccalaureate Degrees	*All Programs*
	a. There is not a clear alignment between the course objectives, course assessments, learning activities, and state/national standards for each area of certification. It is also not clear what levels of proficiency are expected on the assessments for teacher candidates to meet course and program expectations. *Please provide a chart that identifies a clear alignment between state/national standards, course objectives, assessments, and learning activities for each of the areas of certification. In addition, identify levels of proficiency expected of teacher candidates.*
	b. The course number for student teaching is not clear. It is listed as EDUC 3930 on page 1 (Form 2) of the Health and Physical Education proposal, 3910 on page 4 (Form 3) of the Health and Physical Education proposal, and 3920 on page 4 (Form 3) of the Music Education proposal. *Please identify the correct course number and provide the same number when identifying the course. If the numbers have different titles, please change the titles to reflect the differences.*
	c. It is unclear from the course descriptions and listing of site-based experiences if teacher candidates will be provided a range of teaching experiences in kindergarten, elementary, middle school, and high school students. *Please identify on Form 4 the opportunities that teacher candidates with have to teach children at each of the four levels.*
	d. The information provided for recruitment, selection, and support of candidates appears to be general information for all candidates and limited. *Please provide information pertaining to specific efforts that will be made to recruit, screen, select, and support teacher candidates in the K-12 specific discipline area (e.g., vocal music, instrumental music, health and physical education, etc.) to reach a diverse group of students*

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. K-12 Baccalaureate Degrees	*Vocal Music Education – Grades K-12 & Instrumental Music Education – Grades K-12*
	a. One copy of Form 4 (pages 7-8) has been provided for both K-12 Instrumental Music Education and K-12 Vocal Music Education. Although teacher candidates in the two programs will be exposed to varying experiences, little differentiation in experiences is found on Form 4. *Please reexamine the information on Form 4 and provide more specific information pertaining to site-based learning activities that would be appropriate to teacher candidates attaining a degree in K-12 Instrumental Music Education as compared to K-12 Vocal Music. Clearly indicate that progression is occurring as teacher candidates complete different courses within the curriculum.*
	b. Form 2 does not clearly identify what courses are required for Vocal Music Education – Grades K-12 and Instrumental Music Education – Grades K-12. The total number of hours for each program is listed as 131-133; however, when the 76 hours on the previous page are added to the 60 hours on page 2, the total is 136 credit hours. The number of credit hours per course have not been provided on the chart, and it is not possible to determine if a course is a 1, 2, or 3 credit hour course. The chart shows "7 semesters of Applied Lessons" and "7 semesters of Major Ensemble"; however, it is not clear how many credit hours are required. *Please prepare two separate charts for Form 2. One chart should only list the requirements for Vocal Music Education – Grades K-12 and the other chart should only list the requirements for Instrumental Music Education – Grades K-12. Within both charts, list the number of credit hours for each course. The total at the bottom of each chart should reflect the total number of hours within the program.*
	c. Empirical bases have not been provided for the following methodology courses for the music programs: MUS 3382 – Elementary Vocal Music Methods; MUS 3384 – Secondary Vocal Music Methods; MUS 3383 – Instrumental Methods, and MUS 3385 – Instrumental Methods II. *Please identify the empirical bases for these courses.*
	d. Assessments have not been provided for the following methodology courses for the music programs: MUS 3382 – Elementary Vocal Music Methods; MUS 3384 – Secondary Vocal Music Methods; MUS 3383 – Instrumental Methods, and MUS 3385 – Instrumental Methods II. *Please identify assessments and levels of proficiency for the assessments for the courses.*

UNIVERSITY OF NEW ORLEANS (CONT'D.)

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

1.	*K-12 Baccalaureate Degrees (Cont'd.)*	*Vocal Music Education – Grades K-12 & Instrumental Music Education – Grades K-12 (Cont'd.)*
		e. The same general statement has been provided about the textbooks and resource materials for the music methodology courses: MUS 3382 – Elementary Vocal Music Methods; MUS 3384 – Secondary Vocal Music Methods; MUS 3383 – Instrumental Methods, and MUS 3385 – Instrumental Methods II. *Please provide more specific information pertaining to the textbooks, materials, and resources that will be used within the courses.*
		Health and Physical Education – Grades K-12
		a. State certification requirements indicate that it is expected that teacher candidates will complete 180 hours of site-based experiences prior to student teaching. Form 4 on pages 5-6 of the proposal indicates that K-12 majors are required to spend 40 hours in site based experiences prior to student teaching. *Please reexamine the course requirements and determine how teacher candidates will be required to complete 180 hours of site-based experiences. When completing Form 4, please provide more specific information about the site based learning activities as they relate to health and physical education. In addition, clearly identify which activities will occur within elementary, middle, and high school settings.*
		b. According to Form 4, teacher candidates will only be involved in 4 hours of site based experiences for their two methodology courses of EDHP 3320 and EDHP 4320. This is an insufficient amount of time for teacher candidates to be teaching in their methodology courses. *Please reexamine these two courses and develop objectives, learning activities, and assessments that better prepare teacher candidates to work with students*
		c. Some courses have not listed faculty responsible for teaching the courses or indicated if additional faculty will be needed. *Please reexamine the courses and identify faculty responsible for teaching the courses.*
		d. Objectives listed within some of the courses are a listing of activities/artifacts instead of performance-based objectives that address what a teacher needs to know and be able to do in the specific certification area. As an example, the objectives listed in EDHP 4320 indicate that the candidate will: Design a four-week unit; develop 2 lesson plans, construct a resume, etc. *Please provide a clear definition for faculty about performance-based objectives to ensure that objectives across all courses are consistent. Reexamine the objectives in the courses, and revise objectives that are worded as activities or artifacts.*

UNIVERSITY OF NEW ORLEANS (CONT'D.)

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1.   *K-12 Baccalaureate Degrees* a.   All K-12 programs were examined by Board of Regents staff and Louisiana Department of Education staff to ensure that they met state expectations. The K-12 programs were not examined by evaluators from national organizations (e.g., NASM, NASPE, AAHPERD, ACTLT, etc.). It is recommended that all campuses develop a chart that clearly identifies the alignment of all courses in the curriculum with the national standards. If all standards are not being addressed, campuses should revise their curriculum to fully address the standards.

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Staff of the Louisiana Department of Education examined each program to determine if it would meet certification requirements established by the Board of Elementary and Secondary Education and prepared this section.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. *K-12 Baccalaureate Degree(s)*	a. **ALL K-12 CERTIFICATION AREAS:** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) No course descriptions MATH 1031, 1032, BIOS 1051, 1053, 1061, 1063 and EDUC 3920 Student Teaching. *Please provide course descriptions for MATH 1031, BIOS 1051, 1053, 1061, 1063, and EDUC 3920.* b. **VOCAL AND INSTRUMENTAL MUSIC – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) The focus area hours and flex hours are combined. 2) It appears that the Instrumental and Vocal Music Program is combined, but the course sequence shows them separately. *Please clearly identify the two separate programs.*

SECTION II.   **CERTIFICATION EVALUATION (CONT'D.)**

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree(s) (Cont'd.)	**c. VOCAL AND INSTRUMENTAL MUSIC – GRADES K-12 (CONT'D.)** 3) Classroom Management not listed on grid. Also, it is not clear which course meets requirements for Educational Psychology. *Please provide courses for classroom management and educational psychology or identify where classroom management and educational psychology are being addressed in the curriculum.* **c. VOCAL MUSIC EDUCATION - GRADES K-12** *Does Not Meet Certification Requirements* *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. 2) See "b" above. **d. INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Does Not Meet Certification Requirements* *In order to meet certification requirements, the following must be addressed:* 1) See "a" above. 2) See "b" above. **e. HEALTH & PHYSICAL EDUCATION - GRADES K-12** *Does Not Meet Certification Requirements* *In order to meet certification requirements, the following must be addressed:* 1) See "a" above.