CYCLE SEVEN: RECOMMENDATIONS OF THE EXTERNAL EVALUATORS

REDESIGNED PROGRAMS FOR TEACHERS & EDUCATIONAL LEADERS

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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TABLE OF CONTENTS

PART I: DESCRIPTION OF THE PROCESS FOR THE SEVENTH EVALUATION CYCLE

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SEVENTH EVALUATION CYCLE

I.   EVALUATION OF QUALITY

The Board of Regents (BoR) and State Board of Elementary and Secondary Education (SBESE) selected external consultants who possessed knowledge of current research and effective practices to review and evaluate redesigned programs for educational leaders and teachers. In addition, personnel from the Louisiana Department of Education reviewed all undergraduate teacher preparation programs, graduate educational leadership programs, graduate programs for teachers, and alternate certification programs to determine if they met all state certification requirements. Personnel from the Board of Regents also examined all undergraduate, alternate certification, and graduate 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 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)*. The guidelines identified the specific structure 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 new undergraduate/alternate teacher preparation programs. All universities were required to submit proposals by February 18, 2005.

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 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. The evaluators reviewed the proposals and jointly identified questions to ask during the interviews. Teams composed of state personnel and evaluators 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 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 exhibited 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 contained 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 universities were required to address 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 program. Universities were not required to address the recommendations in order for their programs to be approved.

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 indicated if all certification requirements were met for proposed programs. If certification requirements were not met, areas that needed to be addressed for program approval were identified.

III. WRITTEN DOCUMENTS

All recommendations of the external evaluators and the Louisiana Department of Education were made public in a document that was placed on the Board of Regents web site.

IV. FINAL APPROVAL PROCESS

The final approval process was created to help ensure that campuses would address the stipulations and high quality programs would exist within systems across the state.

Public Universities

For public universities, all programs that were (1) recommended for approval without stipulations and (2) found to have no certification problems were recommended by the Board of Regents and Board of Elementary and Secondary Education for full approval..

If programs were recommended for approval with stipulations or found to have certification problems, universities were required to address the areas cited and required to submit a program rejoinder to their system board. Each system board reviewed the rejoinders and determined if the rejoinders had fully addressed the stipulations.   If the rejoinders did not meet system expectations, universities were required to rewrite the rejoinder to meet the expectations of the system boards.

Once expectations were met, a BoR/SBESE/LAICU Program Review Committee composed of staff from the Board of Regents, State Board of Elementary and Secondary Education (i.e., Louisiana Department of Education), and LAICU reviewed the evaluators' recommendations, university system recommendations, and rejoinders to ensure that all proposed programs addressed certification requirements and evaluation stipulations.

Based upon the review of this committee, recommendations were made to the Board of Regents and State Board of Elementary and Secondary Education to approve the programs. Once the two boards approved the programs, universities were allowed to start implementing the redesigned programs.

Private Universities

For private institutions, campus heads, chief academic officers, and education heads reviewed the recommendations of the evaluators and determined how stipulations would be addressed. Once rejoinders were prepared, the rejoinders were submitted to the BoR/SBESE/LAICU Program Review Committee. The committee reviewed the external evaluators' recommendations, private university recommendations, and rejoinders to ensure that the programs had addressed certification requirements and evaluation stipulations.

Based upon the review of this committee, recommendations were made to the Board of Regents and State Board of Elementary and Secondary Education to approve the programs. Once the two boards approved the programs, universities were allowed to start implementing the redesigned programs.

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 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 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 will 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 in the types of courses to be offered within their 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 want to make to the Official Plans. These changes must be described within the rejoinders submitted to the system boards. If new courses are being proposed, full course descriptions must be provided. The BoR/BESE/LAICU Program Review Committee will review these changes once the rejoinders are submitted for approval.

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 documents that indicate that the plans have been approved.

Changes in Degree Plans. As universities make future changes to the Official Plans to strengthen the programs, universities must submit a form to the Board of Regents identifying 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 documents indicating approval of the changes.

SECTION VII: REQUESTS FOR ADDITIONAL INFORMATION

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

Dr. Jeanne Burns at Jeanne.burns@la.gov

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

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

PART II: PROGRAM REVIEWS
(Listed Alphabetically)

GRAMBLING STATE UNIVERSITY

I. **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. *Grades 4-8 Education*	**GRADES 4-8 MATHEMATICS EDUCATION** *Recommended for Approval with Stipulations* **GRADES 4-8 ENGLISH EDUCATION** *Recommended for Approval with Stipulations*
2. *(Advanced) Master's Degree - Education*	**MASTER'S DEGREE IN ELEMENTARY/EARLY CHILDHOOD EDUCATION** - **READING,** - **EARLY CHILDHOOD EDUCATION** - **TECHNOLOGY FACILITATOR** - **EDUCATIONAL TECHNOLOGY LEADERSHIP** *Recommended for Approval with Stipulations*
3. *(Advanced) Master's Degree for Educational Leaders*	**EDUCATIONAL LEADER** *Recommended for Approval with Stipulations*

B. **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)

1. *Grades 4-8 Baccalaureate Degree in English and Mathematics*
 	
    a.   The new middle school program will address the needs of teacher candidates and impact K-12 student achievement.
 	
    b.   A comprehensive recruitment plan is expected to impact the number of prospective candidates.
 	
    c.   Site based performance activities are aligned to course objectives, address standards, and engage students in best practices.

B.   STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM(S)
2.   (Advanced) Master's Degree - Education a.   The redesigned advanced program and course objectives are aligned with the National Board for Professional Standards and NCATE Learned Society Program Standards, the Effective Teaching Skills as specified in the Blue Ribbon Commission report, and the Louisiana Components of Effective Teaching Standards. b.   The institutions' representatives interviewed on site demonstrated a strong level of commitment and support for the redesigned program. c.   The redesigned advanced programs employ a variety of instructional delivery models in courses, including problem based learning and experiences, collaborative group projects, discussions, lectures, various forms of evolving technologies (e.g., web-based activities, power point, on-line, compressed video), micro-teaching, and on-site experiences in schools and community agencies. d.   Advanced candidates enter the program in a cohort and take core courses together. One credit leadership seminars distributed across the program enable the curriculum to be responsive to leadership needs and interests of cohort members.
3.   (Advanced) Master's Degree - Educational Leaders a.   The institution has jointly established meaningful criteria for screening and recruiting potential candidates into the educational leadership program. b.   Only applicants from school districts or non-public schools entering into partnership with GSU will be admitted into the program. The letters of agreement indicate the shared ownership between the university and the district for candidate success. c.   There is exemplary evidence that program candidates participate as members of school and district teams and are responsible for student, school, district improvement. d.   It is clear that the design team has worked collaboratively with all stakeholders during all stages of the design process e.   The articulation agreements clearly outline expectations for the districts and Grambling State   University.

GRAMBLING STATE UNIVERSITY (CONT'D.)

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
1.	*Grades 4-8 Baccalaureate Degree*	a. Limited information was provided for the empirical base for SCI 330, SS 402, ED 205, AND ED 207. *Please provide more specific information.*
2.	*(Advanced) Master's Degree - Education*	a. The materials presented says that the program offers candidates three choices of specialization that are relevant to the needs of schools. However, it is not clear whether the areas of specialization offered through the program can qualify the candidate for advanced endorsement as a reading specialist, or educational technology facilitator or leader. *Please specify whether completion of the specialization areas can qualify the candidate for advanced endorsements by the state, and if so, what choices of courses must be made by the candidates.*
		b. The nature and scope of assessment strategies and activities in the following graduate courses, ED 501: Education for Exceptional Children, ED 505: Analysis of Reading Difficulties, ED 507: Teaching Reading in Junior and Senior High Schools, are primarily based on participation in discussions and the completion of traditional class projects typically found in initial teacher preparation programs rather than involving candidates in authentic experiences that require their application of the knowledge, skills, and dispositions associated with helping students achieve. *Please replace the traditional types of assessments and strategies with authentic tasks that enable candidates in an advanced program to demonstrate the impact of their knowledge, skills and dispositions on the learning of students in a variety of school settings.*
		c. The courses in the Educational Technology Specialization, ED 543: Technology Leadership in Education, ED 533: Design and Development of Multimedia Instructional Units, and ED 536: Educational Telecommunications, Networks, and the Internet, are offered online and require a total of 8 hours each of field experiences. The connection of the projects described in these courses to classroom practice is not clear. *Please explain how these site-based performance activities assist teachers in enhancing their knowledge and skills to improve student learning. Also describe how candidates' performance in these field experiences will be assessed and how the data will be used to improve the delivery of courses.*

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
2. (Advanced) Master's Degree - Education (Cont'd.)	d.	The program recruitment strategies are comprehensive in nature and scope and include a variety of innovative approaches including use of distance technology to reach potential students and adding questions to the follow up of program graduates to determine their professional development needs, and based on this information, offering courses selected to recruit talented students for the graduate programs. *Please describe plans to recruit non minority individuals into this program.*
	e.	On page 19, the redesigned process for admission to the program specifies the participation of an Admission Committee and administrators from the teacher education program. The admission packet includes: letters of recommendation, GRE score and/or a portfolio of work indicating high quality teaching in the candidate's field, evidence of potential for professional growth as indicated by analysis of the dispositions inventory, a valid teaching certificate, and documentation of innovations, excellence, and creativity within the teaching field. There was not a process that determines how the materials will be assessed, what criteria will be used in their assessment, or how the criteria will be fairly applied. *Please describe the criteria and procedures that will be used by the Admissions Committee to assure the admission of candidates who meet the criteria of the program and fair consideration of all candidates who apply.*
	f.	The program provides learning opportunities for advanced candidates that are related to the needs and interests of their schools and for the participation of school-based mentors in the development and assessment of the candidates. Although a general vision of field experience for candidates in diverse settings is presented in the document, the role to be played by mentor teachers in supporting and assessing candidates is not clear. *Please specify how mentor teachers will support and assess the program candidates and work with university faculty in the delivery and on-going evaluation of the program.*
	g.	A course description was not provided for ED 532. *Please provide a narrative description for this course.*
3. (Advanced) Master's Degree - Educational Leaders	a.	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 program. There is insufficient detail to determine which course is accountable for mastery of candidate proficiency. More specific accountability measures should be built-in to identify the individual course where candidates show

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

3. (Advanced) Master's Degree - Educational Leaders	a. (Cont'd.) mastery of state and national standards (ELCC). A formal procedure for measuring achievement in these areas needs to be developed. *Please develop a formalized system for identifying courses and activities that focuses on instruction and improvement of student achievement.* b. The requirement for all instructional leaders to possess knowledge and skills pertaining to literacy and numeracy needs to be made much more apparent in the program. *Please show evidence of the development of a formal process to monitor and report where these skills are taught and measured.* c. Learning activities described within course syllabi and internship activities need to be more clearly focused on providing candidates with instructional problem-based learning activities and be aligned to state and national standards (ELCC). *Please revise course curriculum to include more problem-based learning activities.* d. More development is needed to show that the program provides relevant internship activities that meet specific requirements found in state and national (ELCC) standards and that allow candidates to demonstrate leadership competencies in real-life situations. *Please revise the internship to show a structured set of planned activities including both instructional and management leadership activities.* e. More development is needed in the portal system described in the portfolio process so that a system of accountability checkpoints within specified courses is identified where candidate mastery of skill competencies can be assessed and measured. In addition, the development of rubrics with specific criteria for measuring candidate mastery of standard competencies is needed. *Please revise the plan to show the development of rubrics with specific criteria for measuring candidate mastery of standard competencies and present a system of accountability checkpoints where candidate mastery of the skill competencies can be measured and assessed* f. Within EDLD 510 – Organizing the Learning Environment, measurable objective #5 is geared to an undergraduate program or a beginning teacher. Management involves more depth than room arrangement. *Please strengthen this objective.*

GRAMBLING 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
1.   Grades 4-8 Baccalaureate Degree b.   None
2.   (Advanced) Master's Degree – Education a.   Through the redesign effort, plans have been established for evaluation of program candidates' performance throughout the first three years of teaching to determine their impact on P-12 student achievement. Although the specifics have not been fully developed, we recommend that the program design team explore the development of a local school-based support system to identify issues for action research projects on classroom practice that improve student achievement. b.   Producing information regarding evidence based learning will begin to respond to the call for schools, colleges and departments of education to be accountable for improved teaching and learning. Given this, we recommend that the program devise vehicles for sharing results with the larger professional community and especially with all program stakeholders within the local community.
3.   (Advanced) Master's Degree - Educational Leaders a. We recommend that the institution begin collecting demographic information for the service area so that they can determine the impact candidates have on improving student learning and achievement in low performing schools. b. We recommend that the institution develop a more formalized system for administering follow-up assessment surveys to gather and review data and that data to ensure continuous program improvement. The follow-up should include specific timelines for gathering graduate, employer, and/or community feedback and survey items should be aligned to state and national (ELCC) standards. c. We recommend that the recruitment process be reorganized to screen for leadership qualities first and then apply university selection criteria. d. The mentorship selection criteria and training described on page 21 is a good start but we recommend that the institution develop a more structured plan for the selection and training of mentors.

GRAMBLING 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. *Grades 4-8 Baccalaureate Degree*	**GRADES 4-8 BACCALAUREATE DEGREE** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* a. Course descriptions have not been provided for: MATH 153 and BIOL 115. *Please provide catalog descriptions for these courses.* b. In-depth teaching focus areas in English and Mathematics should equal 19 total hours. There are only 18 credit hours in English and 18 credit hours in Mathematics listed. Education seminars were listed for 1 credit hour for English and Mathematics; however, they were not content courses. *Please reexamine the teaching focus areas and identify 19 credit hours of content coursework for English and Mathematics.*
2. *(Advanced) Master's Degree - Education*	*The Louisiana Department of Education did not review this program since it did not address initial certification.*
3. *(Advanced) Master's Degree - Educational Leaders*	**MASTER'S DEGREE FOR EDUCATIONAL LEADER** ***Does Meet Certification Requirements***

LOUISIANA COLLEGE

I.   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. Grades K-12 Baccalaureate Degree	**ART EDUCATION – GRADES K-12** *Recommended for Approval* **VOCAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval* **HEALTH & PHYSICAL EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **ADAPTED HEALTH AND PHYSICAL EDUCTION – GRADES K-12** *Adapted physical education is not an initial area of certification. It is an add-on endorsement only for certified Health and Physical Education teachers.*

2. *Grades K-12 Non-Master's/Certification-Only Alternate Certification Program*	**ART EDUCATION – GRADES K-12** *Recommended for Approval* **VOCAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **HEALTH & PHYSICAL EDUCATION – GRADES K-12** *Recommended for Approval*

B. **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)

1. Grades K-12 Baccalaureate Degree and Non-Master's/Certification-Only Alternate Program
 	
     a.   Redesign teams were composed of diverse membership of university faculty and staff and parents of students in the programs.
 	
     b.   There is a variety of recruitment strategies that enhance the ability of a college to attract prospective students.
 	
     c.   A teacher support plan with an evaluation has been developed for program completers.

C. **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. Grades K-12 Baccalaureate Degree and Grades K-12 Non-Master's/Certification-Only Alternate Program	a. None
2. K-12 Non-Master's/ Certification-Only Alternate Program	a. 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. Grades 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. Grades K-12 Non-Master's/Certification-Only Alternate Program   a.   None

LOUISIANA 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. *Grades K-12 Baccalaureate Degree*	**HEALTH & PHYSICAL EDUCATION – GRADES K-12** *Does Not Meet Certification Requirements* *In order to meet certification requirements, the following must be addressed:* a. HP 322 Physical Education in Elementary Schools is labeled HP 332 on the Course Sequence chart. *Please determine the correct number for the course and resubmit the description or chart with the correct number.* b. General Education hours in Program Curriculum indicate 3 hours -MA 100 or above; Course Sequence specifies MA 120 (Discrete Mathematics) or MA 211 (Elementary Statistics). *Please provide information to indicate if MA 120 and MA 211 are the only choices?* c. No course description for HP 342 - Methods of Teaching Innovative Sports and Games. *Please provide a description of the course.* **ADAPTED HEALTH & PHYSICAL EDUCATION – GRADES K-12** *Currently Adapted Health & Physical Education is an add-on endorsement only for certified Health & P.E. teachers with completion of 21 semester hours.* **ART EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **VOCAL MUSIC EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Does Meet Certification Requirements*

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
2. *Grades K-12 Non-Master's/Certification-Only Alternate Program*	**HEALTH & PHYSICAL EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **ART EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **VOCAL MUSIC EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Does Not Meet Certification Requirements* *In order to meet certification requirements, the following must be addressed:* 1) A course description was not provided for ED 310-Assessment of Instruction. *Please provide a narrative description of the course.*

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

I.   **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. *Grades K-12 Baccalaureate Degree*	**ART EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **SPANISH EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **FRENCH 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* **HEALTH AND PHYSICAL EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations*
2. *Grades K-12 Non-Master's/Certification Only Alternate Certification Program*	**VOCAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations*

A.   PROGRAM RECOMMENDATIONS (CONT'D.)

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
3. (Advanced) Master's Degree – Education	**EDUCATIONAL TECHNOLOGY LEADERSHIP** *Not Recommended for Approval* **CURRICULUM AND INSTRUCTION** - **ART** - **CHILDREN'S LITERATURE** - **CURRICULUM AND THEORY** - **EARLY CHILDHOOD EDUCATION** - **ENGLISH EDUCATION** - **MATHEMATICS EDUCATION** - **READING AND LITERACY EDUCATION** - **SCIENCE EDUCATION,** - **SOCIAL SCIENCE EDUCATION** *Not Recommended for Approval*
4. (Advanced) Master's Degree for Educational Leaders	**EDUCATIONAL LEADERSHIP** *Recommended for Approval with Stipulations*

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   Grades K-12 Baccalaureate Degree and Grades K-12 Non-Master's/Certification-Only Alternate Program   a.   The university's recruitment program is comprehensive and includes in-depth training sessions for staff members involved in recruiting students.   b.   A variety of strategies to support program completers has been developed. Of significance is the longitudinal study underway since 2004, in partnership with LSU's Public Policy Research Lab, the New Teacher Help Website, and the e-mail mentor program.

2. *(Advanced) Master's Degree – Education*

Educational Leadership Technology

a. The faculty members who teach in the Educational Technology Program have on-going focused research agendas that are consistent with their teaching assignments.

b. The empirical bases for all courses are specific and represent traditional and current and practical information on best professional and pedagogical practice. They focus on real dilemmas facing classroom teachers/leaders, school districts, and state departments of education administrators.

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

OVERALL STRENGTHS OF THE PROGRAM(S)
2.   *(Advanced) Master's Degree – Education - Educational Leadership Technology* c.   Program candidates present the results of their field experiences action research at state and regional professional educational technology conferences. *Curriculum & Instruction* d.   The empirical bases for the Reading Specialization are specific to each course and represent current and practical information on best professional and pedagogical practice. They focus on the real challenges of classroom teachers, including the context and circumstances of their work and   concerns.
3.   *(Advanced) Master's Degree - Educational Leaders* a. In ELRC 7430, candidates are given opportunities to analyze data, prioritize the school's strengths and weaknesses, and analyze student achievement. In ELRC 7401 candidates review student achievement data and work with a peer teacher to improve instruction by evaluating the teacher on BTBI, Stallings, TOT, and Hunter's Sequential Teaching Steps. b. The program has more than an adequate number of faculties to support the program. c. The faculty members who teach in the Educational Technology Program have on-going focused research agendas that are consistent with their teaching assignments. d. The empirical bases for all courses are specific and represent traditional and current and practical information on best professional and pedagogical practice. They focus on real dilemmas facing classroom teachers/leaders, school districts, and state departments of education administrators. e. Program candidates present the results of their field experiences action research at state and regional professional educational technology conferences.

C. **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

1.	*Grades K-12 Baccalaureate Degree & Grades K-12 Non-Master's/Certification-Only Alternate Program*	*HEALTH & PHYSICAL EDUCATION – GRADES K-12* a. Site based performance activities are not fully delineated. Site based performance activities should be listed on Form 4. Performance activities should be specific and clearly indicate how candidates will build upon prior field experiences as they progress through the program. *Please complete Form 4 and provide specific information to identify the types of performance activities in which the candidates will demonstrate proficiencies. Please demonstrate progression in the types of expectations as individuals move through their program.*

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE (CONT'D.)

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
1.	*Grades K-12 Baccalaureate Degree & Grades K-12 Non-Master's/Certification-Only Alternate Program (Cont'd.)*	*INSTRUMENTAL MUSIC EDUCATION – GRADES K-12 AND VOCAL MUSIC EDUCATION – GRADES K-12* a. MUSED 3170 Principles of Teaching Elementary School Music does not provide objectives that are specific to vocal music education or instrumental music education. In addition, information is not provided to clearly indicate that the candidates will be involved in field-based activities are that specific to their area of certification. *Please provide more specific information in Form 4 for both instrumental and vocal music education to identify the types of performance activities in which the candidates will demonstrate proficiencies. Please demonstrate progression in the types of expectations as individuals move through their programs.*

2.	*(Advanced) Master's Degree - Education (Educational Technology Leadership)*	a.	The unit has a conceptual framework, "Reflective Practitioner," focusing on the integration of inquiry and practice for the redesigned advanced program in Educational Technology. The materials presented for review did not provide evidence that showed how the conceptual framework had influenced the development of the redesigned program's curriculum, instructional practice, and assessments. Nor were the measurable objectives in the courses aligned with state and national standards. *In the next submission of this program, please provide a matrix showing how course objectives are aligned with the ISTE, NETS, and the Louisiana Components of Effective teaching, and the Unit Conceptual Framework summarized as Reflective Practitioner.*
		b.	The unit identified as one of its goals to create multiple means for recruiting and supporting superb, diverse students as they prepare for a life time commitment to improving education quality. To achieve this goal, the recruitment activities outlined for the redesigned program in Educational Technology include maintaining a website, working with area school district personnel on collaborative external funded projects, and offering professional development technology activities for area school personnel. The selection criteria for admission to the program are very traditional. A combined GRE score of 900 on the verbal and quantitative sections is required, and if space is available, students with scores between 800 and 900 will be considered. An undergraduate GPA of 3.0 and three letters of recommendation are also required. *In the next submission of this program please specify how these criteria include fair consideration for all candidates, especially individuals of color, who apply. Also describe the mechanism you have in place to achieve goal 2 as specified on page 2 in the program proposal submitted for the redesigned program.*

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE (CONT'D.)

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

2.	*(Advanced) Master's Degree - Education (Educational Technology Leadership) (Cont'd..)*	c. The materials presented in Appendix E list site-based performance activities for ELRC 7516: Practicum in Educational Media, requiring 9-18 hours total. On page 17 the practicum internship responsibilities indicate that candidates complete 135 hours of field experiences usually during the summer or a sabbatical, and on page 6, there is a statement that the practicum requires 186 hours. It was difficult for the reviewers to determine which was correct. *In the next submission of this program, please be clear and consistent in reporting the required number of contact hours for the Education Technology Program to avoid confusion among candidates.*
		d. On-site interviews revealed that candidates complete their field experiences during the summers at Louisiana Center for Educational Technology and the Louisiana State University Center for Teaching and Learning, Louisiana State Department of Education and the Board of Regents, and the Educational Technology Services in the College of Education. *In the next submission of this program, please explain how these site-based performance activities will contribute to candidates' acquisition of professional and pedagogical knowledge, skills and dispositions to improve P-12 student achievement. Describe the processes that will be used to assess these activities, and how university faculty and mentors will be involved in supervision and support of candidates' during the field experiences in the various sites.*
		e. A program goal is to prepare teachers to assist others in using technology to support student learning, communications and productivity in the classroom. With the exception of ELRC 7516: Practicum in Educational Media Course, the resigned program does not allow candidates to link theories and processes in regular classroom practice. Yet Appendix E lists as one of the site-based performance activities as "practical experience in teaching." *In the next submission of this program, please re-examine other courses and come to a common understanding of the meanings of "field experience" in this program. This understanding should be rooted in the effort of the redesigned program to improve the learning of P-12 students taught by candidates and a plan for review of the courses to assure implementation.*

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE (CONT'D.)

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
2. (Advanced) Master's Degree - Education (Educational Technology Leadership)	f. The membership of the leadership team for the redesign program in technology (as described in the materials presented) is comprised of Educational Technology faculty, Center for Excellence in Learning and Teaching Director, a Continuing Education Dean, and part-time faculty who teach in the program. During the onsite interview discussion, it was revealed that school practitioners were involved in the state funded PK-16 Advisory Council, but their role in the redesigned program was limited. *In the next submission of this program, please provide documentation of the reconstitution of a mechanism to involve the professional community beyond those who teach in the program in providing on-going feedback into curriculum, delivery and assessment for improvement of the program. Identify the individuals who will serve on the Council and what will be their roles and responsibilities in the future. Also, please describe the goals and action plan, including assessments, established by the members of the Council for addressing collaboratively the needs of teachers and building level administrators to improve student achievement.*
	g. The unit takes pride in preparing candidates who are reflective practitioners who are skilled in inquiry, producing scholarly papers that are worthy of sharing with the professional community at state, regional and national professional conferences and through publication in refereed journals. This is consistent with the program goals and objectives, which are aligned with the Conceptual Framework Reflective Practitioner, with its strong focus on inquiry. On page 38 in Section C: Perceptions of PK-12 Consumers of Graduates' Skills, the report states "that from informal conversations with school and district administrators, program candidates are well prepared." The unit does not have a comprehensive Unit Assessment System which outlines goals and strategies to assess candidates' performance at each of the program decision points. Therefore, the data to be available to make decisions regarding program improvements will be antidotal at best. *In the next submission of this program, please provide a comprehensive Unit Assessment System that includes a systematic plan to collect and analyze data on candidates' knowledge, skills and dispositions and use the aggregated data to make program improvements; also describe how aggregated data will be disseminated to all stakeholders.*
3. (Advanced) Master's Degree - Education (Curriculum and Instruction)	a. The material presented states that the Master of Arts in Curriculum and Instruction is an individualized program and allows for candidates to prepare to become National Board Certified Teachers and to acquire add-on certification in a specific field such as reading. *In the next submission of this* .

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE (CONT'D.

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

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

3.	*(Advanced) Master's Degree - Education (Curriculum and Instruction)*	a.	(Cont'd.)

program, please describe how the redesigned program will facilitate candidates in accomplishing National Board Certification and/or endorsement in other areas.

b. The materials presented to the Board of Regents did not include the redesigned programs for the Master of Arts in Curriculum and Instruction specializations in Mathematics Education, Social Science Education, Art Education, English Education, Children's Literature, Curriculum and Theory, Early Childhood Education, or English Education Reading and Special Education were presented as examples. Thus, no information was submitted to evaluate the programs. *In the next submission of the program, please provide the information for the missing programs as required in the Guidelines for the Redesign of Post-Baccalaureate Education Programs.*

c. All Master of Art in Curriculum and Instruction specializations (e.g., Art**,** Children's Literature, Curriculum and Theory, Early Childhood Education, English Education, Mathematics Education, Reading and Literacy Education, Science Education, Social Education**)** require 3 to 6 hours in Humanities and Behavioral Studies from areas such as Education Foundations, Special Education, Multicultural Education, Psychology, Sociology, Philosophy, Human Development or Anthropology. The program of study for each candidate will be selected by the candidate in consultation with the faculty advisor. The process is not described that will assure the acquisition by all advanced candidates, regardless of their program, of knowledge, skills and dispositions consistent with the unit's conceptual framework. *In the next submission of this program, please describe the process used to ensure all candidates have a deep understanding of instructional practice based on current research, skills, and dispositions needed to work with diverse P-12 students, including those with disabilities. Explanation of the core curriculum of the program should attend to the unit's conceptual framework.*

d. Partnership with the professional community in the redesigned program in reading is limited. *In the next submission of this program, please describe how school partners will be involved in the ongoing assessment of the program and how data on candidate performance on candidates' performance will be collected, aggregated, and analyzed for use in program improvement and shared with all candidates and stakeholders.*

C.   **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

3.	*(Advanced) Master's Degree - Education (Curriculum and Instruction)*	d.	(Cont'd.) the data to be available to make decisions regarding program improvements will be anecdotal at best. *Please provide a comprehensive Unit Assessment System that includes a systematic plan to collect and analyze data on candidates' knowledge, skills and dispositions and use the aggregated data to make program improvements; also describe how aggregated data will be disseminated to all stakeholders.*
		e.	The unit has a conceptual framework "Reflective Practitioner" focusing on the integration of inquiry and practice for the redesigned program in reading. The materials presented for review did not provide evidence on how the conceptual framework had influenced the development of the redesigned program's curriculum, instructional practice, and assessments. Nor were the measurable objectives in the courses aligned with state and national standards. *In the next submission of this program, please provide a matrix showing how all course objectives are aligned with the IRA and the Louisiana Components of Effective Teaching Standards, and the Unit Conceptual Framework Reflective Practitioner.*
		f.	The materials reviewed for the Reading specialization indicate that each course will consist of 2 hours of lecture and 2 hour lab, with total clock hours equaling 37.5 hours. *In the resubmission of this program, please explain how lab requirements are defined in the context of this program and how the hours associated with lab requirements assure that candidates are assured of rigor and consistency in application of requirements.*
		g.	The syllabus for EDCI 7105: Teaching Reading in the Elementary School, indicates that candidates are required to complete only one on-site assignment, "Critically analyze major research findings and ideas which affect teaching reading at the elementary level and reflect upon the theoretical concepts presented and be able to apply these to an elementary classroom*."* Since few course syllabi are included in the materials presented, it is hard to judge whether this is a typical lab assignment. *In resubmission of this program, please describe how this and/or other course requirements enable candidates to demonstrate the impact of their knowledge, skills and dispositions on the learning of students. Also please specify how candidates' performance will be assessed using tools that are consistent with state and national standards including the National Board for Professional Teaching Standards. Also specify how candidate's performance will be assessed using tools that are consistent with the unit conceptual framework.*

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE (CONT'D.)

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

4. (Advanced) Master's Degree - Educational Leaders	a. It is not clear that the redesign team works collaboratively during all stages of the redesign process. *Please resubmit your proposal to show meaningful collaboration has occurred. Although it is evident that input was solicited by the university, collaboration requires that all stakeholders (university and district) be involved in the decision-making process about program improvement and curriculum changes.*
	b. More development is needed to establish a formalized system for jointly establishing meaningful criteria for screening and recruiting potential candidates into the educational leadership programs that goes beyond principal and superintendent nomination. *Please show evidence of collaboration with local school 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. Although there are objectives in courses related to instruction, a process for ensuring that 1/3 of the courses focus on instruction and the improvement of student achievement needs to be more clearly documented in the program. *Please develop a more formalized system for mapping the curriculum.*
	d. It is not clear that prioritizing, mapping, and monitoring occur in the program or that there is total faculty involvement in making curricular decisions. *Please provide evidence that a system is in place to identify courses where essential skills are introduced, expanded upon, and finally mastered.*
	e. There is no evidence that the SAM assessment model adequately prepares instructional leaders to lead literacy and numeracy efforts in a school. The requirement for all instructional leaders to possess knowledge and skills pertaining to literacy and numeracy needs to be much more apparent in the programs. *Please show evidence of the development of a formal process to monitor and report where these skills are taught and measured.*
	f. Learning activities within the courses and internship activities need to be more focused on providing candidates with active engagement in instructional problem-based learning and offer opportunities for candidates to demonstrate instructional leadership competencies. *Please revise the plan to show the specific internship and learning activities in the courses where candidates practice the skills necessary to be instructional leaders. Many examples given in the materials and the interview spoke to traditional management types of activities not instructional leadership.*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
4. (Advanced) Master's Degree - Educational Leaders	g. There is insufficient evidence that program candidates are engaged in creating professional learning communities in which leadership teams successfully address classroom, school, and/or district needs. *Please revise the plan to show opportunities for candidates to create professional learning communities.*
	h. More development is needed in the portal system described in the portfolio process so that a system of accountability checkpoints within specified courses are identified where candidate mastery of skill competencies can be assessed and measured. In addition, the development of rubrics with specific criteria for measuring candidate mastery of standard competencies is needed. *Please revise the plan to show the development of rubrics with specific criteria for measuring candidate mastery of standard competencies and present a system of accountability checkpoints where candidate mastery of the skill competencies can be measured and assessed.*
	i. Further development is needed in the program so that more focus is placed on professional development activities for candidates. The SAM assessment is one approach but it is an assessment instrument not a comprehensive professional development activity. *Please submit a plan that shows how the institution will support professional development activities for graduates.*
	j. A formal process needs to be established for ensuring that all references used to establish an empirical basis for courses and all course references, texts, and materials are kept up to date. *Please write a formal plan for how this will monitored on an annual basis.*
	k. Further development is needed to ensure that there is an alignment between what candidates learn in the classrooms and what they apply in site-based performance activities (field experiences). Although the program coordinator makes site visits, other faculties need to be aware of the activities and skill development candidates practice in the field. *Please provide a plan that shows this alignment.*

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE (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.   *Grades 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.   *Grades K-12 Non-Master's/Certification Only Alternate Program* a.   None
3.   *(Advanced) Master's Degree – Education (Educational Technology Leadership)*   a.   The resigned program model requires the unit to have an assessment system that collects and analyzes data on candidates' qualifications and performance to evaluate and improve programs. As this system is being developed, we recommend that mechanisms be established to examine or to eliminate sources of bias in performance assessments (including admission requirements) with regard to fairness, accuracy, and consistency of assessments and procedures. We further recommend that candidates be provided with formative feedback on unit performance assessments.
4.   *(Advanced) Master's Degree – Education (Curriculum & Instruction)*   a.   The preparation of professional school personnel is a dynamic and complex enterprise that must ensure that the program and its graduates are of high quality. This requires plans to evaluate the program and its graduates on a continuing basis. We recommend that you develop an assessment system that collects and analyzes data on candidates' qualifications and performance to evaluate and improve programs.
5.   *(Advanced) Master's Degree - Educational Leaders*   None

LOUISIANA STATE UNIVERSITY AND A&M 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. Grades K-12 Baccalaureate Degree	**GRADES K-12 - ART, FRENCH, SPANISH, HEALTH & PHYSICAL EDUCATION, INSTRUMENTAL MUSIC, AND VOCAL MUSIC** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* a. The Board of Elementary and Secondary Education defines social studies as including History, Government, Geography, and Economics. The courses listed under Social Science in the proposal includes courses that would not be classified as Social Studies (EDCI 2001-Education, Schooling, and Society, English 2432-Introduction to Folklore, Psychology 2000-Introduction to Psychology, Psychology 3081: Personality) by the Board of Elementary and Secondary Education. The Program Curriculum chart indicates that candidates will elect from General Education Social Sciences courses. *Please identify how you will assure that the selected courses will qualify as Social Studies as defined by the Board of Elementary and Secondary Education.* **ART - GRADES K-12** a. Form 5 - Matrix for Louisiana Components of Effective Teaching identifies EDCI 1000, EDCI 2271, 2272, EDCI 4269, and EDCI 4273 as the courses geared to meeting the LCET attributes. *Please indicate if EDCI 4460- Planning, Managing, and Evaluating School Instruction, fulfills a requirement?* b. Catalog descriptions for all Art content courses or flexible hours courses have not been provided. *Please provide catalog descriptions for all of these courses.* c. A discrepancy exists in the total number of hours on the Program Curriculum Chart (e.g., 129) and Program Course Sequence (e.g., 132). *Please determine the correct number of hours and provided a corrected copy of the form.* d. Child Psychology is not included in the program under Knowledge of the Learner and Learning Environment. *Please include a course to address this area or identify where within the curriculum this is being addressed.*

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. Grades K-12 Baccalaureate Degree (Cont'd.)	**FRENCH-GRADES K-12** a. It is not clear if EDCI 3000/4000 (elective) under Knowledge of the Learner and Learning Environment indicates a choice of course offerings as long as a 3000 or 4000 level class is selected. *It is not clear that the electives that a person must take must address the descriptors listed for the Knowledge of the Learner and Learning Environment. Please clarify this.* b. Knowledge of the Learner and Learning Environment is six hours short. The total number of hours in the program is six hours short. *Please identify six additional credit hours for the Knowledge of the Learner and Learning Environment that address the descriptors for this area.* c. Child/Adolescent Psychology is not included in the program under Knowledge of the Learner and Learning Environment. *Please include a course to address this area or identify where within the curriculum this is being addressed.* d. On the Curriculum chart, MATH 1022 or 1100 are listed as required courses. On the French Course Sequence chart, MATH 1022 or 1100 is not listed and GEN ED Analytical Reasoning is listed. *If MATH 1022 or 1100 is required, please list it on the Course Sequence chart or remove it from the Curriculum chart. Either remove GEN ED Analytical Reasoning from the Course Sequence chart or add it to the Curriculum chart.* e. Two GEN ED listings were provided for Year Three – first and second semesters for Social Sciences (Other than Hist.) on the Course Sequence chart. These did not match courses listed on the Program Curriculum Chart where one GEN ED listing for Social Studies (Other than Hist) was listed under Social Studies. *Please clarify if these are part of the 9 hours Humanities required by LSU?* **SPANISH-GRADES K-12** a. Knowledge of the Learner and Learning Environment is nine hours short. The total number of hours in the program is nine hours short. *Please identify nine additional credit hours for the Knowledge of the Learner and Learning Environment that address the descriptors for this area.*

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE (CONT'D.)

SECTION II.   CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. Grades K-12 Baccalaureate Degree (Cont'd.)	**SPANISH-GRADES K-12 (CONT'D.)** b. Child/Adolescent Psychology is not included in the program under Knowledge of the Learner and Learning Environment *Please include a course or courses to address this area or identify where within the curriculum this is being addressed.* c. The Program Curriculum Chart shows a total of 116 credit hours. Nine hours for Knowledge of the Learner and Learning Environment is missing plus three additional hours. *Please identify the additional hours that should be added to the chart* d. Spanish 3001 and Spanish 3002 are not listed on the Curriculum chart but are listed on the Course Sequence Charts for Year Three – first and second semesters. *Please correct the appropriate chart.* e. On the Curriculum chart, MATH 1022 or 1100 are listed as required courses. On the Course Sequence chart, MATH 1022 or 1100 is not listed and GEN ED Analytical Reasoning is listed. *If MATH 1022 or 1100 is required, please list it on the Course Sequence chart or remove it from the Curriculum chart. Either remove GEN ED Analytical Reasoning from the Course Sequence chart or add it to the Curriculum chart.* f. GEN ED requirement (Social Sciences other than history) is counted as four hours on the Course Sequence Chart and three hours on the Program Curriculum chart. *Please correct this on the appropriate chart.* g. Student Teaching is labeled EDCI 3630 on the Program Curriculum Chart and EDCI 4005 on the Course Sequence Chart. *Please correct this on the appropriate chart.* h. SPAN 3001, 3002, 4005, 4603, and 4003 are listed on the Course Sequence chart not included on the Program Curriculum Chart. *Please correct this on the correct chart.* **INSTRUMENTAL MUSIC-GRADES K-12** a. Child Psychology is not included in the program under Knowledge of the Learner and Learning Environment. *Please include a course to address this area or identify where within the curriculum this is being addressed.*

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE (CONT'D.)

SECTION II. CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. Grades K-12 Baccalaureate Degree (Cont'd.)	**INSTRUMENTAL MUSIC-GRADES K-12** b. The prefix is incorrect for MUS 1***-Orient on the Program Curriculum Chart. *Please correct this.* c. MUS1*** Technology in music is described as Diction I for the Description of Courses (pg. 27), and on page 42 it is described as Technology in Music Education. *Please correct this at the appropriate location.* d. MUED 3170-Principles of Teaching Elementary School Music appears to cut across both instrumental and vocal music. *Please identify how candidates will acquire knowledge and skills about their specific area of certification – instrumental music or vocal music – while working with elementary students.* e. There are two sections of MUED 3171-Principles of Teaching Secondary School Music (vocal and instrumental). *Please explain candidates will know which secondary section should be selected with registering for the course.* f. MUS 1754 - Intro to Music and MUS 2754 Music Theory were listed on the Course Sequence chart but not listed on the Program Curriculum Chart. *Please correct this.* **VOCAL MUSIC – GRADES K-12** a. It appears that he Vocal Music Education degree and the Instrumental Music Education degree have the same courses with the exception of MUS 3771/3772 (Instrumental Conducting) and MUS 3749/3750 (Choral Conducting) plus MUS (1***) Diction. *Please explain how these two programs differ and how candidates will exit the programs fully prepared to teach elementary, middle, and secondary students in either vocal music education or instrumental music education.*

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE (CONT'D.)

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
2. *Grades K-12 Non-Master's Certification-Only*	**VOCAL MUSIC EDUCATION – GRADES K-12 AND INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* a. Child/Adolescent Psychology is not included in the program under Knowledge of the Learner and Learning Environment *Please include a course to address this area or identify where within the curriculum this is being addressed.* b. The Non-Master/Certification Only Alternate Certification Program for Vocal Music Education – Grades K-12 and Instrumental Music Education – Grades K-12 is exactly the same except for the Prescriptive Plan. *Please explain how these two programs differ and how candidates will exist the programs fully prepared to teach elementary, middle, and secondary students in either vocal music education or instrumental music education.*
3. *(Advanced) Master's Degree - Education*	*The Louisiana Department of Education did not review this program since it did not address initial certification.*
4. *(Advanced) Master's Degree - Educational Leaders*	**MASTER'S DEGREE FOR EDUCATIONAL LEADER** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) The expectations for candidates to meet certification requirements is not clear. *Please clarify certification expectations and identify the points at which expectations will be reviewed.*

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA

I.   **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. *Grades 1-5 Non-Master's/Certification-Only Alternate Program*	***Recommended for Approval***

B.   **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   *Grades 1-5 Non-Master's/Certification-Only Alternate Program*   a.   All EDCI courses have key objectives stated in measurable terms and assessment techniques with assessment rubrics that are aligned with Louisiana components of effective teaching.   b.   The empirical knowledge basis for courses are reflective of both traditional and current professional literature throughout the program.   c.   Teacher candidates are being provided with opportunities to participate in a variety of different types of field based experiences through their courses.   d.   The five induction tiers for site based performance activities provide candidates with focused, broad, in-depth learning experiences to acquire their new knowledge.   e.   Collaborative recruitment and retention efforts across the institution have been planned with administrative departments, the multi-cultural affairs coordinator, the student organization Future Leaders in Majors in Education, and LSUE.   f.   The university is developing a rotational system to offer later afternoon and evening education courses to nontraditional candidates who cannot take courses during the day due to work schedules.

C.   **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
Grades 1-5 Non- Master's/ Certification-Only Alternate Program	None

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA (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
None

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	
Grades 1-5 Non-Master's/ Certification-Only Alternate Program	***Does Meet Certification Requirements***

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

I.   **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. *Grades K-12 Baccalaureate Degree*	**ART 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. *(Advanced) Master's Degree - Education*	**MASTER OF EDUCATION IN READING** *Not Recommended for Approval*

B.   **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)

1.   *Grades K-12 Baccalaureate Degree and Alternate Programs*
 	
     a.   There is strong collaboration with Region VII, Education Service Center and the local school system to provide professional growth opportunities for teachers.
 	
     b.   The Teachers Net, a website in progress, is expected to provide ongoing support and assistance to program completers.

2.   *(Advanced) Master's Degree - Education* a.   The Unit Assessment System is comprehensive with processes in place for continuous collection and analysis of data about candidates' knowledge, skills and dispositions performance using the electronic portfolio system, PASS-PORT. As candidates progress through the Program Portals, various artifacts are added to the portfolio demonstrating their performance. b.   The university team interviewed onsite displayed a high level of enthusiasm and commitment to the development and implementation of the redesigned Advanced Master's Degree for Teachers.

LOUISIANA STATE UNIVERSITY AT SHREVEPORT (CONT'D.

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
1.	*Grades K-12 Baccalaureate Degree*	a.	Assessments have not been provided for objectives within the courses. *Please resubmit all narrative course descriptions and identify assessments that will be used to measures knowledge, skills, and dispositions within the courses. Identify the level of proficiency that will be required for each assessment.*
2.	*(Advanced) Master's Degree - Education*	a.	The site-based performance activities listed on pages 4, 5, and 6 in the materials presented for the redesigned Master's Degree Program in Reading focus on a limited set of topics and experiences. The activities suggested are usually covered in the clinical and field experiences of programs preparing candidates for initial licensure in teaching. The site-based activities lack rigor and do not provide candidates at the advanced level with the understandings and research-based practice to support them in improving P-12 student achievement in reading. *In the next submission of this program, please submit a new description of site-based experiences that are rigorous and apply research-based practice to ensure improved P-12 student learning. Also, if candidates are not currently teaching, describe how they will complete field experiences in settings that enable them to work with diverse learners.*
		b.	The heavy reliance on adjunct faculty to deliver the redesigned program could be problematic in assuring rigor and quality for this advanced degree program in reading. During the on-site interview, it was revealed that only one faculty member had a terminal degree in reading, and her previous teaching experiences were limited to the undergraduate level. The other faculty member who will teach in the program stated that she did not have a terminal degree in reading. *In the next submission of this program, please provide the names of each of the faculty who will teach in this program and their qualifications including their highest degree held, academic training in reading, and a list of their publications.*
		c.	The redesigned process for admission to the program specifies the participation of the program coordinator and a representative from the Program Advisory Council. It also identifies components of the admission package to include letters of recommendation/agreements from the candidate's building principal and from a professor, including an assessment of dispositions, in addition to transcripts and test scores on the Graduate Record Examination. There is not yet a process in place that determines what criteria will be used in candidate assessment or how the criteria will be fairly applied. *In the next*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
2. *(Advanced) Master's Degree - Education (Cont'd.)*	c. (Cont'd.) *submission of this program, please submit a new description of site-based experiences that are rigorous and apply research-based practice to ensure improved P-12 student learning. Also, if candidates are not currently teaching, describe how they will complete field experiences in settings that enable them to work with diverse learners.* d. There is no evidence in the materials presented that the redesigned curriculum, instructional plan and assessments for the M. Ed. in Reading were informed by state and national standards. *In the next submission of this program, please specify how the International Reading Association, state reading competencies, National Board for Professional Teaching Standards, Louisiana Components of Effective Teaching, and NCATE standards were used to inform decisions regarding program content, delivery and assessments. Present a matrix to show the alignment of course measurable objectives and activities and assessment to these state and national 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.   *Grades 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 – Education* a.   None

LOUISIANA STATE UNIVERSITY AT SHREVEPORT (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. Grades K-12 Baccalaureate Degree	**ART EDUCATION – GRADES K-12** ***Does Meet Certification Requirements*** **FRENCH EDUCATION – GRADES K-12** ***Does Meet Certification Requirements*** **SPANISH EDUCATION – GRADES K-12** ***Does Meet Certification Requirements***
2. (Advanced) Master's Degree - Education	*The Louisiana Department of Education did not review this program since it did not address initial certification.*

LOUISIANA TECH UNIVERSITY

I.   **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
Master's Degree – Alternate Certification - Grades K-12	**ART EDUCATION – GRADES K-12** *Recommended for Approval* **HEALTH & PHYSICAL EDUCATION – GRADES K-12** *Recommended for Approval* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval* **VOCAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval*

B.   **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   The Tech New Teacher's Website, electronic mentorship, and a personal mentorship team represent significant support to program completers.
2.   Professional development seminars, conferences, and workshops are provided as additional support to program completers.
3.   Field sites reflect diverse school communities that meet established guidelines.

C.   **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
Master's Degree – Alternate Certification - Grades K-12	None

LOUISIANA TECH 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
None

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	
Master's Degree – Alternate Certification - Grades K-12	**VOCAL MUSIC EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **HEALTH & PHYSICAL EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **ART EDUCATION – GRADES K-12** *Does Meet Certification Requirements*

LOYOLA UNIVERSITY NEW ORLEANS

I.   **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. Grades K-12 Baccalaureate Degree	**INSTRUMENTAL MUSIC – GRADES K-12** ***Recommended for Approval with Stipulations*** **VOCAL MUSIC – GRADES K-12** ***Recommended for Approval with Stipulations***
2. (Advanced) Master's Degree - Education	***Not Recommended for Approval***

B.   **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   Grades K-12 Baccalaureate Degree *a.   Follow up support is provided to program completers in a variety of ways.*
2.   (Advanced) Master's Degree - Education a.   The institution has established a P-16 Council consisting of Education and Arts and Science faculty who participate in curriculum development, delivery, and assessment of the programs. The work of the Council helped to focus interest and expertise of secondary teachers. b.   There is collaboration between the Education and Arts and Sciences faculty.

C.   **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

1. Grades K-12 Baccalaureate Degree	a. Limited information was provided for the empirical bases for the courses. *Please provide additional information pertaining to empirical basess.* b. MUED M250 Practicum in Music Education, MUED M400 Student Teaching, and MUED M300 Student Teaching Seminar lists tasks that need to be completed instead of performance objectives. *Please identify knowledge, skills, and dispositions that will be exhibited in these courses as performance objectives and identify assessments to address those competencies.*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
1.	*Grades K-12 Baccalaureate Degree (Cont'd.)*	c. It is not clear what candidates will be doing in their field based experiences. Insufficient information is provided to determine if progression is occurring as candidates are involved in a variety of field-based experiences in elementary, middle, and high school settings. *Please provide more extensive information about the field-based experiences. Provide more information to indicate how candidates will be assessed while engaged in field-based experiences.*
		d. It is not clear how mentors will be provided training in order to assess candidates within the field in a consistent manner. *Please provide additional information about the training that will occur with mentors to insure that they are effectively evaluating the performance of candidates.*

2.	*(Advanced) Master's Degree - Education*	a.	The advanced program course assignments and field experiences cited during the interview lack rigor. From the examples given during the onsite interviews, it was difficult to glean the difference between the undergraduate and graduate methods courses in mathematics and science. *In the next submission of this program, please describe how each course in the redesigned advanced program for secondary and elementary teachers differs from those offered in the undergraduate programs to avoid duplication of content and practice. Also be specific in describing how the assignments, field experiences, and assessments associated with these courses are rigorous and address P-12 student achievement.*
		b.	A heavily reliance on adjunct faculty for the redesign program delivery could be problematic in assuring rigor and quality for a master's degree program for teachers. *In the next submission of this program, please provide the names of each of the faculty who will teach in this program and their qualifications including their highest degree held, academic training, teaching experiences, and a list of their publications.*
		c.	The curricula for the redesigned advanced programs for elementary and secondary teachers have been aligned with the learned society curriculum guidelines and the Louisiana Components for Effective Teaching (LCET), but they have not been informed by the National Board for Professional Teaching Standards. *In the next submission of these programs, please include a matrix to show the alignment of the programs' goals and objectives, delivery strategies, and assessments with the NBPS and other national standards.*

LOYOLA UNIVERSITY NEW ORLEANS (CONT'D.)

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

2.	*(Advanced) Master's Degree - Education*	d.	The empirical bases for EDGR A723: Advanced Adolescent Psychology, EDGR A725: Developmental Psychology, and EDGR A722: Advanced Child Psychology are limited to the textbook. *In the next submission of this program, please provide additional references that will be used to develop the orientation of this course to assure that candidates acquire deeper understanding of the knowledge and skills needed for developmentally appropriate practices responsive to the needs of elementary, middle, and high school learners.*
		e.	EDGR A790: Classroom Management and Organization is listed as a required course in both the Elementary and Secondary Education Programs, with the same course syllabi provided for each. On page 25, the course is listed as Classroom Management and Organization, yet on page 34 in the secondary education program the word "secondary" is listed as part of the tile. *In the next submission of this program, please be consistent in listing the title of this course to avoid confusion among program candidates.*
		f.	The assessment strategies listed in the Assessment System Portal for methods courses in the secondary education and elementary education programs do not match those listed in the syllabi for the methods courses for the redesigned program. *In the submission of this program, please revise the assessment strategies in the courses to be consistent with the Assessment System.*
		g.	Each of the 6 redesigned methods courses for secondary education requires that candidates complete 20 hours of field experiences in a school supervised by the education faculty of record and an Arts and Sciences faculty member from their respective discipline. *In the next submission of this program, please describe the criteria used to select subject matter content faculty. Also describe how the mentor teacher, education faculty and the content faculty will support the candidates in the development of their knowledge, skills, and dispositions in the specific content area during their field experiences associated with the method courses.*
		h.	The syllabi submitted list the number of contact hours required for field experiences associated with each course but do not describe the nature or the scope of site-based experiences and how they are assessed. *In the next submission of this program, please provide a matrix to show the alignment of the performance-based activities and how they will be assessed for each course in the secondary and elementary education programs.*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

2.	*(Advanced) Master's Degree - Education*	i.	The materials submitted state that candidates are assigned to a variety of field placement sites to complete their field experiences. In pursuing this issue on site, it became clear that most candidates perform their field experiences in their own classrooms. There are other opportunities provided in early childhood sites that are mostly preschool settings. *In the next submission of this program, please describe the criteria used to select and evaluate sites of field experience to ensure all candidates have experiences working in culturally diverse settings.*
		j.	Faculty modeling of the use of technologies in their courses appears to be limited to using video tapes and power point presentations. Other instructional delivery strategies tend to feature small group discussion and lectures. Beyond this, the course assignments tend to require program candidates to emulate similarly limited classroom practice. *In the next submission of this program, please provide a plan for candidates to advance their knowledge of a variety of research-based "best" practices in the teaching and learning process.*
		k.	The assessment strategies listed in the secondary redesigned course syllabi for EDGR A801: Methods in English, EDGR A802: Methods in Social Studies, EDGR A802: Methods in Mathematics, EDGR A803 Methods in Science, EDGR A790: Classroom management and Organization in the Master Degree Program in Secondary Education are extremely traditional. *In the next submission of this program, please provide evidence that candidates will be exposed to multiple means of assessing student learning in secondary schools.*
		l.	The assessment strategies and activities in EDGR A811: Reading in Content Area in the redesigned program in Elementary Education are primarily based on participation in discussions and the completion of traditional class projects typically found in initial teacher preparation programs rather than involving candidates in authentic experiences that require their application of the knowledge, skills, and dispositions associated with helping students achieve. *In the next submission of this program, please replace the traditional types of assessments and strategies with authentic tasks that enable candidates to demonstrate the impact of their knowledge, skills and dispositions on the learning of students in a variety of school settings.*
		m.	A course description was not provided for EDTC 623. *Please provide a description of this course.*

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

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

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. Grades K-12 Baccalaureate Degree	**VOCAL MUSIC EDUCATION – GRADES K-12 & INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** In order to meet certification requirements, the following must be addressed: a. The Course Sequence Chart did not specify which General Education courses were taken in each semester. The chart just indicated that 6 credit hours of General Education would be taken during the first semester of year one. *Please identify the specific General Education courses that must be taken.* b. The number of hours on the Program Curriculum Chart (e.g., 30 credit hours) did not align with the number of hours on the Program Sequence Chart (e.g., 33). *Please provide consistent information on the two charts.*

LOYOLA UNIVERSITY NEW ORLEANS (CONT'D.)

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. *Grades K-12 Baccalaureate Degree (Cont'd..)*	**VOCAL MUSIC EDUCATION – GRADES K-12 & INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** c. There are inconsistencies on the Program Curriculum Chart and the Course Sequence Chart. *Please provide consistent information on the two charts for each of the following.* 1) *Child Psychology is incorrectly labeled EDSE A205.* 1) *MUHL/MUTH—MUTH is incorrectly labeled as MUHL for the Focus Area Requirements..* 2) *MUGN-M 306 is as labeled MUHL-M306.* 3) *MUGN-M306 is labeled as MUHL-M307.* 4) *MUPR-M100-105 is labeled as MUEN 100-105 on Course Sequence.* 5) *MUPC-M11 should be labeled as MUPC- M100.* d. The candidates may choose between Child Psychology and Adolescent Psychology in this program. Candidates must complete Child Psychology and Adolescent Psychology to become certified to teach. *Please identify how candidates will acquire knowledge in both of these areas.* e. MUTH-M102-Music Theory and Reading I does not fulfill the state requirements for reading. *Please examine the state Reading and Language Competencies to identify knowledge, skills, and dispositions that should be addressed for reading. Please provide a description of a course that addresses these competencies.* f. MUGN-M201, MUGN-M100, MUGN-M301 (French, Italian, German Diction and Pedagogy I) is listed as a methodology course. However, it is not clear how candidates are developing the necessary knowledge and skills to utilize appropriate methods when teaching children in grades K-12. *Please provide a full description of a course that directly addresses methodology.* g. The course description for MUED M306 - Instrumental Music Education Methods is incomplete. *Please provide a course description that addresses all required areas.* h. Within MUED M200 - Field Experiences in Music Education, it is not clear if the observations are directed or if feedback is provided. Topics or suggested topics of seminars are not included. No indications have been provided about the levels at which the observations will take place. *Please provide additional information in the course description to address this.*

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. Grades K-12 Baccalaureate Degree (Cont'd..)	**VOCAL MUSIC EDUCATION – GRADES K-12 & INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** i. Forms 3 and 4 were omitted for Instrumental Music Education – Grades K-12. *Please provide the forms.* j. Forms 2 and 5 were cut off for Instrumental Music Education – Grades K-12. *Please provide the completed forms.*
2. (Advanced) Master's Degree - Education	*The Louisiana Department of Education did not review this program since it did not address initial certification.*

MCNEESE STATE UNIVERSITY

I.   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. Grades K-12 Baccalaureate Degree	**VOCAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval* **HEALTH & PHYSICAL EDUCATION – GRADES K-12** *Recommended for Approval with Stipulations*
2. (Advanced) Master's Degree - Education	**EARLY CHILDHOOD EDUCATION, ELEMENTARY EDUCATION, AND SECONDARY EDUCATION** *Recommended for Approval with Stipulations* **EDUCATIONAL TECHNOLOGY LEADERSHIP** *Recommended for Approval with Stipulations*

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   Grades K-12 Baccalaureate Degree a.   Site based performance activities for vocal music and instrumental music are aligned to standards and course objectives, and they provide candidates with diverse learning experiences. b.   The faculty has collaborated extensively across the campus and with PK-12 district partners. c.   The universities long standing recruitment plan is underway and updated as needed.

MCNEESE STATE UNIVERSITY (CONT'D.)

B.   STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM(S)
2. *(Advanced) Master's Degree - Education*   a. Course objectives and critical competencies for the redesigned advanced program are aligned with the National Board for Professional Teaching Standards and the Louisiana Components for Effective Teaching.   b. The recruitment activities are quite comprehensive and non-traditional in scope and sequence and build on lessons learned from previous attempts to recruit and attract potential program candidates.   c. The site-based performance activities and assessments included in the courses are rigorous and address improved P-12 student learning.   d. The unit has involved the professional education community, including several National Board Certified Teachers, in the program redesign process.   e. The redesigned program in Education Technology is aligned with the International Society for Technology in Education Standards and enables candidates to use their technology content knowledge, skills and dispositions in P-12 school environments to address the needs of learners.   f. The proposed lists of site-based performance activities associated with four of the nine redesigned courses are clearly articulated and occur in P-12 school settings.   g. The tools used to assess candidates' performance have been aligned to the unit conceptual framework, and plans for use of the aggregated data for program improvements are clearly articulated.

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. K-12 Baccalaureate Degree	*Health and Physical Education – Grades K-12* a. Form #4 is incomplete. *Please provide more specific information about site based performance activities that candidates will engage in that will allow them to apply their new knowledge. Progression should be demonstrated as candidates move through the program.*

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
2. (Advanced) Master's Degree - Education	a.	The completion of field experiences in one's own classroom in the elementary and secondary education programs is limiting in the extent to which candidates are afforded opportunities to work with students who represent diverse cultures, languages, and other nationalities. The materials presented stated that candidates will be required to do some field work outside their assigned schools for in-depth experiences as part of the course assignment. *In the next reiteration of this program, please describe how sites, in addition to the candidate's own classrooms, will be selected and who will mentor and assess candidates' performance during experiences at these sites to ensure they gain the knowledge, skills and dispositions needed to work in a diverse environment with P-12 students that reflect today's society.*
	b.	The level of preparation in the area of exceptionalities in the redesigned course syllabi appears to be extremely limited. *In the next reiteration of this program, please clarify how candidates will receive adequate preparation and an understanding of current research based practice and dispositions regarding P-12 students with disabilities and exceptionalities.*
	c.	Mentor teachers who support and evaluate candidates' performance during field experiences have the opportunity to attend seminars conducted by the Burton College of Education faculty. *In the next reiteration of this program, please describe the scope and sequence of the topics to be discussed during these seminars and how the activities will be assessed.*
	d.	The empirical basis for the different courses includes a variety of different professional literature or research for educational technology practice; however the empirical basis for EDTC 602: Design and Development of Multimedia for Instruction is limited to quotes of statistics and a statement from Bill Clinton. Although one of the course assignments require candidates to read and reflect on current articles that identify philosophical, ethical, and legal implications for micro computer use in an educational environment, the bibliography does not contain a list of readings required for all candidates to gain common understanding at an advanced level beyond the textbook. Similarly EDTC 610: Visual Learning, indicates no reading beyond the textbook. *In the next reiteration of this program, please review these two graduate courses to assure that they are grounded in solid scholarship and that candidates have opportunities to broaden their knowledge bases through the course content.*

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
2. *(Advanced) Master's Degree - Education*	e. Although four of the nine courses in the redesigned program include a site-based experience that enables candidates to apply knowledge, skills, and dispositions in P-12 schools, the location of the field experiences required in the other courses is not clear. The description of site-based experiences in the material provided indicates that candidates will observe applications of technology in diverse setting, grade levels, and levels of technology application, This observation occurs in EDCI 602 Design And Development of Multimedia for Instruction. *In the next reiteration of this program, please provide evidence of consideration by the redesign team, including school-based educators, of expansion of school-based field experiences in the program and how experienced school technology leaders will be involved in the delivery of school-based experiences and other aspects of the 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. *Grades 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.   b. The Knowledge of the Learner and Learning Environment courses are the same for Health and Physical Education – Grades K-12, Instrumental Music Education – Grades K-12, and Vocal Music Education – Grades K-12. It is recommended that course content for Health and Physical Education candidates and Instrumental and Vocal Music Education be differentiated within the courses to address the different needs for the certification areas.   c. It was noted that multiples choice tests are the primary assessments for several classes. It is recommended that additional forms of assessments be considered for some of these courses to more directly assess the learning of candidates in these courses.

MCNEESE STATE 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.   The preparation of teachers at the advanced level requires assurance that graduates are of high quality and are able on a continuing basis to improve the learning of students, including those representing diverse populations. As you continue to develop rubrics for assessing candidates' performance to impact P-12 student learning, we recommend that you consider developing a rubric for assessing candidates' performance working with diverse P-12 students outside their own classrooms.
b.   The unit employs the PASS-PORT system in data collection and analysis and has begun to collect data from candidates' reflections on field experiences and other assessments that have the potential to show their influence on P-12 student achievement; we recommend that this work be continued in the future.
c.   On page 65 of the materials presented, the unit has identified a varied and impressive list of activities to be used in assessing candidates' knowledge, skills and dispositions both in the university and P-12 classrooms. We recommend that you refine these assessments to demonstrate evidence-based learning for program candidates and the P-12 students they teach.

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*	**VOCAL MUSIC EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **HEALTH AND PHYSICAL EDUCATION – K-12** *Does Meet Certification Requirements*

MCNEESE STATE 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*	**EARLY CHILDHOOD EDUCATION, ELEMENTARY EDUCATION, AND SECONDARY EDUCATION** *The Louisiana Department of Education did not review this program since it did not address initial certification.* **EDUCATIONAL TECHNOLOGY LEADERSHIP** a. A course description was not provided for EDTC 623. *Please provide a description of this course.*

NICHOLLS STATE UNIVERSITY

I.   **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. *Grades K-12 Baccalaureate Degree*	**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*
2. *(Advanced) Master's Degree - Education*	**EARLY CHILDHOOD EDUCATION, ELEMENTARY EDUCATION, SECONDARY EDUCATION, AND READING** *Recommended for Approval with Stipulations*

B.   **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)
1. Grades K-12 Baccalaureate Degree and Alternate Programs a.   K-12 graduates serve as Guest Lecturers and provide support to candidates during field experiences. b.   A referral service, professional development workshops, and strong collaboration with the Region VII Service Center provides additional support to program completers. c.   The Department of Performing Arts developed a recruitment plan that includes performances and presentations throughout the district, region, and local schools. d.   The Art Division recruits students through their Annual High School Student Art Competition and biannual high school workshops.

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

OVERALL STRENGTHS OF THE PROGRAM(S)
2.   *(Advanced) Master's Degree - Education*   a.   The redesigned M.Ed. in Curriculum and Instruction-Secondary program enables candidates to deepen their content knowledge through graduate level courses offered by faculty in the College of Arts and Sciences. These courses include offerings in biology, history, English, and mathematics.   b.   The M.Ed. in Curriculum and Instruction-Reading enables candidates to be licensed as reading specialists and was designed to meet IRA standards.   c.   The emphasis in the redesigned programs on application of rational processes, critical thinking, action research, and reflection on issues of student learning is consistent with the unit's conceptual focus on educator decision-making.   d.   Field experiences identified in courses of each program are aligned with appropriate national standards, including NAEYC for early childhood education and National Board standards for elementary and secondary.   e.   Stakeholders, including teachers, were consulted by the curriculum committees that planned the redesign, and their feedback was used in development of the programs.

C. **PROGRAM STIPULATIONS**

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

2. *(Advanced) Master's Degree - Education*	a.	The overview of the program states that EDFR 501 Educational Research and EDCI 501 Foundations Seminar are common courses across all majors (p. 29). Although EDFR 501 is common to all programs, EDCI 501 is offered in sections that are differentiated by specialization. The empirical bases for these sections are different for each program, suggesting that there are really different courses. *In the next reiteration of these programs, please describe the common core or knowledge base for the Curriculum and Instruction program and how it will be developed and assessed in two common courses or in some other way.*
	b.	Provisional program admission requires completion of a baccalaureate degree, a minimum GPA of 2.5, professional certification for most specializations, and presentation of letters of reference and a writing sample, as well as participation in an interview. By Portal Seven, the candidate must have maintained a 3.0 GPA, achieved a satisfactory score on the GRE, and have filed petitions for admission to candidacy and to name a major professor. Although the use of both quantitative and qualitative

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

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

data in making admissions decisions is commendable, no process was described to assure fair and consistent administration of the admission processes. Also, other portions of the document seem to associate Portal Seven with initiation of the program portfolio process rather than a means for extending the admission process. *In the next reiteration of this program, please describe the criteria for assessment of letters of reference, writing samples, and interviews within your admissions process and the procedures employed to assure fair and consistent application of the criteria. How are practitioners involved in admissions decisions? Please describe the purpose of Portal Seven in your program. To the extent that Portal Seven exists to extend the admissions process, please provide data used in evaluating its impact on candidates seeking full admission to the program and especially those candidates for whom GRE scores are an obstacle to admission.*

c. Descriptions of the empirical bases for the courses in these programs consist of lists of texts that were consulted in development of the courses. The purpose of this requirement in the redesign process is to provide research justification for the educational practices and teaching methods utilized in the course. The research cited should relate to the conceptual framework and overall purposes of the program and to the content-specific pedagogy of the specialization. *In the next reiteration of this programs, please develop descriptions for the empirical basis of the courses that justified their approaches in terms of current research.*

d. According to the program overview, site-based activities associated with each course include components in which candidates show a positive impact on P-12 student learning. Many of the field experiences have assessment and student learning as their topic although fewer than half directly involve candidates in the improvement of student learning. An example of a site-based experience that does not require demonstration by the candidate of involvement with student learning is "Observe and interview teachers, administrators, and instructional coordinators and supervisors to gain an understanding of (a) the importance of connecting theory and research to practice, (b) emerging regional trends in education, (c) the connection between assessment and instruction in the classroom and clinical settings, and (d) the value of reflection in the learning and teaching process." *In the next reiteration of this program, please develop a definition for course-embedded field*

NICHOLLS STATE UNIVERSITY (CONT'D.)

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

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
2. *(Advanced) Master's Degree - Education*	d. *or site-based experiences and for clinical experiences that is consistent with the NCATE definitions and can be used consistently across your programs. Develop a common format for describing your field and clinical experiences and assess them by program for variety, for adherence to your definition, and for contribution to the overall goal of impacting student learning. Also, please consider the role of the candidate's site-based community in delivery and assessment of the field experiences.* e. A plan for placement and supervision of candidates in field experiences was presented during the interview that sounded like a management plan for the placement and supervision of student teachers, although this may have been the plan used for placement of those candidates who are not currently teaching. Your document states that advanced candidates will typically complete site-based activities (field experiences) in their own classrooms. The document also describes the selection and orientation of mentor teachers and their relationship to the university faculty in observation and assessment. Description of the field experiences associated with courses suggests that their products will be viewed as "assignments" and assessed by the faculty. *In the next reiteration of this proposal, please provide a plan for the participation of mentor teachers and other site-based colleagues in the delivery and assessment of site-based experience of candidates that contribute to student learning in schools.* f. When candidates complete field experiences in their own classrooms, the possibility arises that this placement will not enable their demonstration of the knowledge, skills, and dispositions associated with the learning of students with a range of diversities, including students of diverse ethnicities, language backgrounds, abilities, and nationalities *In the next reiteration of this proposal, please describe the system you have in place to monitor self-selected and other placements to assure that candidates work with diverse learners.*

NICHOLLS 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
1.   *Grades 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 – Education*   a.   Producing information regarding evidence-based learning will enable the   university to respond to the call of the schools for accountability about the goal of improving teaching and learning. Given this, we recommend that the program devise vehicles for sharing results with the larger professional community and especially with all program stakeholders within the local community.

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. Grades K-12 Baccalaureate Degree	**ART EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* a. Art 280 Art History, World Cultures 15,000 B.C – 1 AD is used to fulfill the 3 credit hours for Social Studies. This does not satisfy the history requirement for the Department of Education. *Please identify a different course to meet this requirement.* b. Art 280 is called Ancient – Medieval Art History on the Program Course Sequence Chart and Art History Survey II (Path II) in the Description of Courses. *Please provide the correct title in the appropriate location.* c. Art 282 is called Renaissance – Modern Art History on the Program Course Sequence Chart and Art History Survey III (Path II) in the Description of Courses. *Please provide the correct title in the appropriate location.*

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. Grades K-12 Baccalaureate Degree (Cont'd.)	**ART EDUCATION – GRADES K-12 (CONT'D.)** d. Art 231 is mislabeled as Beginning Photography (Path II*). Please correct this.* e. The total of Path II equals 125 credit hours, but it is listed as 122 credit hours. The mistake appears to be located in Year 3/1, the Art Electives – 200+, 300+ or 383. *Please provide the correct number of total hours.* **VOCAL MUSIC EDUCATION – GRADES K-12 & INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* a. MUS 340 Music History 400-1750 and Music History 1750 – Present are used to fulfill the 6 credit hours for Social Studies. This does not satisfy the history requirement for the Department of Education. *Please identify different courses to meet this requirement.* b. On the Program Curriculum Chart, MUS 393 (University Chorus) is labeled as MUS 390 during the second semester of year two. *Please correct this in the appropriate location.*
2. (Advanced) Master's Degree - Education	*The Louisiana Department of Education did not review this program since it did not address initial certification.*

NORTHWESTERN STATE UNIVERSITY

I.　　**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.　　Grades K-12 Non-Master's/Certification-Only Alternate Certification	**HEALTH & PHYSICAL EDUCATION – GRADES K-12** *Recommended for Approval* **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*
2.　　(Advanced) Master's Degree - Education	**MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION** *Recommended for Approval with Stipulations* **MASTER OF EDUCATION IN EDUCATIONAL TECHNOLOGY LEADERSHIP** *Recommended for Approval with Stipulations*
3.　　Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders	**EDUCATIONAL LEADER** *Recommended for Approval with Stipulations*

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   Grades K-12 Baccalaureate Degree and Grades K-12 Non-Master's/Certification-Only Alternate Program a.   The recruitment of candidates of the Alternate Certification Programs is the primary responsibility of one individual in the Recruitment Office at the university. b.   The Transition to Teaching Grant will provide program completers with extensive support and assistance over a three-year period. c.   There is strong alignment across objectives, assessments, and LCET.

2. *(Advanced) Master's Degree - Education (Educational Technology Leadership)*

    a.   Graduate faculty who teach in the Educational Technology Leadership Programs all have on-going active research and scholarly agendas related to technology education with work published in national juried publications, and presentations at many state and national conferences.

    b.   The LA Regents Endowed Chair in Educational Technology will position the institution to increase national and international recognition in educational technology and research.

    c.   The empirical bases for courses are specific to each course and represent traditional and current practical information on best professional and pedagogical practice. They focus on real dilemmas of classroom teachers/leaders and on their contexts and concerns regarding student learning.

    d.   The program is aligned with ISTE, NCATE, and Louisiana Department of Education Technology Leadership and Facilitation Standards.

    e.   This online program appears to make adequate provision for meeting NCATE standards for distance learning programs. The standards include adequate support for the technologies employed and provisions for student advisement, financial support, and access to library information, materials, and other resources at the same level as campus-based candidates.

    f.   The program provides field experiences through site-based experiences embedded in courses and through an individually defined internship that enables the candidate to enact at least some of the roles assumed by a district technology leader.

(Advanced) Master's Degree - Education (Early Childhood Education)

    a.   The program assessment system provides for candidate demonstration of learning through portfolios as they move through the various Portals in the PASS-PORT system, exit surveys, regular follow-up surveys of graduates and employers that attend to candidates knowledge, skills, dispositions. The unit has a plan for regular review of data collected for use in program improvement.

    b.   The professional community was involved in planning and included a National Board Certified Teacher and representatives from the LA Department of Education, Natchitoches Parish School Board, school-based partners, and faculty from the Colleges of Arts and Sciences and Education.

B.   STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM(S)
2.   (Advanced) Master's Degree - Education (Early Childhood Education – Cont'd.)) c.   Site based performance in field experiences associated with courses are clearly aligned with the objectives and with measurable outcomes. Activities are identified to document the use of technology by faculty and candidates in their learning and teaching. Work developed by candidates during their work in schools is collected and recorded in PASS-PORT, an electronic portfolio. d.   All course objectives and assessments are aligned with the components of the Unit's Conceptual Framework *Models for Learning.*
3.   (Advanced) Master's Degree - Educational Leaders a.   We commend the redesign team on its collaboration during all stages of the redesign process. b.   We commend the institution on its development of a formalized system for training site-based (internship) mentors. c.   We commend the institution for supplying ample opportunities for candidates to participate as members of school and district teams responsible for student/school/district improvement.

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. Grades K-12 Non-Master's/Certification-Only Alternate Program	None

2. *(Advanced) Master's Degree - Education*	*Educational Technology Leadership* a. The report says that the new proposed M. Ed. in Educational Technology Leadership is intended to replace a specialization in the M.Ed. in Curriculum and Instruction-Technology Leader, while retaining a second specialization for the M.Ed. in Curriculum and Instruction-Teaching with Technology. At one point, however, the report indicates that the new program will replace the current M.Ed. in Educational Technology. Which is the correct title of the program to be replaced? The proposed new program differs from its predecessor program in the substitution of two courses in the "educational foundations core" that emphasizes principles of teacher and school leadership. *In the next reiteration of this program, please specify consistently what program this new degree is intended to replace and not replace and the rationale for proposal of a new program involving a change in only two courses?*

C.   **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

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

b. The program narrative refers to the core courses of the new program as representing a redesigned M.Ed. program, presumably for the M.Ed. in Curriculum and Instruction. However, no information is presented about the redesigned M.Ed. in Curriculum and Instruction. *In the next reiteration of this program, please present your plans for redesign of the M. Ed. in Curriculum and Instruction.*

c. Materials presented for review by ISTE address the standard of the use of technology-enhanced instructional strategies to support the diverse needs of learners. However in the appendix, several assignments are cited repeatedly for standards TL-II.A, TL-III.B, TL-VI.B, TL-VI.C, TL-VI.E. *In the next reiteration of this program, please describe how these assignments' expected learning outcomes advance candidates' knowledge, skills and dispositions to use technology-enhanced instructional strategies to support the needs of diverse students, including those who represent diverse ethnicities, cultures, linguistic background, and abilities, and to reduce the digital divide.*

d. The Advisory Committee for the Educational Technology Leadership programs meets at least once a year, but no meeting was held in the 2004-2005 academic year. Although faculty reported changes to the program that were based on feedback from practitioners and a network of graduates that support its activities, the agenda for collaboration in delivery and improvement of the program is not clear. The accountability for improved teaching and learning expected of universities today calls for influential programs, such as this one, to be accountable for results, sharing performance data of candidates and program directions with constituents and involving them in the program improvement process. *In the next reiteration of this program, please describe the advisory committee's role and responsibility in continuous program improvement.*

Early Childhood Education

a. A review of syllabi for the advanced program methods courses, assignments and field experiences indicates a lack of rigor. The examples provided during the onsite interview sounded like descriptions for the clinical and field experience components in your initial program. *In the next resubmission of this program, please distinguish between the goals and objectives, assignments, field experiences, and assessments of the advanced program and the initial program, and demonstrate how advanced program components build on the knowledge, skills, and experiences of initial program completers in early childhood education.*

e.

NORTHWESTERN STATE UNIVERSITY (CONT'D.)

C. **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

2. *(Advanced) Master's Degree - Education (Cont'd.)*	*Early Childhood Education (Cont'd.)* b. It is not clear to us whether the institution is proposing a new M.ED program in early childhood education with a specialization in early childhood/teacher researcher or submitting a redesigned specialization in Curriculum and Instruction. *In the next reiteration, please clarify whether this is a redesigned program in Curriculum and Instruction or a request for a new program.* c. The program narrative refers to the core courses of the new program as representing a redesigned M.Ed. program, presumably for the M.Ed. in Curriculum and Instruction. However, no information is presented about the redesigned M.Ed. in Curriculum and Instruction. *In the next reiteration of this program, please present your plans for redesign of the M. Ed. in Curriculum and Instruction.* d. Worksites for candidates' field experiences are in their own classrooms, thus limiting their opportunities to observe others who model best practice to improve the learning of students who represent diverse cultures, ethnicities, languages, abilities and nationalities. Although ECED 5510: Appropriate Practices for Early Childhood Development and Diversity and EDCI 5030: Instructional Improvement and Assessment address diversity in a limited way, these courses do not provide the level of understanding candidates need to work with the increasing numbers of diverse cultures in today's society. A closer review of the courses' site-based performance activities shows that they do not enable candidates to become proficient in working in schools with children from diverse backgrounds or those with exceptionalities. *In the next reiteration of this program, please describe the systems in place to assure interaction of candidates with ethnically diverse students, students with disabilities, English language learners, and others. Also describe the opportunities candidates will have to practice in environments that serve diverse learners, including children with various exceptionalities.* e. The materials submitted for the Early Childhood Program and confirmed in the onsite interview document that many of the field experiences involve assessment of an aspect of classroom practice (e.g., assessing the learning environment). These course assignments are assessed only by the university professor of record. *In the next reiteration of this program, please explain how completion of site-based assignments will affect the learning of young children and how they will be assessed. Also clarify the difference between class assignments and field experiences.*

NORTHWESTERN STATE UNIVERSITY (CONT'D.)

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
2. (Advanced) Master's Degree - Education (Cont'd.)	f.	The primary goal of the advanced program in Early Childhood Education is to prepare teacher leaders. Acquisition of the knowledge, skills and dispositions for learning to become a teacher leader is concentrated in two courses, EDCI 5020: Curriculum Development for School Improvement and EDCI 5030: Instructional Improvement and Assessment. In EDCI 5029, candidates examine various approaches to curriculum development to meet the needs of individual school districts relative to curriculum prioritizing, mapping and monitoring. In EDCI 5030, candidates examine the use of data from multiple sources to establish challenging standards and implement effective and innovative teaching practices that engage students in meaningful and challenging learning experiences. During the onsite interview, when asked for a definition of teacher leader, interviewees responded that teacher leaders assist the principal and other teachers in action research projects to determine actions for school improvement. *In the next reiteration of the program, please be specific as to what a graduate from the ECE Program will know and be able to do that adds value to their practice, regardless of completion of a master's degree program, and how these will be assessed. Please define "school leader," as this term is used in the program, and provide a matrix that shows how curricular goals and objectives related to this definition are developed and assessed in the program.*
3. (Advanced) Master's Degree - Educational Leaders	a.	More development is needed to establish a formalized system for jointly establishing meaningful criteria for screening and recruiting potential candidates into the educational leadership programs that goes beyond principal and superintendent nomination. *Please show evidence of collaboration with local school 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.*
	b.	Although there are objectives in courses related to instruction, a process for ensuring that 1/3 of the courses focus on instruction and the improvement of student achievement needs to be more clearly documented in the program. *Please develop a more formalized system for mapping the curriculum.*

NORTHWESTERN STATE UNIVERSITY (CONT'D.)

C. **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

3.	*(Advanced) Master's Degree - Educational Leaders*	c.	The requirement for all instructional leaders to possess knowledge and skills pertaining to literacy and numeracy needs to be made much more apparent in the programs. *Please show evidence of the development of a formal process to monitor and report where these skills are taught and measured.*
		d.	The institution needs to provide more full-time faculty members to build the capacity of the department to deliver the coursework. *Please develop a plan to show how faculty will be recruited and hired and a timeline should be included.*
		e.	There is insufficient evidence to show that program candidates are engaged in creating professional learning communities in which leadership teams successfully address classroom, school, and/or district needs. *Please develop a plan to show opportunities for candidates to create professional learning communities.*
		f.	More development is needed in the portal system described in the portfolio process so that a system of accountability checkpoints within specified courses is identified where candidate mastery of skill competencies can be assessed and measured. In addition, the development of rubrics with specific criteria for measuring candidate mastery of standard competencies is needed. *Please revise the plan to show the development of rubrics with specific criteria for measuring candidate mastery of standard competencies and present a system of accountability checkpoints where candidate mastery of the skill competencies can be measured and assessed.*
		g.	More development is needed to show that the program provides relevant internship activities that meet specific requirements found in state and national (ELCC) standards and that allow candidates to demonstrate leadership competencies in real-life situations. *Please revise the internship to show a structured set of planned activities including both instructional and management leadership activities.*
		i.	A more formal structured training process needs to be established for internship mentors. *Please develop a plan for ongoing professional development for mentors that includes an annual review and update.*
		j.	Within the internship experience, candidates are not required to travel to other sites. *Please identify how candidates will acquire a diverse set of experiences in a variety of settings.*

NORTHWESTERN STATE UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
3. *(Advanced) Master's Degree - Educational Leaders*	k. Provisional admission requires a valid Louisiana license and an approved plan of study (which cannot be submitted until the applicant receives a recommendation from his/her principal or superintendent). The screening process for full admission is completed in the first semester after participating in an oral interview. It is not clear if all candidates are admitted to the programs. Is is also not clear if any provisions are provided for a "failure"? It is also not clear what is meant by a "valid Louisiana teaching certificate as it relates to type and level of required. *Please clarify all of these points.*

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 Non-Master's/Certification-Only Program*   a. None
2. *(Advanced) Master's Degree – Education (Educational Technology Leadership)*   a. The accountability for improved teaching and learning expected of colleges and universities today calls for influential programs, such as this one, to be accountable for results, sharing performance data of candidates and programs directions with constituents and involving them in the program improvement process. We recommend that you develop with your advisory committee a strategic plan to share the results of this program with the larger professional community at the state and national levels.   *(Advanced) Master's Degree – Education (Early Childhood Education)*   b. Through PASS-PORT the program has developed a useful template for implementation of the Unit Assessment System. The unit's implementation of the system provides a model for data collection and analysis for use in program evaluation. We recommend that you develop rubrics and other instruments for assessing candidate performance in the advanced programs and align the course objectives and assignments to the unit conceptual framework, National Board Professional Teaching Standards and the SPA Standards. Please consider developing strategies to collect data on program graduates impact on P-12 student learning

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

a.   We recommend more detailed attention be given to aligning mentor, exit, and candidate evaluation forms with state and national standards (ELCC).

b.   We recommend that the institution collect demographic information for their service area so that the impact candidates have on student learning can be measured.

NORTHWESTERN 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. *Grades K-12 Non-Master's/Certification-Only Alternate Program*	**HEALTH & PHYSICAL EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **VOCAL MUSIC EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **VOCAL AND INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Does Meet Certification Requirements*
2. *(Advanced) Master's Degree - Education*	**EDUCATIONAL TECHNOLOGY** *Does Meet Certification Requirements* ***EARLY CHILDHOOD EDUCATION*** *The Louisiana Department of Education did not review this program since it did not address initial certification.*
3. *Teacher Leader Endorsement and (Advanced) Master's Degree - Educational Leaders*	**TEACHER LEADER ENDORSEMENT** *Does Not Meet Certification Requirements* *In order to meet certification requirements, the following must be addressed:* a. A course description was not provided for EDCI 5110. *Please provide the course description.* **MASTER'S DEGREE FOR EDUCATIONAL LEADER** *Does Meet Certification Requirements*

OUR LADY OF HOLY CROSS COLLEGE

I.   **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. (Advanced) Master's Degree - Education	**ELEMENTARY EDUCATION** ***Not Recommended for Approval***
2. (Advanced) Master's Degree for Educational Leaders	**EDUCATIONAL LEADER** ***Recommended for Approval with Stipulations***

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   (Advanced) Master's Degree - Education a.   The redesigned program M.Ed. in Curriculum and Instruction-Elementary Education is built on a conceptual framework that is consistent with the mission of Our Lady of the Holy Cross College and connects the advanced program for teachers to teacher leadership. b.   The focus of the redesigned advanced program for elementary teachers is established in EDG 601 Writing for the Reflective Practitioner and EDG 600 Research-based and Data-driven Decision Making, courses that establish goal-setting and documentation practices that culminate in EDG 740 Applied Research in Teacher Education.
2.   (Advanced) Master's Degree - Educational Leaders a.   We commend the institution for affiliating with the School Leadership Center. It is an excellent way of identifying aspiring leaders for entrance into the program and has the ability to identify the latest resources. b.   We commend the institution for completely revamping the curriculum based on input from a variety of partners including PK-12 principals, other universities, and school parishes. c.   We commend the institution for including learning activities within the courses and internship activities that are focused on providing candidates with active engagement in instructional problem-based learning and offering opportunities for candidates to demonstrate instructional leadership competencies.

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

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. (Advanced) Master's Degree - Education	a. The participation of elementary teachers and teacher leaders in the redesign process for the M.Ed. in Curriculum and Instruction-Elementary Education was limited. A needs assessment survey was administered to members of the PK-16+ Council, which includes 15 K-15 school and community professionals. *In your on-going plans to resubmit this redesigned program, please include a direct and significant role for K-6 practitioners who are part of the school communities that will partner with Our Lady of the Holy Cross College in implementation of the program. Please include National Board certified teachers in this group.*
	b. One recruitment goal stated for the program is to recruit more candidates. *As recruitment goals continue to be considered for resubmission of this program, please be specific about the qualities of candidates you seek to recruit into the advanced program for elementary teachers and how targeted recruitment will be used to tap candidates with these qualities. Also, please set enrollment targets based on the number of candidates you can serve in this program based on the current or anticipated size of your faculty and NCATE guidelines for faculty loads.*
	c. Provisional admission to the program for one semester requires a baccalaureate degree with a minimum GPA of 3.0 and attendance at an orientation. Conditional admission requires completion of the Miller Analogy Test, letters of recommendation, and a writing sample. Unconditional admission to the program requires completion of 12 graduate hours with a minimum 3.0 GPA, recommendation of the faculty advisor and graduate faculty, presentation of Miller Analogy Test (MAT) score of at least 40, and approval of the Graduate Council. The portals reflecting admission to the program include Portal Six: Provisional Admission to the College; Portal Seven: Conditional Admission to the College; Portal Eight: Unconditional Acceptance to the Graduate Program, and Portal Nine: Completion and Exit from the Graduate Program. There does not appear to be 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. *In the next submission of this program, please specify the procedures that will be used by the faculty to assess admission data such as letters of recommendation and writing samples and on what basis the recommendations of advisors and faculty will be made. Also, please describe the processes that will be used to assure fair consideration for all candidates who apply.*

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

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. *(Advanced) Master's Degree - Education (Cont'd.)*	d. The admissions requirements described above do not include the expectation of Louisiana Type A or Level 3 certification or eligibility for certification as stated in the institutional overview (p. 5). *In the next submission of this program, please state whether professional certification is required for admission to the program and how it is assessed.*
	e. The PASS-PORT assessments described above by portal do not address the knowledge, skills, and dispositions successively developed by candidates in the program but serve, instead, as checkpoints in an extended admissions process. *In the next submission of this program, please develop an assessment plan for your program that utilizes PASS-PORT such that admission is accomplished by Portal Seven, and later assessments, one of which might coincide with admission to candidacy, enable candidates to demonstrate their progress in meeting substantive curricular goals of the program.*
	f. The curriculum for the redesigned M.Ed. in Curriculum and Instruction-Elementary Education includes five cross-over courses with the master's degree in Educational Administration. The cross over courses are EDG 600 Research-based and Data-drive Decision Making, EDG 603 Legal and Political Systems in Education, EDG 607 History and Philosophy of Education in a Diverse Society, EDG 637 Leader as Exemplar in Instructional Supervision, and EDCI 638 Curriculum and Development for the Success of All Students. This program crossing has the effect of providing teacher leaders with the same foundational content as school leaders, but some assignments are clearly not developed with attention to the needs and interests of elementary teacher leader candidates (e.g., "Create a philosophy of education from the principal's perspective.") *In the next submission of this program, please provide a rationale for your curriculum design, including its cross over component, after making changes that reflect consultation with your reconstituted redesign team, review of the related literature, including the literature on teacher leadership, and study of the National Board standard. Also, please define the concept of "teacher leader" as it is used in your program.*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

1. (Advanced) Master's Degree - Education (Cont'd.)	g. Field experiences in this program will be completed in the classrooms of the candidates, who are practicing teachers. This has the potential to limit the ability of candidates to observe others who model best practices to improve the learning of diverse learners who represent various cultures, ethnicities, language backgrounds, abilities, and nationalities *In the next submission of this program, please describe the system you will use to assure that each candidate has opportunities to became aware of best practice and to demonstrate in field experiences knowledge, skills, and dispositions to advance the learning of elementary students who are ethnically diverse, students with disabilities, English language learners, and others.*
	h. The redesign program document describes some partnerships formed to support the program, but the partners do not include K-6 schools or school districts. *In the next submission of this program, please describe how school partners will be involved in the on-going delivery of the program in roles such as mentor teacher, teacher consultant, program advisor, or teacher learner.*
	i. The assessments to be used in institutional level evaluation of the redesigned program in Curriculum and Instruction include GPA; MAT scores; comprehensive examinations; candidate, mentor teacher, and university supervisor assessment of skills displayed in field experiences; candidate self assessment of dispositions; assignments made in individual courses; teacher work samples; action research; comprehensive examinations; follow-up surveys of graduates, and surveys of employers. Of these, only GPA, the MAT for admission, and the comprehensive examination are included in the PASS-PORT assessment system plan included in an appendix. *In the next submission of this program, please be specific in identifying the knowledge, skills, and dispositions to be developed at each stage of the advanced programs for teachers and how they will be assessed through the PASS-PORT system, including examples of the rubrics or other criteria that will be used to determine the adequacy of candidate performance.*
	j. Description of follow-up surveys for the advanced program for teachers says that the instrument will address how program graduates are able to meet the ACEI, IRA, NSTA, NCTM, and ISTE standards. Since this is a degree for elementary teachers, the ACEI standards, supplemented by the NETS standards, would be appropriate if advanced program standards had been

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
1. (Advanced) Master's Degree - Education (Cont'd.)	j.	(Cont'd.) developed by these groups. Since they have not, the National Board Standards are the most appropriate. *In the next submission of this proposal, please show how National Board Standards are included in the curriculum and how candidate performance is assessed in light of these and other appropriate standards.*
	k.	Program faculty stated during interviews that teaching, not scholarship, was an expectation for faculty at Our Lady of the Holy Cross College. Development of a master's program, with its expectation that candidates engage in research or action research, depends on the ability of the faculty to lead inquiry. *In the next submission of this program please describe how Our Lady of the Holy Cross College will support and hold faculty accountable for scholarship sufficient to for their leadership of candidates in becoming inquiring teacher leaders.*
2. (Advanced) Master's Degree - Educational Leaders	a.	Although the university has done an excellent job of soliciting input from the redesign team, it is still unclear that there is a true collaboration in all stages of the redesign process. *Please identify how meaningful collaboration efforts have existed in the preparation of the rejoinder. Although it is evident that input is solicited by the university, true collaboration requires all stakeholders to be involved in the decision-making process about program improvement and curriculum changes.*
	b.	More development is needed to establish a formalized system for jointly establishing meaningful criteria for screening and recruiting potential candidates into the educational leadership programs that goes beyond principal and superintendent nomination. *Please show evidence of collaboration with local school 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.	Although there are objectives in courses related to instruction, there is insufficient evidence of a formal 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 program. There is insufficient detail measures built-in to identify the individual course where

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

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

2.	*(Advanced) Master's Degree - Educational Leaders*	c.	(Cont'd.)
			to determine which course is accountable for mastery of candidate proficiency. There needs to be more specific accountability where candidate mastery of state and national standards (ELCC) will be measured and achieved. *Please develop a formalized system for identifying courses and activities that focus on instruction and improvement of student achievement.*
		d.	The requirement for all instructional leaders to possess knowledge and skills pertaining to literacy and numeracy needs to be made much more apparent in the program. *Please show evidence of the development of a formal process to monitor and report where these skills are taught and measured.*
		e.	More development is needed to show alignment between classroom learning activities and the relevant internship activities that meet specific requirements found in state and national (ELCC) standards. *Please develop a plan that shows the alignment between what is learned in the classrooms and what is applied in the internship experiences.*
		f.	There is insufficient evidence to show that program candidates participate as members of school and district teams responsible for student/school/district improvement. *Please develop a plan that show how candidates are required to participate as members of school and district teams.*
		g.	Further development is needed in the program so that more focus is placed on professional development activities for candidates. *Please submit a plan that shows how the institution will support professional development activities for graduates.*
		h.	Further development of the system for administering follow-up assessment surveys, gathering, and reviewing data is needed to ensure continuous program improvement. *Please identify a plan to develop follow-up surveys that include specific timelines for gathering graduate, employer, and/or community feedback and be aligned to state and national (ELCC) standards.*
		i.	A more formal structured training process needs to be established for internship mentors. Going from 100 hours internship to 350 hours requires a more structured and focused approach to providing adequate mentorship training. *Please develop a plan for ongoing professional development for mentors that includes an annual review and update.*

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

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
2. *(Advanced) Master's Degree - Educational Leaders (Cont'd.)*	j.	A formal process needs to be established for ensuring that all references used to establish an empirical basis for courses and all course references, texts, and materials are kept up to date. *Please write a formal plan for how this will monitored on an annual basis.*

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1.   *(Advanced) Master's Degree – Education* a.   None.
2.   *(Advanced) Master's Degree - Educational Leaders* a.   We recommend further refinement of the program to ensure that professional development activities are provided for candidates. b.   We recommend that the institution collect demographic information for their service area so that the impact candidates have on student learning can be measured. c.   We recommend that candidates' internship experiences occur in a variety of different settings (school, district office, etc.) to allow for the demonstration of a wide range of relevant knowledge and skills. (ELCC Standard 7.4). d.   We recommend that syllabi more clearly indicate all of the changes and innovative practices that the redesign process has accomplished. We recommend that the syllabi be revised to include the changes that have been made. e.   We recommend the institution develop a backup plan for supporting program completers until the website plan is fully operational.

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. (Advanced) Master's Degree - Education	*The Louisiana Department of Education did not review this program since it did not address initial certification.*

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

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
2. (Advanced) Master's Degree - Educational Leaders	**MASTER'S DEGREE FOR EDUCATIONAL LEADER** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* 1) The expectations of eligibility for a Type A or Level 3 certificate is not clear. In addition, it is not clear at which portal the criteria will be included. *Please clarify these points.*

SOUTHEASTERN LOUISIANA UNIVERSITY

I. **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
Grades K-12 Non-Master's/Certification Only Alternate Programs	**ART EDUCATION – GRADES K-12** *Recommended for Approval* **FOREIGN LANGUAGE EDUCATION– GRADES K-12** *Recommended for Approval* **HEALTH & PHYSICAL EDUCATION– GRADES K-12** *Recommended for Approval* **VOCAL MUSIC EDUCATION– GRADES K-12** *Recommended for Approval* **INSTRUMENTAL MUSIC EDUCATION– GRADES K-12** *Recommended for Approval*

B. **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)
1. There is a formal Recruitment Plan that includes an alternative certification website, correspondence to school districts in the eleven parish service area and news releases by the Southeastern of Public Information.
2. Support of program completers includes professional development workshops, professional conferences, university website, graduate courses and availability of the Teacher Development Center and the CREATE resource center.
3. The course and title EDUC429-Practicum for Alternative Certification students is well designed to offer candidates opportunities to practice newly acquired knowledge in their own classrooms.

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
Non-Master's/Certification Only Alternate Programs – Grades K-12	None

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

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

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 Programs – Grades K-	**ART EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **FOREIGN LANGUAGE EDUCATION– GRADES K-12** *Does Meet Certification Requirements* **HEALTH & PHYSICAL EDUCATION– GRADES K-12** *Does Meet Certification Requirements* **VOCAL MUSIC EDUCATION– GRADES K-12** *Does Meet Certification Requirements* **INSTRUMENTAL MUSIC EDUCATION– GRADES K-12** *Does Meet Certification Requirements*

SOUTHERN UNIVERSITY AND A&M COLLEGE

I.   **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. *Grades K-12 Baccalaureate Degree*	**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* **FRENCH EDUCATION - GRADES K-12** *Recommended for Approval with Stipulations* **SPANISH EDUCATION - GRADES K-12** *Recommended for Approval with Stipulation*

1. *Grades K-12 Non-Master's/Certification-Only Alternate Program*	**ART EDUCATION – GRADES K-12** *Recommended for Approval* **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*

A.   PROGRAM RECOMMENDATIONS (CONT'D.)

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
2. *Grades K-12 Non-Master's/Certification-Only Alternate Certification Programs (Cont'd..)*	**FRENCH EDUCATION - GRADES K-12** *Recommended for Approval* **SPANISH EDUCATION - GRADES K-12** *Recommended for Approval*
2. *(Advanced) Master's Degree - Education*	**MASTER'S DEGREE IN CURRICULUM AND INSTRUCTION WITH SPECIALIZATION IN EARLY CHILDHOOD EDUCATION, ELEMENTARY, MIDDLE SCHOOL MATHEMATICS, MIDDLE SCHOOL SCIENCE, ADULT EDUCATION, EDUCATIONAL TECHNOLOGY, READING, AND THE FOLLOWING SECONDARY FIELDS: BIOLOGY, CHEMISTRY, ECONOMICS, ENGLISH, GENERAL SCIENCE, HISTORY, MATHEMATICS, POLITICAL SCIENCE, AND PHYSICS EDUCATION** *Recommended for Approval with Stipulations*
3. *Teacher Leader Endorsement and (Advanced) Master's Degree for Educational Leaders*	**TEACHER LEADER ENDORSEMENT & EDUCATIONAL LEADER** *Not Recommended for Approval*

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)

1.   *Grades K-12 Baccalaureate Degree and Grades K-12 Non-Master's/Certification-Only Alternate Program*

     a.   Formal plans to ensure the quality of field based experiences include on-site observations of mentors, interviews, and feedback from candidates and university/district administrators.

     b.   PASS-PORT is being utilized to monitor candidates' knowledge, skills, and dispositions.

     c.   Numerous support services are offered to retain and support candidates through the Center for Student Success.

     d.   A strong collaborative approach was used in designing K-12 alternate certification programs in Art, French, Music, Health & Physical Education, and Spanish.

SOUTHERN UNIVERSITY AND A&M COLLEGE (CONT'D.)

B.   STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM(S)
2.   *(Advanced) Master's Degree - Education*
a.   The redesigned curriculum for the M.Ed. in Curriculum and Instruction offers candidates a consistent focus on improving student learning with specializations that enable candidates to develop content knowledge in their teaching areas. All candidates in the program develop knowledge, skills, and attitudes related to the literacy development, integration of technology, curriculum development, assessment, action research, use of data in making decisions, classroom management, and student learning.
b.   Standards of the National Board are integrated into courses of the redesigned program, and some Nationally Board certified teachers were involved in the redesign process.
c.   CRIN 565 serves as a capstone course in the core curriculum. This course uses background established in CRIN 562 for development of an action research project that is related to a school improvement plan.
d.   Stakeholders, including teachers, were consulted by the curriculum committees that planned the redesign, and their feedback was used in development of the programs.
3.   *(Advanced) Master's Degree - Educational Leaders*
a.   We commend the institution for forming a partnership with the local parish to implement the Thurgood Marshall High School Gates grant.

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. Grades K-12 Baccalaureate Degree	a. The formal writing of the narrative description of courses varies. *Please ensure that the format for the narrative description is standardized and written in a consistent manner.* b. Measurable objectives and assessments are not clearly aligned in all of the courses. In addition, levels of proficiency for assessments are not clear. *Please provide a clear alignment between course objectives and assessments and specify levels of expected proficiency.*
2. Grades K-12 Non-Masters/ Certification-Only Alternate Program	a. None

C.   **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

3. *(Advanced) Master's Degree - Education*	a.	The redesigned M.Ed. in Curriculum and Instruction offers a core of courses common to all specializations. The common courses are named differently in various sections of the report using the following titles and titles in parenthesis: CRIN 561 Trends and Issues in Curriculum Development (School Curriculum Issues) (School Curriculum: Issues and Changes), CRIN 562 Statistical Action Research/Capstone 1 (Research Techniques and Application for Teachers), CRIN 563 Trends and Practices in Discipline and Motivation for Diverse Learners, CRIN 564 Assessment and Evaluation of Student Learning, CRIN 565 Research Techniques and Application for Teachers (Statistical Action Research/Capstone 1) (Research Techniques and Applications for Teachers/Capstone II), BHVS 520 Psychology of Teaching and Learning (Advanced Educational Psychology), a technology course that may be either CRIN 551 Design and Development of Multimedia Instructional Units or CRIN 555 Professional Development for K-12 Technology Integration, and a reading course that is usually CRIN 560 Content Area Literacy (Reading Instruction in Content Areas), except in the early childhood program, where CRIN 570 Reading Instruction for Early Childhood Education is taken. Also, the order suggested for the core courses varies from specialization to specialization. While order may not matter for some courses, it is clearly important for others such as CRIN 562 and 565, where prerequisites should be introduced to assure that candidates take these courses in order. *Please make sure that the course titles and descriptions of the redesigned programs are consistently used. Also, if some courses are prerequisites for others, please make sure that this is clearly indicated.*
	b.	Alignment of course objectives is typically shown with INTASC standards, Louisiana Components of Effective Teaching, and National Board propositions. Some of these are weak indicators of expectations for advanced teacher candidates. The INTASC standards were designed for beginning teachers. The National Board propositions were designed for advanced teachers but are extremely general, demanding a look at more specific statements of what teachers should know and be able to do. *Please select some sets of standards for alignment of course goals that represent in more detail professional expectations for advanced candidates. You might consider the generalist and specialist standards of the individual National Board certifications related to these degrees and the conceptual framework of the unit as tools for alignment and further specification of course and program goals.*

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

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

3. (Advanced) Master's Degree - Education (Cont'd.)	c.	The empirical base and conceptualization of CRIN 561 is weak, especially when this course is designed to serve candidates whose interest is in the entire school curriculum, K-12+. Although the field experiences listed for this course are strong, it is not clear how they will be integrated into the course. *Please continue to develop this course so that the next narrative submitted indicates how candidates will demonstrate knowledge of trends and issues in curriculum structure and organization as well as curricular skills to meet the needs of students at various levels of development, as indicated in the course description, and how the field experiences will be integrated.*
	d.	Use of the PASS-PORT system is evident in the program. Portal Six, admission to the program, requires presentation of seven kinds of data considered for admission. Portal Seven, 12-hour review, looks at GPA, grades in individual courses, designated assignments, and a rating of dispositions. Portal Eight, course embedded field experiences, depends on a plan for action research related to a local school improvement plan that incorporated the 5 NBPTS core propositions (CRIN 565), grades in courses, ratings of field experiences in pedagogical and content using a rubric, and performance of P-12 students. Portal Eight, post-program follow-up, involves employer ratings and indicators of student performances. *Please provide specific information about the rating of dispositions, the criteria and method for rating field experiences, and how the performance of P-12 students will be assessed. Also, please show how your assessments of candidate learning are aligned with the conceptual framework.*
	e.	Admission to the program depends on presentation of a number of quantitative (GPA, teaching certificate, GRE scores) and qualitative factors including dispositions as assessed in an interview, rating of a statement of personal goals, letters of reference, and a writing sample. *Please describe the protocols for the interview process and the criteria and methods for assessment of the other qualitative data to assure that candidates receive consistent and fair consideration.*
	f.	In this program, candidates will generally complete field experiences in their own classrooms. Your document describes characteristics and qualifications for mentor teachers, but it is not clear how mentor teachers will support or assess candidates during their field experiences. *Please provide a plan for the participation of mentor teachers and other site-based colleagues*

SOUTHERN UNIVERSITY AND A&M COLLEGE (CONT'D.)

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

3. (Advanced) Master's Degree - Education (Cont'd.)	f. (Cont'd.) *in the delivery and assessment of site-based experiences of candidates that contribute to student learning in schools.* g. When candidates complete field experiences in their own classrooms, the possibility arises that this placement will not enable their demonstration of the knowledge, skills, and dispositions associated with the learning of students with a range of diversities, including students of diverse ethnicities, language backgrounds, abilities, and nationalities. *Please describe the system you have in place to monitor self-selected and other placements to assure that candidates work with diverse learners.* **HISTORY** a. HIST 404 and 405 have been listed as courses for the graduate program. It is unclear if these are graduate courses. *Please indicate how 400 level courses can be used for Advanced Graduate Programs for Teachers.* **MIDDLE SCHOOL SCIENCE AND GENERAL SCIENCE** a. The courses for General Science are the same courses as Middle School Science with the exception of one course CRIN Middle School Curriculum. *Please explain who these two programs are intended to serve and why greater differences do not exist between these two programs.* **ENGLISH** a. ENGL 401 has been listed as a course for the graduate program. It is unclear if this is a graduate course. *Please indicate how a 400 level course can be used for an Advanced Graduate Program for Teachers.* b. There were course descriptions for ENGL 510 and 580, but they were not listed on the grid. *Please indicate if these courses will be taken by graduate students in the above programs.* **MIDDLE SCHOOL SCIENCE** a. For the Middle School Science, a course description was not provided for CRIN Middle School Curriculum. *Please provide a description of this course.*

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

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
3. *(Advanced) Master's Degree - Education (Cont'd.)*	**MIDDLE SCHOOL MATH AND MATHEMATICS** a. The courses for Mathematics are the same courses as Middle School Mathematics. *Please explain who these two programs are intended to serve and why they are the same.* **CHEMISTRY** a. CHEM 438 has been listed as a course for the graduate program. It is unclear if this is a graduate course. *Please indicate how a 400 level course can be used for an Advanced Graduate Program for Teachers.* **HISTORY** a. There were course descriptions for 404, 405, 507, 508, 510, 530, 550, 494/545, 546, 547, 548, 584, 586, 588, 593, 598, but these courses were not listed on the grid. *Please provide descriptions for these courses.*

4. *(Advanced) Master's Degree - Educational Leaders*	a. It is not clear that the redesign team works collaboratively during all stages of the redesign process. *Please resubmit your proposal to show meaningful collaboration efforts. Although it is evident that input is solicited by the university, true collaboration requires that all stakeholders be involved in the decision-making process about program improvement and curriculum changes.* b. A more formal structured training process needs to be established for internship mentors. *Please develop a plan for ongoing professional development for mentors that includes an annual review and update.* c. Further development is needed in the program so that more focus is placed on professional development activities for candidates. *Please submit a plan that shows how the institution will support professional development activities for graduates.* d. More development is needed to establish a formalized system for jointly establishing meaningful criteria for screening and recruiting potential candidates into the educational leadership program that goes beyond principal and superintendent nomination. *Please show evidence of collaboration with local school 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.*

B. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
4. (Advanced) Master's Degree - Educational Leaders	e.	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 occur in the programs. There is insufficient detail to determine which course is accountable for mastery of candidate proficiency. There needs to be more specific accountability measures built-in to identify the individual course where candidate mastery of state and national performance standards (ELCC) will be measured and achieved. *Please develop a formalized system for identifying courses and activities that focuses on instruction and improvement of student achievement.*
	f.	The requirement for all instructional leaders to possess knowledge and skills pertaining to literacy and numeracy needs to be made much more apparent in the program. *Please show evidence of the development of a formal process to monitor and report where these skills are taught and measured.*
	g.	The institution needs to provide more full-time faculty members to build the capacity of the department to deliver the coursework. *Please develop a plan to show how faculty will be recruited and hired and a timeline should be included.*
	h.	There is insufficient evidence to show that program candidates are engaged in creating professional learning communities in which leadership teams successfully address classroom, school, and/or district needs. *Please develop a plan to show opportunities for candidates to create professional learning communities.*
	i.	More development is needed in the portal system described in the portfolio process so that a system of accountability checkpoints within specified courses is identified where candidate mastery of performance skill competencies can be assessed and measured. In addition, the development of rubrics with specific criteria for measuring candidate mastery of standard competencies is needed. *Please develop a plan to show the development of rubrics with specific criteria for measuring candidate mastery of standard competencies and present a system of accountability checkpoints where candidate mastery of the skill competencies can be measured and assessed.*
	j.	There is insufficient evidence to show that program candidates participate as members of school and district teams responsible for student/school/district improvement. *Please develop a plan to show how candidates are required to participate as members of school and district teams.*

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
4. (Advanced) Master's Degree - Educational Leaders (Cont'd.)	k. Development is needed to provide relevant and ongoing professional development for faculty and adjuncts. Although ASCD's online professional development is a good resource it should take the place of a structured program. All faculty need training in the use of PASSPORT and assessment delivery. *Please submit a plan that shows a more structured plan for how the institution will provide professional development activities for faculty.*
	l. More development is needed to show that the program provides relevant internship activities that meet specific requirements found in state and national (ELCC) standards and allow candidates to demonstrate leadership competencies in real-life situations. *Please revise the internship to show a structured set of planned activities including instructional leadership and management activities.*
	m. A formal process needs to be established for ensuring that all references used to establish an empirical basis for courses and all course references, texts, and materials are kept up to date. *Please write a formal plan for how this will monitored on an annual basis.*
	n. Further development is needed to ensure that there are sufficient opportunities for candidates to apply problem-based learning knowledge gained in the classrooms with planned site-based performance activities (field experiences). More alignment between what is taught and application in the field is needed. In a review of course syllabi, it was not apparent that there was many performance based activities provided. *Please revise the course syllabi to provide more performance based activities and show the alignment to site-based field experiences.*
	o. Further development of the system for administering follow-up assessment surveys, gathering, and reviewing data to ensure continuous program improvement is needed. *Please submit evidence of the follow-up assessment surveys that will be used and that are aligned to state and national (ELCC) standards. Include specific timelines for gathering graduate, employer, and/or community feedback and explain how this data will be used for program improvement.*

SOUTHERN UNIVERSITY AND A&M COLLEGE (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.   *Grades 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.   *Grades K-12 Non-Master's/Certification-Only Alternate Program* a.   None
3.   *(Advanced) Master's Degree – Education*   a.   None
3.   *(Advanced) Master's Degree - Educational Leaders*   a.   We recommend that the institution collect demographic information for their service area so that the impact candidates have on student learning can be measured.

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. *Grades K-12 Baccalaureate Degree*	**ART EDUCATION – GRADES K-12** ***Does not meet certification requirements.*** *In order to meet certification requirements, the following must be addressed:* 1. Course descriptions were not provided for ECON 200, HLTH/PHED and VOLU. *Please provide catalog descriptions for each.*

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS

1. K-12 Baccalaureate Degree (Cont'd.)	**VOCAL MUSIC EDUCATION – GRADES K-12** ***Does not meet certification requirements.*** *In order to meet certification requirements, the following must be addressed:* 1. MUSC 402 is listed under Methodology and also under Focus Area Requirements. Please reexamine this course and determine the appropriate placement. *Please replace this course with an appropriate course in the location where it is removed.* 2. A course description was not provided for MUSC 353. *Please provide a description.*

VOCAL MUSIC EDUCATION – GRADES K-12

Does not meet certification requirements.

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

1.   MUSC 402 is listed under Methodology and also under Focus Area Requirements. Please reexamine this course and determine the appropriate placement. *Please replace this course with an appropriate course in the location where it is removed.*

2.   A course description was not provided for MUSC 353. *Please provide a description.*

INSTRUMENTAL MUSIC EDUCATION – GRADES 6-12

Does not meet certification requirements.

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

1.   A course description was not provided for MUSC 134. *Please provide a description of this course.*

FRENCH EDUCATION – GRADES K-12

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

1.   FREN 310 Introduction to Reading in Francophone Literature and it is listed as FREN 255 on page 15 of the course description. *Please provide the correct prefix and number.*

2.   Course descriptions were not provided for FREN 300 and FREN 460. *Please provide descriptions for these courses.*

3.   There are only 135 hours of field experiences. It is expected that candidates will complete 180 hours of field based experiences prior to student teaching. *Please identify courses in which additional hours of field-based experiences will occur and identify the types of learning activities that will occur in the courses.*

SPANISH EDUCATION - GRADES K-12

Does not meet certification requirements.

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

1.   There are only 160 hours of site based field experiences in student teaching. Candidates must have a minimum of 180 hours of credit hours. *Please add additional hours to student teaching.*

SOUTHERN UNIVERSITY AND A&M COLLEGE (CONT'D.)

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. K-12 Baccalaureate Degree (Cont'd.)	**HEALTH & PHYSICAL EDUCATION - GRADES K-12** ***Does not meet certification requirements.*** *In order to meet certification requirements, the following must be addressed:* 1. There are only 175 hours of field experiences. It is expected that candidates will complete 180 hours of field based experiences prior to student teaching. Please identify courses in which additional hours of field-based experiences will occur and identify the types of learning activities that will occur in the courses. 2. Course descriptions were not provided for Methods Courses, PHED 443 and HLTH 304. *Please provide descriptions of these courses.* 3. On page 18 (PHED 122 Beginning Swimming), it is not clear how you will ensure that you have up-to-date resources or references within the last five years. *Please provide additional information to indicate how this will occur.*

2. *Grades K-12 Non-Master's/Certification-Only Alternate Programs*	**ART EDUCATION – GRADES K-12** *Does meet certification requirements.* **HEALTH & PHYSICAL EDUCATION - GRADES K-12** *Does not meet certification requirements.* *In order to meet certification requirements, the following must be addressed:* 1. An adolescent psychology course has not been included in the curriculum. *Please identify how candidates will address adolescent psychology in their curriculum.* 2. PHED Test and Measurement is listed under Methodology and Teaching. This is not a methodology course. *Please remove PHED Test and Measurement and identify an appropriate methodology course. Please provide a narrative description of the methodology course.* **VOCAL MUSIC EDUCATION – GRADES K-12** *Does not meet certification requirements.* 1. Child psychology is required and has not been included in the curriculum. *Please identify how candidates will address adolescent psychology in their curriculum.*

SOUTHERN UNIVERSITY AND A&M COLLEGE (CONT'D.)

SECTION II.   CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
2. *Grades K-12 Non-Master's/Certification-Only Alternate Programs (Cont'd.)*	**INSTRUMENTAL MUSIC EDUCATION - GRADES K-12** *Does meet certification requirements.* **FRENCH EDUCATION - GRADES K-12** *Does meet certification requirements.* **SPANISH EDUCATION - GRADES K-12** *Does meet certification requirements.*

3. (Advanced) Master's Degree - Education	*The Louisiana Department of Education did not review this program since it did not address initial certification.*
4. Teacher Leaders Endorsement and (Advanced) Master's Degree - Educational Leaders	**TEACHER LEADER ENDORSEMENT** ***Does Not Meet Certification Requirements*** **MASTER'S DEGREE FOR EDUCATIONAL LEADER** ***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* a. On page 3 Supervision Certification and Child Welfare and Attendance are shown as separate curriculum. This is aligned with the old certification add-on endorsement in Supervision and Administration. *Please revise the curriculum to address the new educational leadership certification structure.*

SOUTHERN UNIVERSITY AT NEW ORLEANS

I.   **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
Grades PK-3 Baccalaureate Degree	***Recommended for Approval with Stipulations***

B.   **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)
1. Saturday and week night classes are being made available to candidates to accommodate their schedules if they are employed by the school system and not available for classes held during the day.
2. Three professional development schools have been created where university faculty teach courses on-site and school faculty are engaged in professional development.
3. The university faculty are working with high schools to help support teacher cadet programs that enable students to take high school courses that introduce them to the teaching profession.

C.   **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

Grades PK-3 Baccalaureate Degree	.a Site based performance activities lack specificity and purpose. *For each course that requires site based activities, please identify site based learning activities that have a specific purpose and are aligned with performance objectives.* .b The assessment strategies listed for EDEC 200 and EDEC 287, are the exact same strategies as those listed for EDEC 215 and several other courses. As an example, it is not clear why candidates in EDEC 200 are being required to develop a handbook for PK-3 parents in EDEC 200, and they are being required to once again develop a handbook for PK-3 parents in EDEC 215, EDEC 287, and other courses. It appears that the same assessments are being used in multiple classes, and it is not clear how the assessments are directly measuring the knowledge, skills, and dispositions within the individual courses. *For each narrative description, please provide a chart that shows the alignment of the course objectives with the assessments. Please provide more in-depth information about each assessment and identify the level of proficiency that will be required for teacher candidates to demonstrate proficiency on each assessment.*

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
Grades PK-3 Baccalaureate Degree (Cont'd.)	.c In the first year of teaching, it is stated that faculty members are available to serve as mentors and content specialists when needed. *Please describe plans to follow-up and monitor faculty members who serve as mentors and content specialists.* .d It is stated that candidates are encouraged to conduct periodic self evaluations or collaborations with selected faculty. *Please explain how the college will monitor that program completers conduct self evaluations, and engage in collaborative work with selected faculty. In addition, explain how faculty will become "selected faculty".*

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

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

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

Grades PK-3 Baccalaureate Degree	***Does Not Meet Certification Requirements*** *In order to meet certification requirements, the following must be addressed:* a. All universities were encouraged to develop programs that would have around 124 total credit hours. Most PK-3 programs in the state have a total of 124-128 credit hours. The program that has been proposed has a total of 132 credit hours. *Please reexamine the program to determine if all 132 credit hours are needed. If so, please provide a justification for requiring candidates to complete all 132 credit hours..* b. All PK-3 programs are required to have 12 hours of English. The program that has been proposed requires candidates to complete ENG 111, ENGL 112, AND ENGL 203. It was noted that candidates are required to complete ENGN 211 SPEECH FOR TEACHERS; however, that is not an English course. *Please identify 3 credit hours of English that candidates must complete for the General Education Requirement.*

SOUTHERN UNIVERSITY AT NEW ORLEANS (CONT'D.)

SECTION II.   CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. Grades PK-3 Baccalaureate Degree (Cont'd.)	c. All PK-3 programs are required to have 9 credit hours of Mathematics for General Education and an additional 9 credit hours of Mathematics in the Focus Area. The program that has been proposed requires candidates to complete MATH 118, MATH 151, MATH 220 for General Education and MATH 210 (Math for Elementary Teachers) and EDEC 320 (Instructional Strategies for Teaching Math and Science for PK-3 Early Childhood). *Please identify 3 credit hours of Mathematics that candidates must complete for the Focus Area.* d. Catalog descriptions have not been provided for the following courses: MATH 220, HIST 311, GEOG 410, and MATH 210. *Please provide catalog descriptions of the courses.* .e Full narrative descriptions have not been provided for the following courses: EDEC 222, EDEL 302, EDEL 260, EDEC 300, EDEC 363, EDGN 276, EDGN 473, EDGN 202, EDGN 220, and EDGN 472. *Please provide full two-page narrative descriptions of each course.* .f EDEC 220 is listed as Child Psychology on the Program Course Sequence Chart, and it is listed as Assessment and Diagnosis in PK-3 Early Childhood in the course descriptions. *Please correct this in the appropriate place.* g. EDEC 230 is listed as Assessment & Diag. on the Program Course Sequence Chart, and it is listed as Strategies for Teaching Reading Skills in PK-3 Early Childhood Education on the course description. *Please correct this in the appropriate place.* h. Instructional Strategies for Teaching Math and Science for PK-3 Early Childhood is listed as EDEC 320 on the Program Course Sequence Chart and as EDEC 310 on the course description. *Please correct this in the appropriate place.* i. It was not clear why two page course descriptions of EDEC 410 (Internship in PK-3 Early Childhood Education) and EDEC 414: (Student Teaching/Seminar in PK-3 Early Childhood Education – Alternate Certification) were provided for the Grades PK-3 baccalaureate program. The proposal that has been submitted is for individuals pursuing a baccalaureate degree – not alternate certification. These two courses were not listed on the Program Course Sequence Chart. *Please explain why EDEC 410 and EDEC 414 were included in the proposal.*

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. Grades PK-3 Baccalaureate Degree (Cont'd.)	j. EDEL 472 (Student Teaching) and EDGN 473 (Student Teaching Seminar) were listed on the Program Course Sequence Chart. However, two page narrative descriptions were not provided for these courses. *Please provide two page narrative descriptions of these courses.* k. Two page narrative descriptions were provided for the following courses: EDEC 215 (Infant and Toddler Behavior and Development), EDEC 287 (Emotional Intelligence/Brain-based Learning and Neuro-Behavioral Assessment for Infants and Toddlers), and EDGN 202 (Technology for Teachers). However, these three courses do not appear on the Program Course Sequence Chart. *Please indicate if candidates are required to take these courses and identify when they are taken during the program sequence.*

TULANE UNIVERSITY

I.   **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

Grades K-12 Non-Master's/Certification-Only Alternate Certification Program	***GRADES PK-3*** ***Recommended for Approval with Stipulations*** ***BIOLOGY EDUCATION – GRADES 6-12*** ***Recommended for Approval with Stipulations*** ***CHEMISTRY EDUCATION – GRADES 6-12*** ***Recommended for Approval with Stipulations*** ***ENGLISH EDUCTION – GRADES 6-12*** ***Recommended for Approval with Stipulations*** ***FRENCH EDUCATION – GRADES 6-12*** ***Recommended for Approval with Stipulations*** ***ITALIAN EDUCATION – GRADES 6-12*** ***Recommended for Approval with Stipulations*** ***MATH EDUCATION – GRADES 6-12*** ***Recommended for Approval with Stipulations*** ***PHYSICS EDUCATION – GRADES 6-12*** ***Recommended for Approval with Stipulations*** ***SOCIAL STUDIES EDUCATION – GRADES 6-12*** ***Recommended for Approval with Stipulations*** ***SPANISH EDUCATION – GRADES 6-12*** ***Recommended for Approval with Stipulations*** ***DANCE EDUCATION – GRADES K-12*** ***Recommended for Approval with Stipulations***

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1. The conceptual framework for the teacher education program is strongly consistent with the goals of the university.   2. The Program Advisory Council includes representatives of the Liberal Arts and Sciences faculty and administration as well as practitioners, students and members of the community.   3. Tulane has strong undergraduate programs in the liberal arts.

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
Grades K-12 Non-Master's/ Certification-Only Alternate Program	.a	There is confusion about the structure for the programs that greatly affects the quality of the early childhood program and, potentially, the others. The program document for Early Childhood Education states that candidates are admitted to the program based on passing the specialty examination and having earned a bachelor's degree in Psychology-Early Childhood. However, in the interview, it was stated that candidates may enter an alternative program with any college major if they pass the specialty examination. *In the next reiteration of this program, please provide a rationale for the choice to present an alternative program instead of an initial program which would enhance the quality of preparation by enabling the institution to control the content preparation of the candidates.*
	b.	A second structural aspect of the program is similarly problematic. By admitting candidates to teacher education after completion of the bachelor's degree but before clinical practice (student teaching or internship), the institution opens the door to admission of students who have completed their bachelor's degree, which may not be comparable to the Tulane degrees, at other institutions. This seems to belie the contention of the program proposal that recruiting is focused on prospective and current Tulane undergraduates. A more straightforward practice would be to admit candidates to teacher education in their sophomore or junior year, when they take the introductory course, EDLA 200 Education in a Diverse Society instead of treating this admission as a pre-admission. Admission to teacher education typically serves as a vehicle for screening candidates for admission in a way that assures they will be appropriately identified and advised through a curriculum that is highly externally regulated and subject to change at short notice due to changing state and federal requirements. Although it may seem easy to recognize your students for the first few years, this will

TULANE UNIVERSITY (CONT'D.)

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

Grades K-12 Non-Master's/ Certification-Only Alternate Program (Cont'd.)	b. (Cont'd.) not always be so. *In the next reiteration, please develop a plan for admission to teacher education that provides a formal structure for identifying and tracking the progress of candidates that utilizes an assessment system, and also develop a plan for advising teacher candidates throughout their programs.* c. The proposed practice of having candidates formally pass through the first three portals of the PASS-PORT system simultaneously with admission to student teaching violates the principles of continuous assessment of candidate progress and use of the results of assessments to make decisions that guide candidates in their progress through the program. The function of an assessment system is to provide a framework within which candidates are monitored and guided by continuous feedback based on fair, and unbiased assessments, and program faculty are guided in the continuing development of the program and of unit operations by analysis of aggregated data. *In the next reiteration of the program, please provide for continuous assessment of candidates at four distinct Portals that are distributed across the program and for use of assessment and other evaluation data in regular review for program evaluation and improvement.* d. Course goals did not seem to provide for candidate acquisition of knowledge, skills, and dispositions for teaching learners with disabilities, including collaboration with special education professionals. *In the next reiteration of this program, please describe how candidates in your programs will develop competence for teaching students with disabilities.* e Field experience descriptions focus on earlier field experience rather than student teaching or internship. Qualifications of cooperating teachers are described, but not their role nor the structure of the student teaching/internship experiences, the roles to be assumed by the university faculty, nor the documentation of candidate knowledge, skills, and abilities consistent with the goals of the programs. The program document states that student teaching may be completed out of state, which raises programmatic issues in addition to the ones to be resolved close to home. *In the next reiteration of this program, please describe the collaborative design of student teaching (clinical practice) and other field experiences by Tulane University with its professional community. What will be the role of the institution in selecting appropriate sites for completion of student teaching;*

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
Grades K-12 Non-Master's/ Certification-Only Alternate Program (Cont'd.)	e. *how will mentor teachers be selected, oriented to the program, and involved in the assessment of candidates; how will the performance of candidates be documented and by whom? How will candidates demonstrate their effect on the learning of students? If distant sites are used, how will the university select sites consistent with its program; how will cooperating teachers be selected, oriented, and recognized; and how will the university assume responsibility for the documentation of candidate performance?*
	f. The programs of study and courses narratives routinely offer internship as an alternative to student teaching. Is the internship intended for candidates who are the teachers of record in their classrooms? If so, under what conditions would candidates complete an internship instead of student teaching? *In the next reiteration of this program, please define the internship experience and, if it is different from student teaching, answer the questions about collaborative planning, program structure, roles of cooperating teachers and university supervisions, and issues of program assessment listed above.*

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

TULANE 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

Grades K-12 Non-Master's/ Certification-Only Alternate Program	***Does Not Meet Certification Requirements***
	
	In order to meet certification requirements, the following must be addressed:
	
	a. The program proposal shows that four courses are common to all three of Tulane's non-master's alternate programs:
	
	      EDLA 200 (3)—Education in a Diverse Society
	      EDUC 340 (3)—Classroom Management, Instructional Design, and Assessment
	      EDUC 380 (3)—Methods of Teaching Reading
	      EDLA 389 (1)—Service Learning in Public Schools
	
	      Describe differentiation by program and by certification level within these courses as to (1) instruction and/or (2) field experiences. If no differentiation, state why.
	
	b. A non-master's/certification-only program must be a stand-alone program that is open to any candidate who seeks admission. Several statements within the Institutional Section of the Tulane proposal leave some doubt as to whether degree holders from other universities could be admitted to Tulane's alternate programs:
	
	      A statement at the top of page 4 implies the PK-3 Tulane alternate program has been designed exclusively for Tulane students with degrees in Psychology-Early Childhood. "The early childhood education students who are working toward PK-3 certification are required by the program to complete their degree in Psychology-Early Childhood."
	
	      Please provide a written assurance that the PK-3 program is designed to admit anyone, with an undergraduate degree (in any area) from a regionally accredited college or university, who meets the admission guidelines for a PK-3 program
	
	c. A statement in the middle of page 7 implies that the "program" consists of only the six (6) semester hours assigned to the student teaching or internship experience (one of the requirements for admission to Tulane's alternate certification program is "3.0 GPA in education courses"). Does this mean that only a candidate who has completed the Tulane education coursework with a 3.0 GPA may be <u>admitted</u> to the alternate certification program? *Please explain and/or clarify admission requirements for Tulane's alternate programs*

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
Grades K-12 Non-Master's/ Certification-Only Alternate Program (Cont'd.)	d. EDUC 690; EDUC 691-692—Student Teaching/Internship in Early Childhood. According to the course narrative, field placements are made in public, private, and parochial *middle school and high school* settings. It is mentioned in the course description that the course includes seminars. *Describe field placements specific to early childhood candidates. Clarify seminar topics, how many seminars, of what duration, points of occurrence during the school year, etc.*
	e. EDUC 381—Practicum/Assessment in Early Childhood Reading is shown as a 1-credit hour course in the narrative description (p. 18) but as a 2-hour course in the program grid (p. 2). *Please clarify number of semester hour credits for this course and total number of semester hours for the program as a whole.*
	f. There is a narrative for PSYC 320—Educational Psychology on pp. 31-33, but the course is neither reflected in the program grid (p. 2) nor in the total number of hours required for the program. It is not clear whether PK-3 candidates must take this course. *Please explain if the course a part of their regular psychology undergraduate program, or are they expected to take it as a part of the educational alternate program coursework? Clarify how this course fits/does not fit into the PK-3 Non-Master's Program. Would a program candidate who did not earn a degree at Tulane have to take PSYC 320?*
	g. There is no course formally addressing social studies methods. EDUC 350 (Methods I of Early Childhood Education/ Curriculum Integration K-3) lists as one objective "Identify and utilize content standards for language arts, music, movement, and social studies in early childhood settings*." Detail the extent to which social studies methods for PK-3 candidates will be covered in EDUC 350 and/or in any other coursework within the program design.*
	h. Although there is no separate child development course, course description and/or objectives for both EDUC 300 (Emergent Literacy) and EDUC 390 (ECE Methods II— Methods of Teaching Math and Science) mention developmental appropriateness. *Detail the extent to which the overall program is providing instruction in child development issues. Name specific courses in which such instruction is provided and HOW those courses are providing the instruction.*

SECTION II.   CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS

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<td>Grades K-12 Non-Master's/
Certification-Only Alternate
Program (Cont'd.)</td>
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i.   Four courses (eight semester hours) are shown as the prescriptive plan. *Please explain if this is a program prescription, meaning that all students in the program must take this coursework, or simply courses to be used as part of an individualized prescription for candidates who may need remediation/assistance?*

j.   Please clarify the following:

1)   EDUC 382—Practicum/Assessment in Secondary Reading. The proposal shows field experiences as occurring exclusively in middle school classrooms. The primary field experiences site should not be limited to grades 6-8. *Please provide a written assurance that field experiences for EDUC 382 will extend across grades 6-12.*

2)   The program proposal indicates no content exam for secondary certification in German. Although currently the case, it should not be stated in the program proposal since in late spring, policy will be adopted and an effective date announced for a new exam (#0181—German: Content Knowledge*).   Please remove the statement that there is no content exam in German.*

3)   EDUC 501—Secondary Methods (I) of Teaching. Among the field experience sites listed for this course is the "Latin American Program at Tulane's Stone Center." *Describe the Latin American Program at Tulane's Stone Center and the types of field experiences to be provided through this entity*

4)   According to the proposal, Tulane BFA and/or BA degrees in dance assure a candidate's necessary performance skills. However, there may be candidates who come to the program from other universities. *Please describe the process to be used to assure that candidates who are <u>not</u> prepared at Tulane demonstrate the necessary performance skills, as required for program admission.*

5)   Five courses (eight semester hours) are shown as a prescriptive plan. *Please indicate if this is a <u>program prescription</u>, meaning that all students in the program must take this coursework or simply courses to be used as part of an <u>individualized prescription</u> for candidates who may need remediation/assistance. Please clarify.*

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TULANE UNIVERSITY (CONT'D.)

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
Grades K-12 Non-Master's/ Certification-Only Alternate Program (Cont'd.)	k. *Please clarify.* 1) EDUC 693; EDUC 694/695—Student Teaching or Internship. It is mentioned in the course description that the course includes seminars. *Please clarify seminar topics, how many seminars, of what duration, points of occurrence during the school year, etc.* 2) EDUC 693; EDUC 694/695—Student Teaching or Internship. According to the course narrative, field placements are made in public, private, and parochial middle school and high school settings. This indicates that field placements do not extend beyond grades 6-12 for the K-12 programs. For an all-level program, field experiences may occur in the student teaching and/or internship and also in other coursework, and must also include grades K-5. *Clarify where field experiences across all grades levels (K-12) exist in this all-level program.* 3) *Describe differentiation by program and by certification level within these courses as to (1) instruction and/or (2) field experiences. If no differentiation, state why.* 4) EDUC 382 – Practicum/Assessment Secondary Reading. The proposal shows field experiences as occurring exclusively in middle school classroom. For an all-level program, field experiences must extend beyond grades 6-8 and into grades 9-12, at a minimum. *Please provide written assurance that field experiences for this course will occur across grades 6-8 and grades 9-12.*

UNIVERSITY OF LOUISIANA AT MONROE

I.   **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. *Master of Arts in Teaching – Alternate Certification*	**ART EDUCATION – GRADES K-12** *Recommended for Approval* **FOREIGN LANGUAGE EDUCATION – GRADES K-12** *Recommended for Approval* **HEALTH & PHYSICAL EDUCATION– GRADES K-12** *Recommended for Approval* **VOCAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval* **VOCAL AND INSTRUMENTAL MUSIC EDUCTION – GRADES K-12** *Recommended for Approval*

2. (Advanced) Master's Degree - Education	**M. ED. IN CURRICULUM AND INSTRUCTION WITH SPECIALIZATIONS IN EARLY CHILDHOOD EDUCATION, ELEMENTARY, MIDDLE SCHOOL, READING, INSTRUCTIONAL TECHNOLOGY FACILITATION, AND SECONDARY WITH CONTENT SPECIALIZATIONS IN ART, BIOLOGY, CHEMISTRY, COMPUTER SCIENCE, EARTH SCIENCE, ENGLISH, FAMILY AND CONSUMER SCIENCE, FRENCH, HISTORY, MATHEMATICS, MUSIC EDUCATION, SPANISH, AND SPEECH.** *Recommended for Approval* **M. ED. IN EDUCATIONAL TECHNOLOGY LEADERSHIP** *Recommended for Approval*

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

A. **PROGRAM RECOMMENDATIONS (CONT'D.)**

TYPE(S) OF PROGRAM(S)		RECOMMENDATIONS
3.	*Teacher Leader Endorsement, (Advanced) Master's Degree for Educational Leaders, & Alternative Path for Educational Leaders*	**EDUCATIONAL LEADER** *Recommended for Approval* **ENDORSEMENT – TEACHER LEADER** *Recommended for Approval* **ALTERNATE PATH – EDUCATIONAL LEADER** *Recommended for Approval*

B. **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)

1. *Master of Education in Teaching – Alternate Certification*
 	
    .a   There is evidence of strong alignment across state and national standards, assessment strategies, conceptual framework, and LCET.
 	
    .b   An interactive Electronic Help Line and monthly professional development activities will provide ongoing support to program completers.

2. *(Advanced) Master's Degree - Education*
 	
    a.   The Curriculum and Instruction programs provide a well designed and sequenced 18-credit hour core that complements the areas of specialization. The six core courses are EDLE Teacher Leader 1: Using Data for School Improvement, EDLE 505 Teacher Leader 2: Improving School Performance, CURR 518 Technology, Application, and Portfolio Development, CURR 523 Research-based Action, CURR 545 Educational Techniques for Diverse Learning in Inclusive Classrooms and, CURR 573 Assessment and Accountability. Five of these courses were designed especially for the redesigned program.
 	
    b.   The redesigned M.Ed. in Curriculum and Instruction specializations enable candidates, who are licensed teachers, to build on their content knowledge in existing fields of certification. The following specializations enable candidates to add to their areas of certification: early childhood education, middle school education, reading, and instructional technology facilitation.
 	
    c.   The redesigned specialization in secondary education represents collaboration with the College of Arts and Sciences to offer candidates individually selected courses that develop their content knowledge. Candidates in secondary education have dual advisement from faculty in the College of Education and Human Development and the College of Arts and Sciences.

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.))

B.   STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM(S)

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

d.   The redesigned M.Ed. in Curriculum and Instruction offers candidates courses required for endorsement by the state as teacher leaders.

e.   The redesigned M.Ed. in Curriculum and Instruction utilizes portfolio procedures that are consistent with those required for National Board Certification. The concept of entering into the portfolio a "signature piece" from each course helps to unify candidates' portfolios around the program themes with a focus on P-12 student learning.

f.   The redesigned M.Ed. program in Educational Technology Leadership prepares candidates for leadership of educational technology in schools and school districts and qualifies them for state endorsement in education technology facilitation and educational technology leadership as well as endorsement as teacher leaders.

g.   The M.Ed. in Educational Technology Leadership and the M.Ed. in Curriculum and Instruction-Educational Technology Facilitation are nationally recognized by ISTE.

h.   The redesign process benefited from significant input both from school practitioners and from faculty in other colleges at University of Louisiana-Monroe. There are structured plans for continued involvement of these constituents in recruitment, delivery, evaluation, and continued development of the programs.

i.   Admissions screening for the Curriculum and Instruction programs is based on both quantitative and qualitative data. Admissions procedures and criteria are clear and include use of a rubric for scoring dispositions exhibited in an interview. These factors contribute to consistency and fairness in the admissions process.

j.   Course narratives for the redesigned programs show the alignment of course goals with the unit's conceptual framework, NCATE/State standards, and standards of relevant specialized professional societies, including ISTE. ACEI, IRA, NETS, LCET, and NBPTS. Assessment strategies, empirical bases, and plans for field experiences are well developed.

k.   The teacher leader seminars of the Curriculum and Instruction programs involve teachers in data-based decision making and action related to local school improvement plans.

l.   There are articulated and appropriate plans for identification, orientation, and participation of school-based mentors in the support and assessment of candidates. Plans for communication and professional development of these partner educators will contribute to these advanced programs for teachers in ways that also support the growth of the mentors.

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3.   (Advanced) Master's Degree - Educational Leaders

a   It is very evident that the redesign team has worked collaboratively during all stages of the redesign process. The level of collaboration among all groups is commendable.

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

OVERALL STRENGTHS OF THE PROGRAM(S)

3.   *(Advanced) Master's Degree - Educational Leaders (Cont'd.)*

b   The development of tiers and the requirement of the teacher endorsement system for selection and recruitment of candidates into the programs and the use of a 360 degree administrative feedback assessment for selection of potential candidates to determine their potential leadership is a commendable addition to the recruitment process.

c   Within each course there are identifiable signature activities that must be assessed at a higher level ("major accomplishments") and candidates are rated on their proficiency level by SOLO score levels. If candidates do not achieve mastery level they are required to repeat until mastery is achieved. This is a commendable assessment process.

d   There is a well-established structure for faculty to engage in collaborative discussion on a regular basis to review resources and ensure that materials are up to date.

e   There is a strong follow-up study system in place for gathering data from superintendents and the field in general. It is evident that this documentation is aligned to state and national standards and is used regularly to update course curriculum and materials.

f   The requirement for all instructional leaders to possess knowledge and skills pertaining to literacy and numeracy is a focused part of the revised course design.

g   The program structure is designed to show that more than 1/3 of the courses focus on instruction and the improvement of student achievement. This provides candidates with a strong focus on instructional leadership.

h   The data course 500 does an excellent job of supporting leaders who will have to meet AYP and NCLB requirements.

i   Course 505 requires candidates to build school work teams to improve schools and raise student achievement.

j   Course 540 provides opportunities for candidates to engage with parents to improve motivation and student achievement.

k   The program provides relevant internship activities that meet specific requirements found in state and national (ELCC) standards and allow candidates to demonstrate leadership competencies in real-life situations.

l   Program candidates are engaged in creating professional learning communities in which leadership teams successfully address classroom, school, and/or district needs.

m   There is well-established process by which the institution makes alterations to curriculum based on results from K-12 school results and school improvement data. If this is tied to schools where graduates are employed this would be a commendable effort at showing candidate impact on student learning and achievement.

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

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

OVERALL STRENGTHS OF THE PROGRAM(S)
3.   *(Advanced) Master's Degree - Educational Leaders(Cont'd.)*   n   The mentor screening is well defined and it is evident that they have planned profession development activities three each year. The manual specifies the roles and responsibilities of candidates and supervisors.

C. **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. *Master of Arts in Teaching – Alternate Certification*	None
2. *(Advanced) Master's Degree - Education*	None
3. *(Advanced) Master's Degree - Educational Leaders*	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 Degree*   a.   None
2.   *(Advanced) Master's Degree – Education*   a.   Producing information regarding evidence based learning will enable the university to respond to the call of the schools for accountability about the goal of improving teaching and learning. Given this, we recommend that the program devise vehicles for sharing results with the larger professional community and especially with all program stakeholders within the local community.

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
3.   (Advanced) Master's Degree - Educational Leaders a.   We recommend further refinement of the program to ensure that professional development activities are provided for candidates. b.   We recommend that the knowledge learned in the courses be more clearly aligned to specific internship activities. .

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. Master of Arts in Teaching – Alternate Certification	**ART EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **FOREIGN LANGUAGE EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **HEALTH & PHYSICAL EDUCATION– GRADES K-12** *Does Meet Certification Requirements* **VOCAL MUSIC EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **VOCAL AND INSTRUMENTAL MUSIC EDUCTION – GRADES K-12** *Does Meet Certification Requirements*

2. (Advanced) Master's Degree - Education	*The Louisiana Department of Education did not review this program since it did not address initial certification.*

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
3.　　*(Advanced) Master's Degree - Educational Leaders*	***Does Meet Certification Requirements***

UNIVERSITY OF NEW ORLEANS

I.   **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. *(Advanced) Master's Degree - Education*	**CURRICULUM & INSTRUCTION** ***Recommended for Approval with Stipulations***
2. *(Advanced) Master's Degree for Educational Leaders*	***Recommended for Approval with Stipulations***

B.   **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)

1.   *(Advanced) Master's Degree - Education*

a. This program is creative in offering candidates options that are consistent with their own professional development goals and the needs of their schools.

b. The redesigned M.Ed. in Curriculum and Instruction enables candidates, who are licensed teachers, to build on their content knowledge in existing fields of certification and/or to add to the fields in which they are certified. This component assists schools by enabling more teachers to meet federal expectations for being "highly qualified."

c. The redesigned M.Ed. in Curriculum and Instruction offers candidates specialty areas of six or more credits that address common areas for K-12 school improvement in the university's service area. These areas were selected with input from school district personnel.

d. The redesigned program builds on the conceptual framework that is established for initial programs of the unit and features use of the unit assessment system and framework for teaching originally designed for the initial programs. Continuity between initial and advanced programs is evident in the unit assessment system.

e. The focus of the redesigned program is clearly on teaching and teacher leadership within the school community. One purpose of the redesign is to establish a program in Curriculum and Instruction that is exclusively for K-12 teachers, allowing a different option for degree candidates who work with curriculum and instruction in adult education or non-school settings.

f.   Field experiences in the program utilize an adult learning format in which the candidate accepts responsibility for designing activities and expected outcomes consistent with school improvement. Implementation of the field experience requires that the candidate negotiate with the principal a role that can be played by the candidate. This has the effect of placing the principal in the role of sponsor, and possibly mentor, for the field experience.

UNIVERSITY OF NEW ORLEANS (CONT'D.)

B.   STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1.   *(Advanced) Master's Degree - Education (Cont'd.)*   g. Support for National Board Certification is an option available as a specialty area.   h. Portfolio reviews conducted at exit from the programs are viewed as occasions for authentic assessment of teaching practices of candidates in light of the roles of teachers posited in the assessment framework of the program.   i. The evaluation plan for the program draws on data collected from candidates, faculty, program completers, program non-completers, and district representatives to answer meaningful questions.   j. Program admission requirements include attention to the availability of candidates to complete its field experiences through employment as teachers or the flexibility to work in schools.   k. The University has initiated and planned partnerships and externally funded projects that are complimentary to the focus of this program on urban education, school improvement, and effective teaching.
2.   *(Advanced) Master's Degree - Educational Leaders*   a.   We commend the institution for structuring the program so that all candidates must take the teacher leader courses in tier one prior to entering the Masters program. This provides a good mechanism for screening potential leaders into the program.   b.   We commend the deans for meeting to discuss how business related competencies might be incorporated into the leadership program is commendable.   c.   We commend the institution for clarifying the program during the interview beyond the written materials provided. It appears that the faculties are striving to make meaningful changes to their revised programs.

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

1.	*(Advanced) Master's Degree - Education*	a.	Candidates should be using the Non-Master's/Certification-Only Program to pursue initial certification. They may use 12 of those hours toward their Master's Degree; however, the other 24 hours in their Master's Degree should be advanced courses that extend beyond the initial hours that they completed in their Non-Master's/Certification-Only Program. This is not clear in the proposed program. *Please clarify the fact that candidates can only attain initial certification through your Non-Master's/Certification-Only Alternate Program and 24 of the hours in this program will involve courses that extend beyond initial certification courses.*

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

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. *(Advanced) Master's Degree - Education (Cont'd.)*	b. Documentation included course narratives rather than course descriptions (with the exception of EDFR 6700*). Please provide complete descriptions for required courses pertaining to the alternate path(s), or indicate which required courses were previously approved.*
	c. The program redesign document does not include narrative description of the courses that address advanced knowledge and skills for teachers except for EDFR 6700 Educational Research, which is included. These narratives are supposed to indicate what candidates will know and be able to demonstrate through this course, the empirical basis for the course, proposed resources and materials, and faculty who are qualified and available to teach the course. *In the next submission of this program, please include narrative descriptions of the relevant courses as described on pages 13 and 14 of Guidelines for Redesigned Post-Baccalaureate Program Proposals.*
	d. Although a model for design and development of field experiences is provided, it is not clear how the field experiences are associated with the courses as a part of a program. A "Progression of Site-based Experiences for Post-Baccalaureate Programs" is not included in the program report *In the next submission of this program, please prepare a list of program courses as they are associated with field experiences that are integrated into the redesigned program as described on page 11 of Guidelines for Redesigned Post-Baccalaureate Program Proposals.*
	e. Because of the flexibility and responsiveness of this curriculum to candidate needs, advising tools are especially important. *In the next submission of this program, please develop a plan for assuring that prospective and admitted candidates and program faculty, including advisers, have access to clear and consistent information about the program and that candidates are guided fairly and equitably in their selection of the options available in the program.*
	f. Assessment of candidates was described at admission to and exit from the program. Candidates develop a professional portfolio that is entered into PASS-PORT. The portfolios include evidence of candidate learning that are assembled throughout the courses and field experiences of the program. At this point, there is no plan for review of candidate progress in the program, except at the course level, between admission and exit. Development of a program assessment system that meets NCATE standards and state expectations for use of the PASS-

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

1. *(Advanced) Master's Degree* *- Education (Cont'd.)*	**f.** (Cont'd.) NCATE standards and state expectations for use of the PASS-PORT system requires four levels of review of student progress that may be formative for Portals Seven and Eight. *In the next submission, please develop for the program a four-stage assessment system that is consistent with the student-centered philosophy of the program and provides an opportunity for substantive assessment of candidate progress that has consequences for their continued work in the program.* **g.** Several elements are in place that support exit assessment from the program. These include a rubric to be used in holistic assessment of accomplished teaching and a review process that has been piloted through externally-funded projects using teams of different sizes and compositions. Still, there is not a protocol in place to guide these reviews in a way that leads to a decision about exit from the program, recommendation for certification, if relevant, or even whether the candidate has achieved an overarching goal of seeing better the "big picture" of education. *In the next reiteration of this program, please develop a protocol for your portfolio review process that can be shared with candidates and review participants to shape their understanding of the process and to help assure consistency and fairness in the treatment of candidates.* **h.** There is no clear plan for monitoring of field experiences by program faculty or by school-based personnel. In an interview with program designers, discussion of mentoring of candidates by school personnel included the ideas of peer mentoring of candidates and mentoring by partner teachers and teachers in residence. How faculty will be involved in the approval, oversight, and assessment of field experiences is not clear *In the next submission of this program, please develop a protocol for the conduct of field experiences that attends to issues of initiation, accountability, and oversight that, if possible, involves both school and university personnel in consultation with the candidate.* **i.** When candidates complete field experiences in their own classrooms, the possibility arises that this placement will not enable their demonstration of the knowledge, skills, and dispositions associated with the learning of students with a range of diversities, including students of diverse ethnicities, language backgrounds, abilities, and nationalities. *In the next submission of this program, please describe the system you have in place to monitor self-selected and other placements to assure than candidates work with diverse learners.*

C. **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

2.	*(Advanced) Master's Degree* *- Educational Leaders*	a.	It is not clear that the redesign team works collaboratively during all stages of the redesign process. *Please provide additional information to show that meaningful collaboration efforts will be occurring as this proposal is further developed and implemented. Although it is evident that input is solicited by the university, true collaboration requires that all stakeholders be involved in the decision-making process about program improvement and curriculum changes.*
		b.	More development is needed to establish a formalized system for jointly establishing meaningful criteria for screening and recruiting potential candidates into the educational leadership programs that goes beyond principal and superintendent nomination. *Please show evidence of collaboration with local school 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 .	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 occur in the program. There is insufficient detail to determine which course is accountable for mastery of candidate proficiency. There needs to be more specific accountability measures built-in to identify the individual course where candidate mastery of state and national standards (ELCC) will be measured and achieved. *Please develop a formalized system for identifying courses and activities that focuses on instruction and improvement of student achievement.*
		d.	The requirement for all instructional leaders to possess knowledge and skills pertaining to literacy and numeracy needs to be made much more apparent in the program. *Please show evidence of the development of a formal process to monitor and report where these skills are taught and measured.*
		d.	Site based performance activities within the courses and the internship activities need to be more focused on providing candidates with active engagement in instructional problem-based learning and offer opportunities for candidates to demonstrate instructional leadership competencies. *Please revise the plan to show the specific internship and learning activities in the courses where candidates practice the skills necessary to be instructional leaders. Many examples given in the materials and the interview spoke to traditional management types of activities not instructional leadership activities.*

UNIVERSITY OF NEW ORLEANS (CONT'D.)

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

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
2. *(Advanced) Master's Degree - Educational Leaders (Cont'd.)*	f. More development is needed to show that the program provides relevant internship activities that meet specific requirements of national (ELCC) standards. *Please provide information to show that a structured set of planned activities including instructional leadership and management activities will be aligned to ELCC standards.*
	g. There is insufficient evidence to show that program candidates are engaged in creating professional learning communities in which leadership teams successfully address classroom, school, and/or district needs. *Please identify how meaningful opportunities will be provided for candidates to create professional learning communities.*
	h. More development is needed in the portal system described in the portfolio process so that a system of accountability checkpoints within specified courses is identified where candidate mastery of skill competencies can be assessed and measured. In addition, the development of rubrics with specific criteria for measuring candidate mastery of standard competencies is needed. *Please provide information to show that the development of rubrics with specific criteria for measuring candidate mastery of standard competencies will occur and identify a system of accountability checkpoints where candidate mastery of the skill competencies can be measured and assessed.*
	i. The institution needs to fill the vacant faculty positions and build capacity to allow faculty to spend more time in schools to supervise and monitor intern candidates. *Please provide a plan and timeline on how this will be accomplished.*
	j. A structured formal evaluation assessment of internship candidates is needed to measure candidate proficiency and progress on state and national (ELCC) standards. *Please revise the plan to include a scoring guide (rubrics) that will used on-site to evaluate candidate internship activities.*
	k. The institution needs to develop specific selection criteria for mentors that will allow for flexibility for individual school systems and develop a structured training plan for all on-site mentors. *Please show the efforts to collaboratively develop selection criteria with local school district and submit the mentor training or profession development with a specific timeline for implementation.*

C.   PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL		
2. (Advanced) Master's Degree - Educational Leaders (Cont'd.)	l.	The institution needs to develop a more formalized system for administering follow-up assessment surveys and gathering and reviewing data to ensure continuous program improvement. *Please develop a plan that includes specific timelines for gathering graduate, employer, and/or community feedback and be aligned to state and national (ELCC) standards.*
	m.	A formal process needs to be established for ensuring that all references used to establish an empirical basis for courses and all course references, texts, and materials are kept up to date. *Please identify how this will monitored on an annual basis.*
	n.	Further development is needed to ensure that there is an alignment between what candidates learn in the classrooms and what they apply in site-based performance activities (field experiences). *Please provide a plan that shows this.*

D.   SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION
1.   *(Advanced) Master's Degree – Education*   a.   Producing information regarding evidence-based learning will enable the university to respond to the call of the schools for accountability about the goal of improving teaching and learning. Given this, we recommend that the program devise vehicles for sharing results with the larger professional community and especially with all program stakeholders within the local community.

2.   *(Advanced) Master's Degree - Educational Leaders*
 	
     b.   We recommend further refinement of the program to ensure that professional development activities are provided for candidates.
 	
     c.   We recommend that the institution collect demographic information for their service area so that the impact candidates have on student learning can be measured.
 	
d.   The first year cohort groups are facilitated by veteran teachers. We recommend that you consider having outstanding administrators provide considerable input.

UNIVERSITY OF NEW ORLEANS (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. *(Advanced) Master's Degree - Education*	*The Louisiana Department of Education did not review this program since it did not address initial certification.*
2. *(Advanced) Master's Degree - Educational Leaders*	***Does Not Meet Certification Requirements*** 1. The licensure requirements (e.g., type and level) are not clear for program entry. *Please clarify.*

XAVIER UNIVERSITY

I.   **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* **FOREIGN LANGUAGE EDUCATION– GRADES K-12 (SPANISH OR FRENCH)** *Recommended for Approval* **VOCAL MUSIC EDUCATION– GRADES K-12** *Recommended for Approval* **HEALTH & PHYSICAL EDUCATION– GRADES K-12** *Recommended for Approval* **INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Recommended for Approval*
2. *Teacher Leader Endorsement and (Advanced) Master's Degree for Educational Leaders*	**TEACHER LEADER ENDORSEMENT** *Recommended for Approval with Stipulations* **EDUCATIONAL LEADER** *Recommended for Approval with Stipulations*

B.   **STRENGTHS**

OVERALL STRENGTHS OF THE PROGRAM(S)

1. K-12 Baccalaureate Degree

    a.   There is strong collaboration across the university campus and PK-12 school partners.

    b.   Site based performance activities are comprehensive and focused on improved student achievement.

    c.   The process for the selection of field placements and mentors is based on rigorous criteria.

XAVIER UNIVERSITY (CONT'D.)

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

OVERALL STRENGTHS OF THE PROGRAM(S)

1.   *K-12 Baccalaureate Degree (Cont'd..)*

    d.   The Division of Education has strengthened its alumni network to recruit candidates and support program completes through informal and formal mentoring.

    e.   CAPPA PHI CAPPA, an honor society for education majors hosts activities to support candidates and graduates.

    f.   Course objectives and assessment activities have been clearly aligned.

2.   *(Advanced) Master's Degree - Educational Leaders*

    a.   We commend the institution on structuring the internship activities around what is being taught in the classrooms and for having the classroom faculty oversee the internship activities aligned to their class. This is an excellent delivery model.

    b.   We commend the institution on its development of a formalized system for training site-based (internship) mentors. The mentorship selection criteria and training described is a good start and the institution is encouraged to continue its development for the selection and training that will take place.

    c.   We commend the institution for affiliating with the School Leadership Center. It is an excellent way of identifying aspiring leaders for entrance into the program and has the ability to identify the latest resources.

    d.   We commend the institution for completely revamping the curriculum based on input from a variety of partners including PK-12 principals, other universities, and school parishes is commendable.

    e.   We commend the institution for including learning activities within the courses and internship activities that are focused on providing candidates with active engagement in instructional problem-based learning and offering opportunities for candidates to demonstrate instructional leadership competencies.

    f.   We commend the institution for ensuring an adequate number of faculties across all areas to teach in the program.

    g.   We commend the institution for clarifying the program during the interview beyond the written materials provided. It appears that the faculties are striving to make meaningful changes to their revised programs.

XAVIER UNIVERSITY (CONT'D.)

C.   PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. *K-12 Baccalaureate Degree*	None
2. *(Advanced) Master's Degree - Educational Leaders*	a. Although the university has done an excellent job of soliciting input from the redesign team, it is still unclear that there is a true collaboration process during all stages of the redesign process. *Please resubmit your proposal to show meaningful collaboration efforts. Although it is evident that input is solicited by university, true collaboration requires all stakeholders to be involved in the decision-making process about program improvement and curriculum changes.* b. More development is needed in jointly establishing meaningful criteria for screening and recruiting potential candidates into the educational leadership program. *Please show evidence of collaboration with local school 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. Although there are objectives in courses related to instruction, there is insufficient evidence of a formal 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 program. There is insufficient detail to determine which course is accountable for mastery of candidate proficiency. There needs to be more specific accountability measures built-in to identify the individual course where candidate mastery of state and national standards (ELCC) will be measured and achieved. *Please develop a formalized system for identifying courses and activities that focuses on instruction and improvement of student achievement.* d. The requirement for all instructional leaders to possess knowledge and skills pertaining to literacy and numeracy needs to be made much more apparent in the program. *Please show evidence of development of a formal process to monitor and report where these skills are taught and measured.* e. There is insufficient evidence to show that program candidates are engaged in creating professional learning communities in which leadership teams successfully address classroom, school, and/or district needs. *Please revise the plan to show opportunities for candidates to create professional learning communities.*

C. **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

3. *(Advanced) Master's Degree* *- Educational Leaders*	f. More development is needed in the portal system described in the portfolio process so that a system of accountability checkpoints within specified courses is identified where candidate mastery of skill competencies can be assessed and measured. In addition, the rubrics used should ensure that state and national standard criteria is used for measuring candidate mastery. *Please revise the plan to show the development of rubrics with specific criteria for measuring candidate mastery of standard competencies and present a system of accountability checkpoints where candidate mastery of the skill competencies can be measured and assessed.* g. There is insufficient evidence to show that program candidates participate as members of school and district teams responsible for student/school/district improvement. *Please revise the plan to show how candidates are required to participate as members of school and district teams.* h. Learning activities within the courses and internship activities need to be more focused on providing candidates with active engagement in instructional problem-based learning and offer opportunities for candidates to demonstrate instructional leadership competencies. *Please revise the plan to show the specific internship and learning activities in the courses where candidates practice the skills necessary to be instructional leaders. Many examples given in the materials and the interview spoke to traditional management types of activities not instructional leadership.* i. A formal process needs to be established for ensuring that all references used to establish an empirical basis for courses and all course references, texts, and materials are kept up to date. *Please write a formal plan for how this will monitored on an annual basis.* j. The institution needs to develop specific selection criteria for mentors that will allow for flexibility for individual school systems and develop a structured training plan for all on-site mentors. *Please show the efforts to collaboratively develop selection criteria with local school district and submit the mentor training or profession development with a specific timeline for implementation.* k. The institution needs to develop a more formalized system for administering follow-up assessment surveys and gathering and reviewing data to ensure continuous program improvement. *Please develop a plan that includes specific timelines for gathering graduate, employer, and/or community feedback and be aligned to state and national (ELCC) standards.*

XAVIER UNIVERSITY (CONT'D.)

C. **PROGRAM STIPULATIONS**

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
3. (Advanced) Master's Degree - Educational Leaders	l. The institution needs to develop a more formalized system for administering follow-up assessment surveys and gathering and reviewing data to ensure continuous program improvement. *Please develop a plan that includes specific timelines for gathering graduate, employer, and/or community feedback and be aligned to state and national (ELCC) standards.*
	m. Further development is needed to ensure that there is an alignment between what candidates learn in the classrooms and what they apply in site-based performance activities (field experiences). *Please provide a plan that shows the alignment between what candidates learn in the classrooms and what they apply in site-based performance activities (field experiences).*
	n. The state certification requirements for the Teacher Leader endorsement is six graduate hours. There is a two credit hour internship added to the Teacher Leader Endorsement in the proposal for a total of 8 semester hours of graduate work. *Please identify how a student will be able to acquire a Teacher Leader Endorsement within the 6 credit hour requirement.*

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.

XAVIER 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

1.   K-12 Baccalaureate Degree (Cont'd.)

    b.   The Knowledge of the Learner and Learning Environment courses are exactly the same for Art Education – Grades K-12, Foreign Language Education – Grades K-12, Vocal Music Education – Grades K-12, and Instrumental Music Education – Grades K-12. For Health and Physical Education – Grades K-12, the candidates take four courses EDUC 2025, (Child Psychology), EDUC 3040 (Educational Psychology), EDUC 4090 (Adolescent Psychology), and EDUC 4200 (Multicultural Education) that are the same as the other four K-12 certification areas. It is recommended that efforts be made to differentiate these courses to assist candidates who are working in different certification areas develop the knowledge, skills, and dispositions that are appropriate for their subject areas.

    c.   PHED 4360 - Organization and Administration appears to serve as a course to address Classroom Management for Health and Physical Education candidates. However, the course seems more geared to administrators than to teachers. There is no field component in the course and the assessments rely on tests and classroom discussion. It is recommended that you reexamine this course and either strengthen the existing objectives or add additional objectives to this or other courses to more fully address candidates' needs for classroom management.

2.   (Advanced) Master's Degree - Educational Leaders

    a.   We recommend further refinement of the program to ensure that professional development activities are provided for candidates.

    b.   We recommend further development of the system for administering follow-up assessment surveys, gathering, and reviewing data to ensure continuous program improvement. The follow-up surveys should include specific timelines for gathering graduate, employer, and/or community feedback and be aligned to state and national (ELCC) standards.

    c.   We recommend that the syllabi more clearly indicate all of the changes and innovative practices that the redesign team has accomplished.

XAVIER UNIVERSITY (CONT'D.)

SECTION II. CERTIFICATION EVALUATION (CONT'D.)

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 (Cont'd.)	**ART EDUCATION - GRADES K-12** *Does Meet Certification Requirements* **VOCAL AND INSTRUMENTAL MUSIC EDUCATION – GRADES K-12** *Does Meet Certification Requirements* **HEALTH & PHYSICAL EDUCATION K-12** *Does Meet Certification Requirements* **FOREIGN LANGUAGE EDUCATION K-12 (SPANISH OR FRENCH)** *Does Meet Certification Requirements*
2. Teacher Leader Endorsement and (Advanced) Master's Degree - Educational Leaders	**TEACHER LEADER ENDORSEMENT** *Does Meet Certification Requirements* **MASTER'S DEGREE FOR EDUCATIONAL LEADER** *Does Meet Certification Requirements*