



**CYCLE FOUR:  
RECOMMENDATIONS OF THE  
EXTERNAL EVALUATORS**

**REDESIGNED TEACHER PREPARATION  
PROGRAMS**

**UNDERGRADUATE CERTIFICATION,  
MASTER'S DEGREE ALTERNATE CERTIFICATION,  
AND NON-MASTER'S/CERTIFICATION-ONLY ALTERNATE  
CERTIFICATION**

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

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# **PART I: INTRODUCTION**

## PART I: INTRODUCTION

This document provides a summary of the program evaluation that has occurred to examine redesigned regular certification programs and alternate certification programs being proposed by public and private universities in Louisiana for the Cycle 4 Evaluation Process. A team of external evaluators has examined the redesigned programs and identified those that they are recommending to the Board of Regents and Board of Elementary and Secondary Education for approval based upon their quality.

The following is a general description of the four state-approved certification structures used by universities to design the programs. A more thorough description of the undergraduate program can be found in Appendix A. Alternate certification programs are included in Appendix B.

### *Undergraduate Program*

The *undergraduate program* requires individuals to complete a minimum of 124 hours for grades PK-3, 1-6, 4-8, or 7-12 certification. The coursework is divided into five major areas: General Education, Focus Areas, Knowledge of the Learner and Learning Environment, Methodology and Teaching, and Flexible Hours.

### *Alternate Certification:*

The *Practitioner Teacher Program* is an alternate certification program that requires individuals to complete 18-30 hours designed for cohorts who participate in an intensive summer program, seminars during the fall and spring, and an internship while working full time as a teacher in a school.

The *Master's Degree Program – Alternative Path* is a 36 hour master's degree program is an alternate certification pathway designed for individuals who are teaching full time, attending the university full time, or attending the university part-time.

*Non-Master's/Certification-Only Program* is an alternate certification program that specifies 24-33 hours of coursework and internship/student teaching. This program is designed for individuals who work full time in careers other than teaching and want to complete their coursework at a slower pace before entering student teaching and leaving their existing jobs.

A description of the review process can be found in Section II of this document. The final recommendations of the external evaluators can be found in Section III under Program Reviews.

**PART II: DESCRIPTION OF THE  
PROCESS FOR THE FOURTH  
EVALUATION CYCLE**

## **PART II: DESCRIPTION OF THE PROCESS FOR THE FOURTH REVIEW CYCLE**

### **SECTION I: EXTERNAL EVALUATION OF QUALITY**

The Board of Regents (BoR) and State Board of Elementary and Secondary Education (SBESE) selected three external consultants to review and evaluate redesigned teacher preparation programs during the fourth cycle. The evaluators were charged with reviewing the teacher preparation redesign plans, providing feedback to universities regarding their proposals, and making recommendations to university system boards, BoR, and SBESE relative to acceptance of the redesigned plans. The primary responsibility of the external evaluators was to identify quality programs that should be recommended for state approval and provide recommendations to universities to enhance the quality of all programs in the state.

#### **Submission**

All universities were required to submit redesign proposals that met specifications identified within a document entitled *Final Revision of Guidelines for Submission and Review of Redesigned Teacher Preparation programs (October 18, 2001)*. 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 regular undergraduate teacher preparation programs. All universities were required to submit proposals by February 18, 2003.

#### **Review**

The review process was used as a first step to help create high quality teacher preparation programs across the state.

External 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 proposals to read in advance. Upon arrival in Baton Rouge, the evaluators met on March 5, 2003 to review proposals and identify questions to ask about the proposals during interviews. Two-member teams conducted 45-minute interviews with university representatives including key university administrators, university faculty, and K-12 school partners. At the conclusion of the interviews, each proposal was evaluated based upon written information within the proposals and responses during the interviews. After all proposals had been reviewed, the evaluators met to discuss their recommendations and stipulations to ensure that consistency existed across evaluators and across proposals. Consensus was reached by the external evaluators to determine final recommendations and areas in need of further development. The three recommendations were the following:

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

- *Recommended for Approval with Stipulations:* Programs that have areas that are in need of further development.
- *Not Recommended for Approval:* Programs that are in need of major program redesign.

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

**A. Program Recommendation**

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

**B. Strengths**

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

**C. Program Stipulations**

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

**D. Specific Recommendations for Future Improvement**

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

Six of the public and private institutions in Louisiana with teacher preparation programs submitted redesigned programs for review. The review consisted of one undergraduate program, two Master's Degree Alternate Certification Programs, and five Non-Master's/Certification-Only Programs.

**SECTION II: EVALUATION OF CERTIFICATION REQUIREMENTS**

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

**SECTION III: WRITTEN DOCUMENTS**

All recommendations of the external evaluators and the Louisiana Department of Education have been provided within this report, *Cycle Four: Recommendations of the External Evaluators*. The report has been placed on the Board of Regents web site (<http://www.regents.state.la.us>) under Teacher Preparation.

## **SECTION IV: APPROVAL PROCESS**

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

### **Public Universities**

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

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

If not approved, universities may rewrite the proposals to address stipulations. Universities may submit revised proposals during the September 2003 fifth evaluation cycle or they may submit a rejoinder to their system board to request approval during the current evaluation cycle. Each system board reviews the rejoinders and determines if the programs should be recommended to the Board of Regents for approval.

Once system boards submit the programs recommended for approval to the Board of Regents, a BoR/SBESE/LAICU Program Review Subcommittee composed of staff from the Board of Regents, State Board of Elementary and Secondary Education (i.e., Louisiana Department of Education), system boards, and LAICU reviews the external evaluators' recommendations, university system recommendations, and rejoinders to ensure that all proposed programs address certification requirements and evaluation stipulations.

Based upon the review of this subcommittee, recommendations are made to the Board of Regents and State Board of Elementary and Secondary Education. If the BoR and/or BESE does not approve the new programs, universities may revise the documents and resubmit them during September 2003 for the fifth evaluation cycle.

### **Private Universities**

For private institutions, Campus Heads and Chief Academic Officers review the recommendations of the external evaluators and determine if rejoinders should be developed to address stipulations that are identified or programs that are not approved. All rejoinders are submitted to the Board of Regents for the BoR/BESE/LAICU Program Review Subcommittee. This subcommittee reviews the external evaluators' recommendations, private university recommendations, and rejoinders to ensure that proposed programs address certification requirements and evaluation stipulations.

Based upon the review of this subcommittee, recommendations are made to the State Board of Elementary and Secondary Education. If the State Board of Elementary and Secondary Education does not approve the new programs, universities may revise the documents and resubmit them during September 2003 for the fifth evaluation cycle.



## **SECTION V: CURRICULUM CHANGES TO REDESIGNED PROGRAMS**

The redesigned teacher preparation programs approved by the Board of Regents and the Board of Elementary and Secondary Education are considered to be the basic frameworks for the teacher preparation programs at each university. The Board of Regents and Board of Elementary and Secondary Education fully expect universities to improve upon the basic frameworks as they fully develop and continue to improve course syllabi, field-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 improvement are made. In addition, changes may need to be made as universities submit the redesigned Degree 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 Degree 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 external evaluators to identify changes that they wish to make to the Degree Plans. These changes should be described within the rejoinders submitted to the system boards. If new courses are being proposed, full course descriptions should be provided. The BoR/BESE/LAICU Program Review Committee will review these changes once the rejoinders are submitted for approval by the Board of Regents and Board of Elementary and Secondary Education.

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

After BoR/BESE approval has been obtained, it may be necessary to change courses and the Degree 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 Degree Plans and forms to the Louisiana Department of Education. The changes will be reviewed by staff within the Board of Regents and Louisiana Department of Education for approval once the Official Degree Plans are submitted.

## **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 Degree Plans.** Once the redesigned Degree Plans and courses have been approved by university curriculum committees, copies of the official Degree Plans and forms provided by the Louisiana Department of Education must be submitted to the State. The Louisiana Department of Education will provide instructions pertaining to the submission of the form.

**Changes in Degree Plans.** As universities make future changes in the Degree Plans to strengthen the teacher preparation programs, universities must submit a form to the State identifying the courses that will be changed. The Louisiana Department of Education will provide instructions pertaining to the submission of the form. These changes will be reviewed for approval by staff within the Board of Regents and Louisiana Department of Education once the changes are submitted.

**SECTION VII: REQUESTS FOR ADDITIONAL INFORMATION**

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

Dr. Jeanne Burns at [burnsj@gov.state.la.us](mailto:burnsj@gov.state.la.us)  
Phone: (225) 342-1678

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

Dr. Mary Helen McCoy at [mhmccoy@mail.doe.state.la.us](mailto:mhmccoy@mail.doe.state.la.us)  
Phone: (225) 342-3490

**PART III: PROGRAM REVIEWS**  
**(Listed Alphabetically)**

# LOUISIANA STATE UNIVERSITY - SHREVPORT

## I. SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Non-Master/Certification-Only Program Grades 1-6</i>	<b>Not Recommended for Approval</b>
<i>Non-Master's/Certification-Only Program Grades 7-12</i>	<b>Recommended for Approval with Stipulations</b>
<i>Non-Master's/Certification-Only Program Mild/Moderate Special Education</i>	<b>Not Recommended for Approval</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> <li>1. The empirical basis for the secondary reading methods course is specific to the level of the course and represents practical information that all educators at this level of certification should have.</li> <li>2. A strong commitment to collaborative work in the redesign was evident during the interview and in the description of the development process provided in the proposal.</li> <li>3. The preface to the proposal clarified the faculty's commitment to move from a course counting approach to certification under the previous alternative certification model to an integrated plan of preparation that makes sense as a whole.</li> </ol>

### C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>Overall for Programs</i>	<p>A more clearly and specifically articulated plan is needed for evaluating candidates' progress and determining the need for a prescriptive plan. In the current proposal it is not clear what data will be used to determine when prescriptive plans are needed, the prescriptive plans that are needed, who is responsible for devising prescriptive plans, and how the success of prescriptive plans will be monitored. <i>Please provide a more clearly articulated plan that clarifies how assessment of candidates will guide development of prescriptive plans when they are needed. Please clarify who is responsible for this element of the program and how the success of this element will be monitored.</i></p>

### C. PROGRAM STIPULATIONS

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Overall for Programs (Cont'd)</i>	<p>2. The program evaluation plan was omitted from the proposal. <i>Please provide the program evaluation plan.</i></p>
<i>Non-Master's Certification-Only Program Grades 1-6</i>	<p>1. The current plan lacks clear preparation for candidates to teach science or social studies. This is a critical omission, especially for grades 1, 2, and 3. <i>Please revise the plan such that all candidates receive preparation from the university preparation program for teaching science and social studies.</i></p> <p>1. The proposed plan of preparation lacks clear specific preparation in the areas of classroom management and assessment. These are obviously core competencies that all new teachers will need. <i>Please revise the plan such that it is clear that all candidates will receive preparation from the university preparation program in the domains of classroom management and assessment.</i></p> <p>2. The only mathematics methods course proposed is designed for upper elementary students. Given that this program covers grades 1-6, it is important that mathematics methods preparation cover the entire range of the certification program. <i>Please revise the plan such that all candidates receive preparation from the university preparation program for teaching mathematics across the entire range covered by this program.</i></p> <p>3. There appears to be a deficit of teaching experiences and opportunities for candidates prior to student teaching. The only course in this preparation program is the diagnostic and prescriptive reading course. The described field experiences do not appear to be adequate to prepare students to be successful student teachers or highly qualified educators. <i>Please revise the program such that a sufficient and progressive set of field experiences is provided that include substantive hands-on teaching experiences. Additionally, please clarify that sufficient supervision and evaluation from University faculty is provided to assure these are effective learning experiences for candidates.</i></p>
<i>Non-Master's Certification-Only Program Grades 7-12</i>	<p>1. The proposed plan of preparation lacks clear specific preparation in the areas of classroom management and assessment. These are obviously core competencies that all new teachers will need. <i>Please revise the plan such that it is clear that all candidates will receive preparation from the university preparation program in the domains of classroom management and assessment.</i></p>

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

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>Non-Master's Certification-Only Program Grades 7-12 (Cont'd)</i></p>	<ol style="list-style-type: none"> <li>2. It is not clear that the course of preparation addresses how teachers should work with students with special needs. The Problems of the Exceptional child course appears to be a survey course rather than a practical one. <i>Please clarify when and how candidates will be prepared to work with diverse learners.</i></li>   <li>3. The amount of hands on teaching experience appears to be very minimal. It appears that the candidates entire experience teaching prior to student teaching will be teaching a single lesson in a secondary methods course. <i>Please revise the program such that a sufficient and progressive set of field experiences is provided that include substantive hands-on teaching experiences.</i></li> </ol>
<p><i>Non-Master's Certification-Only Program Mild/Moderate Special Education</i></p>	<ol style="list-style-type: none"> <li>1. The content of the teaching methods preparation appears to have a distinctly elementary character. However, the teachers certified in this program may be called upon to work with secondary as well as elementary students. <i>Please revise the proposal such that clear teaching methods and instructional teaming preparation is provided to candidates that is adequate for work as the secondary as well as the elementary level.</i></li>   <li>2. The teaching methods preparation is vaguely described across content domains other than reading and language arts. The two primary content methods courses are vaguely described. Obviously teaching requires content, mastery of that content, and effective content relevant methods. Additionally, no teaching experience appears to be provided in these methods courses' field experiences. Generally, the candidates' preparation for diagnostic teaching and remediation across the curriculum (including reading and mathematics) is not clearly developed. <i>Please clarify what assessment, teaching methods, and remediation preparation will be provided in the areas of mathematics, science, and social studies. Please clarify that progressive and sufficient hands-on preparation will be provided across curricular domains.</i></li>   <li>3. The level of preparation in the area of disability and exceptionality appears to be at an overly basic level for a certification program in special education. The heavy reliance on a sophomore survey of exceptionalities course appears inadequate for a certification program in which understanding of exceptionality and practical knowledge of these students' rights and needs is fundamental. <i>Please clarify how candidates will receive an adequate depth of professional level preparation regarding students' disabilities and exceptionalities covered by this program.</i></li> </ol>

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

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>Non-Master's Certification-Only Program Mild/Moderate Special Education (Cont'd)</i></p>	<p>4. The rationale for relying on the second elementary language arts methods course for language arts preparation, without its apparent prerequisite first methods course was unclear. <i>Please clarify how this selection of courses is appropriate to meet the needs of candidates in this program.</i></p> <p>5. Students covered in this certification program frequently exhibit challenging behavior. However, the preparation program includes only one objective relevant to classroom management. This objective does not address the specialized programming that many special education students will require. <i>Please clarify when candidates will be provided with sufficient behavior management and classroom management preparation to be effective special educators.</i></p>

**D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<p>1. The diagnostics practicum course would be substantially strengthened by including more specific objectives that address functions that special educators are commonly expected to perform.</p> <p>2. The inclusion of a history and foundations course in a “fast track” to preparation curriculum appears to be ill advised. Give the volume of practical knowledge that new teachers will need, the faculty might consider replacing this course with one that has a more practical emphasis.</p>

## 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.

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Non-Master/Certification-Only Program Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. The program lacks science and social studies methodology, assessment, and materials for preparation of candidates to teach in grades 1-6. <i>Please address science and social studies methodology within the curriculum.</i></li> <li>2. The program lacks classroom management. <i>Please address classroom management within the curriculum.</i></li> </ol>
<i>Non-Master's/Certification-Only Program Grades 7-12</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. The program lacks classroom management. <i>Please address classroom management within the curriculum.</i></li> </ol>
<i>Non-Master's/Certification-Only Program Mild/Moderate Special Education</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. The program lacks vocational/transition services for students with disabilities. <i>Please address vocational/transition services within the curriculum.</i></li> </ol>

## SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE

The next stage of the Approval Process is described in Part II of this document.



## NICHOLLS STATE UNIVERSITY

### SECTION I: PROGRAM EVALUATION

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

#### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Non-Master's/Certification-Only Program Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Non-Master's/Certification-Only Program Grades 4-8</i>	<b>Not Recommended for Approval</b>
<i>Non-Master's/Certification-Only Program Grades 7-12</i>	<b>Recommended for Approval with Stipulations</b>
<i>Non-Master's/Certification-Only Program Mild/Moderate Special Education</i>	<b>Recommended for Approval with Stipulations</b>

#### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> <li>1. A good rationale was provided for the inclusion of the courses in the program and the need for teachers to be exposed to the content within the courses.</li> <li>2. The institution has identified the need for a “Pre-certification Stage” for those teacher candidates who do not possess necessary content knowledge and need to take content specific courses to successfully pass the PRAX examinations.</li> <li>3. School psychology faculty members and school psychologists employed by the school district serve as consultants and work with university faculty who teach EDCI 537 (Methods of Teaching Students with Behavior Problems).</li> </ol>

**C. PROGRAM STIPULATIONS**

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>Non-Master's/ Certification-Only - All Programs</i></p>	<ol style="list-style-type: none"> <li>1. During the interview, it was noted that child/adolescent psychology was embedded in the courses. It was not clear where this occurred. <i>Please identify where child/adolescent psychology is covered within the course objectives. If unable to do so, please provide course descriptions that contain clear competencies pertaining to child/adolescent psychology or provide a full course description of the child/adolescent psychology course(s). Clearly show within the course(s) that teacher candidates will be exposed to materials and resources pertaining to the developmental needs of students that will be appropriate for the grade levels they will be teaching (1-6, 4-8, 7-12, and mild/moderate special education).</i></li>   <li>2. It was unclear how EDUC 421 provided candidates with knowledge and skills that differed from knowledge and skills gained in other courses. The objectives in EDUC 421 appeared to be covered in other courses. It would strengthen the program to require individuals to complete a child or adolescent psychology course since concepts in EDUC 421 are being addressed in other courses. <i>Please either substitute EDUC 421 with a course that addresses other needs or clearly demonstrate within the course descriptions that EDUC 421 addresses competencies that are at different levels of complexity when compared to similar competencies in other courses.</i></li>   <li>3. It is not clear how one course (EDUC 581) will adequately address the developmental and content specific instructional needs of teacher candidates working with students in grades 1-6, 4-8, and 7-12. It appears that the course addresses general instructional strategies; however, it does not address instructional strategies for the specific content areas and specific developmental levels. <i>Please rethink this course and determine if it will prepare teachers to fully address the individualized needs of students in each of the content areas when trying to cover such a broad span on grade levels and multiple content areas. Either provide descriptions of more appropriate courses or provide more thorough descriptions that identify specific textbooks, resources, objectives, etc. that identify appropriate instructional strategies/methods for the content areas and the varying grade levels.</i></li>   <li>4. Objectives have not been listed for EDUC 451 – Internship in Teaching. <i>Please list clear objectives for the internship and forms of assessment that will be used to determine if teacher candidates demonstrate the identified competencies.</i></li> </ol>

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

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Non-Master's/ Certification-Only – Mild/Moderate Special Education</i>	1. It was noted that special education teachers are not required to complete any assessment courses while teachers of grades 1-6, 4-8, and 7-12 are required to complete an assessment course. Although assessment is embedded in other courses, special education teachers appear to be acquiring less knowledge pertaining to assessment when compared to regular teachers. <i>Please reexamine the curriculum and determine how the program can be strengthened by requiring special education teachers to possess a very thorough understanding of assessment techniques.</i>
<i>Non-Master's/ Certification-Only – Grades 4-8</i>	1. When reviewing all of the courses, clear evidence does not exist to demonstrate how the grades 4-8 program prepares teachers to address the unique needs of middle school students. All 7 required courses are exactly the same courses as those required for teachers of high school students. Although teacher candidates are placed within different settings for their field-based experiences, it is not clear how teacher candidates acquire the necessary knowledge to know if they are observing effective or ineffective techniques and strategies within middle school settings. During the interview, the team discussed the use of modules in the courses that were specific to the grade ranges; however, it was unclear what was covered in the modules, how they were used, and what teacher candidates were expected to do in relation to the modules. <i>Please create new courses for middle school teacher candidates or provide written information for each of the seven courses within the proposed program that clearly indicates that middle school teacher candidates are acquiring the necessary prior knowledge to know what to observe in middle school classrooms and to know how to use appropriate techniques and strategies to effectively work with middle school students when required to manage their behavior and teach them in middle school settings.</i>

**D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
1. Within the course descriptions for reading/language arts, it was not clear that spelling would be explicitly addressed. Since a limited number of courses will be addressing literacy, it will be important to integrate spelling into the course objectives.

**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.

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Non-Master/Certification-Only Program Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. Child development/psychology is not adequately addressed in the coursework. <i>Please fully address child development/psychology.</i></li> </ol>
<i>Non-Master's/Certification-Only Program Grades 4-8</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. Adolescent psychology is not adequately addressed in the coursework. <i>Please fully address adolescent psychology.</i></li> </ol>
<i>Non-Master's/Certification-Only Program Grades 7-12</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. Adolescent psychology is not adequately addressed in the coursework. <i>Please fully address adolescent psychology.</i></li> </ol>
<i>Non-Master's/Certification-Only Program Mild/Moderate Special Education</i>	<p><b>Meets Certification Requirements</b></p>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Part II of this document.

# OUR LADY OF HOLY CROSS COLLEGE

## SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Non-Master's/Certification-Only Program Grades 1-6</i>	<b>Not Recommended for Approval</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> <li>1. The PK-16+ Council was used to obtain input regarding the design of the Non-Master's/ Certification-Only Alternate Certification Program.</li> <li>2. The program has been developed for a specific population of teachers (e.g., teachers on temporary licenses who are already teaching in the school districts).</li> <li>3. Most courses will be taught during evenings or on Saturdays during times that are convenient for teacher candidates.</li> <li>4. All teachers will be required to complete four essential courses before taking a six-hour course that addresses teaching strategies and methodology.</li> </ol>

### C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>Non-Master's/ Certification- Only Program - Grades 1-6</i>	<ol style="list-style-type: none"> <li>1. EDUC 460A is a critical course within the program for it is a six-hour course that provides teachers with important knowledge pertaining to the delivery of instruction in the areas of language, mathematics, science, and social studies. During the interview, members of the interview team explained that EDUC 460A was a new course; however, the team members were unable to fully describe important elements of the course. As a result of this difficulty, the external evaluators determined that the institution needed to more thoroughly examine this 6-credit hour course and its impact upon the total program and resubmit the program for approval once a clear understanding existed regarding the implementation of the course. <i>It is recommended that the course be rewritten to address the following:</i></li> </ol>

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

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>Non-Master's/ Certification- Only Program - Grades 1- 6 (Cont'd)</i></p>	<p>1. (Cont'd)</p> <p>a. How will teacher candidates acquire knowledge about specific instructional techniques and strategies that are appropriate for each of the four content areas: English/language arts, mathematics, science, and social studies?</p> <p>b. What resources/textbooks will teachers have access to which help them acquire the necessary knowledge in each of the four content areas to observe and implement content specific lessons in classrooms?</p> <p>c. What specific objectives will be included in the course description that address each of the individual content areas, and what assessments will be used to clearly demonstrate that teacher candidates exhibit competencies when teaching each of the content areas in field-based placements?</p> <p>d. Who will be responsible for teaching this course once implemented? During the interview, a member of the interview team described a similar course that she had previously taught, but she indicated that she would not be teaching this course. However, her name was listed as one of the faculty to be teaching the course.</p> <p>e. Since one course will be covering four different content areas, how can university faculty with specialized expertise in each of the content areas assist in the delivery of the course? It was noted during the interview that in the past different faculty members have assisted in the teaching portions of courses that have been content specific. It was noted by members of the university team that such an approach may also be used with this course. If that is to occur, clearly describe how it will occur and who will be involved.</p> <p>2. During the interview, it was indicated that the majority of the teacher candidates in the program are individuals who are already teaching within a school districts. Since the majority of the teachers have their own classrooms, it appeared that it might be more beneficial to the teachers to be able to apply concepts learned from their EDU 202 (Educational Psychology) and EDU 205 (Classroom Management) classes in their own classrooms. <i>Please reexamine the expectations for EDU 202 and EDU 205 and determine if more meaningful assignments might be substituted for some of the listed requirements since most of the teachers will have their own classrooms.</i></p>

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

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>Non-Master's/ Certification- Only Program - Grades 1- 6 (Cont'd)</i></p>	<p>3. Within the assessment section of the redesign proposal, it is stated that teacher candidates will be required to participate in seminars during their internship. However, in the description of the internship, the seminars were not mentioned. <i>Please rewrite the description of the internship and fully describe the seminars and how they impact the internship.</i></p> <p>4. A statement is made that “If a candidate’s performance is deemed unsatisfactory, at any time during the alternative program, an additional prescriptive plan (including additional course work – maximum of 9 hours) may be imposed.” However, it is not clear what process will be used to arrive at the decision that a prescriptive plan is needed. <i>Please provide a written description of the process that will be used to determine if a prescriptive plan is necessary and how decisions will be made regarding the contents of the prescriptive plan. Who will be involved? What criteria will be used to determine if the plan is needed? What criteria will be used to determine if the prescriptive plan has been effective in addressing the needs of the teacher candidate?</i></p>

**D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<p>1. A growing awareness exists of the importance of assessment literacy within a teacher preparation program. During the interview, members of the team identified various courses in which assessment literacy is being addressed. It is recommended that clear objectives be incorporated into the various courses pertaining to assessment to ensure that teacher candidates have a clear understanding of how their assessment knowledge is expanding as their progress through their courses.</p>

**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.

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Non-Master's/ Certification-Only Program Grades 1-6</i>	<b>Does Not Meet Certification Requirements</b>  In order to meet certification requirements, the following must be addressed:  1. A course description was not provided for EDU 202: Educational Psychology. <i>Please provide a copy of the course description for EDU 202.</i>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Part II of this document.



## SOUTHERN UNIVERSITY AND A&M COLLEGE

### I. SECTION I: PROGRAM EVALUATION

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

#### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<i>Non-Master's/Certification-Only Program Grades PK-3</i>	<b>Not Recommended for Approval</b>
<i>Non-Master/Certification-Only Program Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Non-Master's Certification-Only Program Grades 4-8</i>	<b>Not Recommended for Approval</b>
<i>Non-Master's/Certification-Only Program Grades 7-12 (Biology, Computer Science, English, French, Mathematics, Physics, Social Studies, and Spanish)</i>	<b>Recommended for Approval with Stipulations</b>
<i>Non-Master's/Certification-Only Program Grades 7-12 (Art, Music, Health, and Physical Education)</i>	<b>Certification Structure for Redesign Does Not Exist</b>
<i>Non-Master's/Certification-Only Program Mild/Moderate Special Education</i>	<b>Not Recommended for Approval</b>

#### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> <li>1. The program evaluation component that includes the assessment of student performance at the beginning and end of student teaching as a mechanism for the assessment of candidate effectiveness as they enter the teaching profession is meritorious.</li> <li>2. The empirical basis for the mathematics methods course for grades 1-6 is well developed.</li> <li>3. The teaching methods sequence that was developed for the foreign languages preparation appears to be well conceived.</li> <li>4. The University's plan to integrate graduate teaching assistants into the support and supervision of teacher candidates appears to be quite promising. It provides for increasing the amount and diversity of candidates' supervisory contact without increasing the demand on limited faculty resources.</li> </ol>

### C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p><i>Non-Master's Certification-Only Program</i>  <i>Grades PK-3, 1-6, 4-8, 7-12, and Mild/Moderate Special Education</i></p>	<ol style="list-style-type: none"> <li>1. The design of the student teaching experience is unclear in the document and remained so through the interview. It was unclear to the panel whether the program is planning a one-semester student teaching experience in which a cooperating teacher closely supervises the candidates or a one-year internship experience in which the candidate will serve as the teacher of record under site and faculty mentorship. <i>Please clarify whether the final teaching experience at the end of the program will be an internship or a student teaching experience. Please assure that the design of this experience is consistent with Louisiana's certification code.</i></li>   <li>2. The description of how the field experience will work during the summer term was difficult to follow. In particular the reference to the three-week term with 3 hours per day for 15 days and how this would total 120 hours was unclear. Additionally, the faculty indicated that some non-traditional placements such as after school programs would be used as field placements to accommodate non-traditional students. Although these alternative experiences may provide important learning experiences, they are not adequate replacements for working in traditional schools and classrooms. <i>Please clarify what the field experiences will be and how those will be met. Please also describe the minimum amount of fieldwork that all candidates will be required to complete in traditional school settings.</i></li>   <li>3. A more clearly and specifically articulated plan is needed for evaluating candidates' progress and determining the need for a prescriptive plan. In the current proposal it is not clear what data will be used to determine when a prescriptive plan is needed, the prescriptive plan that is needed, who is responsible for devising prescriptive plans, and how the success of prescriptive plans will be monitored. <i>Please provide a more clearly articulated plan that clarifies how assessment of candidates will guide development of prescriptive plans when they are needed. Please clarify who is responsible for this element of the program and how the success of this element will be monitored.</i></li>   <li>4. Assessment for planning, progress monitoring, and evaluating instruction is a crucial element of effective teaching. The extent to which assessment preparation is evident in the plan of preparation is very uneven. In some plans of preparation (e.g., Grades 7-12 Physics) it is specifically addressed in an assessment course (i.e., CRIN 402, Evaluation Procedures). In other programs it is not</li> </ol>

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

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>Non-Master's Certification-Only Program Grades PK-3, 1-6, 4-8, 7-12, and Mild/Moderate Special Education (Cont'd)</i></p>	<p>4. (Cont'd)</p> <p>clear that assessment is well represented. This stipulation applies to all of the programs that do not currently include CRIN 402. <i>Please clarify how adequate assessment preparation will be provided to all candidates in all certification programs. This might be accomplished by embedding assessment specifically in methods courses. Alternatively, it may be more profitable to replace the educational psychology course with the evaluation course and assure that learning theory is addressed in the relevant developmental psychology course (i.e., child or adolescent).</i></p>
<p><i>Non-Master's Certification-Only Program Grades PK-3</i></p>	<p>1. All teachers of grades PK-3 require preparation in the content domains of mathematics, English-language arts, science and social studies. In the current proposal it is not clear that any of these areas are being addressed in a specific and substantive manner. The single practicum in early childhood education does not appear to include methods appropriate to third grade instruction in content areas and appears inadequate to cover so many domains. <i>Please provide clear evidence of adequate preparation for all content areas across all of the grade levels covered by this certification program. The panel suggests that might be accomplished by combining psychology topics in one to two courses and revising the practicum course such that it was focused on one to two specific content domains.</i></p>
<p><i>Non-Master's Certification-Only Program Grades 1-6</i></p>	<p>1. All teachers of grades 1-6 require pedagogical preparation in social studies. <i>Please clarify where adequate pedagogical preparation will be provided in social studies for all candidates.</i></p>
<p><i>Non-Master's Certification-Only Program Grades 4-8</i></p>	<p>1. With the exception of an exchange of adolescent psychology for child psychology the Non-Master's Certification-Only Program Grades 4-8 is identical to the 1-6 program. It is not evident that this program is specific to the needs of the middle grades learners. The courses contained in the program appear to be appropriate to grades 1-6 rather than 4-8. <i>Please revise this program to ensure that teachers have been prepared to address the specific needs of middle school students in grades 4-8.</i></p> <p>2. Teachers with the general certification provided by the Non-Master's Certification-Only Program Grades 4-8 require pedagogical preparation in social studies. <i>Please clarify where adequate pedagogical preparation will be provided in social studies for all candidates.</i></p>

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

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>Non-Master's Certification-Only Program Grades 7-12</i></p>	<p>1. The methods preparation for these programs appears incomplete or incongruous with the proposed area of certification. For example, the chemistry preparation curriculum contains no chemistry or science teaching methods courses. In addition, for some certification areas with two methods preparation courses the initial course appears to have limited practical emphasis or hands on experience. <i>Please revise the program of preparation of such that all candidates receive adequate practical preparation to teach in their area of certification. The panel would recommend applying the two course methods sequence evident in areas such as biology education combined with strengthening the first course in this sequence by adding more practical content and initial experiences teaching.</i></p>
<p><i>Non-Master's Certification-Only Program Mild/Moderate Special Education</i></p>	<p>1. The absence of strong salient assessment preparation is particularly problematic for the preparation of special educators. Special educators are called upon to assess for diagnosis of disability, planning for remediation, and assessment of progress. These elements are noticeably absent from the proposed program of study. <i>Please revise the proposal such that adequate preparation is provided for all of the domains in which special educators are called upon to conduct assessments.</i></p> <p>2. The use of the same general educational and developmental psychology courses for special educators that are used with all other certification programs appears inadequate. Special educators require specialized and practical knowledge regarding at-risk students and handicapped students that do not appear to be represented in these general survey courses. Additionally, special educators are required to possess specialized knowledge regarding diversity, the law, and students' civil rights that do not appear to be represented in these courses. <i>Please revise the proposal such that adequate preparation is provided in the areas of diversity, handicapping conditions, and the law.</i></p> <p>3. The extent and nature of field experiences is unclear in the proposal for program. For many courses the number of contact hours was omitted and the proposed activities are vaguely described. In others the proposed contact hours are very limited in light of the critical applied nature of the course. For example, SPED 410, a methods course, requires only 10 hours of applied work and three of those are observations. <i>Please clarify the field experience component of the proposal and assure that adequate hands on experiences are provided to candidates.</i></p>

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

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Non-Master's Certification-Only Program Mild/Moderate Special Education</i>	4. The teaching methods courses touch on a broad array of issues in diversity, law, disability, etc. However, given the breadth of content areas and the breadth of grade levels that special educators graduating from this program will be required to work in this diffuse focus appears to be potentially problematic. These broader issues may be better dealt with in other courses to permit these key methods courses to remain focused. <i>Please clarify the extent to which special educators will receive preparation across various academic content areas and grade levels in teaching and remediation strategies.</i>

**D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
<p>1. The provision of three psychology courses in the brief Non-Master's Certification-Only Program Grades PK-3 appears somewhat excessive. It might be more profitable to reduce this to one or two focused courses that address key needs for this level of certification. This would free up courses to provide more methods preparation that is badly needed.</p> <p>2. CRIN 334 is generally a well-developed course. It would be strengthened by more clearly placing emphasis on effective small and whole group instruction as well as by providing a text.</p> <p>3. Placing greater emphasis on secondary reading topics such as reading across genres and forms for differing purposes would strengthen CRIN 495. Additionally, focusing on sources that are more relevant to reading at the secondary level such as the Rand Report or Schoenbach et al. (2000), rather than early reading skill acquisition would be productive. Although decoding skills are crucial, it appears that students struggling with these basic skills are more likely to be receiving support from a reading specialist than a general educator.</p>

**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.

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Non-Master's/Certification-Only Program Grades PK-3</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. The program lacks math, science, and social studies methods courses. <i>Please provide coursework that will address these areas.</i></li> </ol>
<i>Non-Master/Certification-Only Program Grades 1-6</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. The program lacks social studies methodology. <i>Please provide coursework that will address this area.</i></li> </ol>
<i>Non-Master's Certification-Only Program Grades 4-8</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. The program lacks social studies methodology. <i>Please provide coursework that will address this area.</i></li> </ol>
<i>Non-Master's/Certification-Only Program Grades 7-12</i>	<p><b>Meets Certification Requirements</b></p> <p>The following programs meet certification requirements:</p> <p><b>Biology</b>  <b>Computer Science</b>  <b>English</b>  <b>French</b>  <b>Mathematics</b>  <b>Physics</b>  <b>Social Studies</b>  <b>Spanish</b></p>

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p><i>Non-Master's/Certification-Only Program Grades 7-12</i></p>	<p><b>Does Not Meet Certification Requirements</b></p> <p><b><i>Chemistry &amp; General Science Certification</i></b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>For both programs, CRIN 425 is listed as “Materials/Methods in Teaching Chemistry” but shown in the course description as “Materials and Methods in Teaching Math”. <i>Please provide accurate course title(s) and description(s) for the methodology course(s).</i></li> </ol> <p><b><i>Agriculture Education Certification</i></b></p> <ol style="list-style-type: none"> <li>This program does not address the reading requirement. <i>Identify how the program will be changed to address the reading requirement.</i></li> </ol> <p><b><i>All Level Certification Areas:</i></b></p> <p><b>New Certification Structure Does Not Exist for These Areas – They Cannot be Redesigned:</b></p> <p><b>Art Education</b>  <b>Health &amp; Physical Education</b>  <b>Instrumental Music</b>  <b>Vocal Music</b></p> <ol style="list-style-type: none"> <li>A new certification structure for all level areas (Grades K-12) has not been approved by the Board of Elementary and Secondary Education. Redesigned programs should not be submitted until a new structure has been approved.</li> </ol>
<p><i>Non-Master's/Certification-Only Program Mild/Moderate Special Education</i></p>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>The program lacks vocational/transition services for students with disabilities. <i>Please include vocational/transition services within the curriculum.</i></li> </ol>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Part II of this document.



## SOUTHERN UNIVERSITY AT NEW ORLEANS

### SECTION I: PROGRAM EVALUATION

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

#### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Undergraduate –Grades 7-12 – Foreign Languages (French &amp; Spanish)</i>	<b>Recommended for Approval with Stipulations</b>
<i>Non-Master’s/Certification-Only – Grades PK-3</i>	<b>Not Recommended for Approval</b> <i>(Information Sheets and Courses not Submitted in Proposal)</i>
<i>Non-Master’s/Certification-Only – Grades 1-6</i>	<b>Recommended for Approval with Stipulations</b>
<i>Non-Master’s/Certification-Only – Grades 4-8</i>	<b>Not Recommended for Approval</b> <i>(Did not Address BESE Approved Certification Structure)</i>
<i>Non-Master’s/Certification-Only – Grades 7-12 (Biology, Chemistry, English, Foreign Language, Mathematics, &amp; Social Studies)</i>	<b>Recommended for Approval with Stipulations</b>
<i>Non-Master’s/Certification-Only – Grades 7-12 (Art and Music)</i>	<b>Certification Structure for Redesign Does Not Exist</b>
<i>Master’s Degree – Alternate Certification - Grades 4-8</i>	<b>Not Recommended for Approval</b> <i>(Did not Address BESE Approved Certification Structure)</i>

#### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)	
1.	The university has identified the preparation of teachers in urban environments as their primary mission.
2.	The courses designed for the urban studies program appear to be relevant courses for an advanced Master’s Degree for teachers already certified to teach.

### C. PROGRAM STIPULATIONS

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>All Programs for the Non-Master's/Certification-Only</i>	<ol style="list-style-type: none"> <li>1. A more clearly and specifically articulated plan is needed for evaluating candidates' progress and determining the need for a prescriptive plan. In the current proposal it is not clear what data will be used to determine when a prescriptive plan is needed, the prescriptive plan that is needed, who is responsible for devising prescriptive plans, and how the success of prescriptive plans will be monitored. <i>Please provide a more clearly articulated plan that clarifies how assessment of candidates will guide development of prescriptive plans when they are needed. Please clarify who is responsible for this element of the program and how the success of this element will be monitored.</i></li> <li>2. The sections entitled Description of Field Sites and Activities appear to be written for traditional undergraduate programs. As an example, Non-Master's/Certification-Only candidates do not complete 180 hours of field-based experiences prior to the internship. <i>Please reexamine this section and revise it to address the alternate certification program.</i></li> <li>3. All teacher candidates are required to take the same three courses (EDGN 220, EDGN 276, EDGN 325). However, there is little differentiation within the courses for individuals teaching grades 1-6, 4-8, and 7-12. As an example, teachers of students in early grades (e.g., 1-3) need to be familiar with classroom management strategies that are different than teachers of grades 9-12. <i>Please provide information within each course description that clearly indicates that teacher candidates will be acquiring the necessary knowledge to work with students at the varying grade levels. This should enable teacher candidates to possess the necessary knowledge to observe effective teaching in classroom settings and to use appropriate instructional strategies when working with PK-12 students.</i></li> <li>4. When describing field-based experiences in methodology courses, the course narratives indicate that the experiences will focus on "planning, teaching, and assessing student learning." The descriptions use the same language and do not show how teacher candidates will build upon previous field-based experiences. <i>Please clearly identify how teacher candidates will build upon previous coursework as they progress through their field-based experiences.</i></li> </ol>
<i>Undergraduate – Grades 7-12 – Foreign Languages (French &amp; Spanish)</i>	<ol style="list-style-type: none"> <li>1. EDSN 466 is not a description of a methodology course for foreign language. It is a description of a reading course. This is the only foreign language methodology course that a teacher candidate must complete; thus, the course description must be rewritten. <i>Please provide objectives, resources, materials, assessments, required texts, field-based experiences, and faculty for the course. Clearly indicate how faculty who possess knowledge of the specific foreign language (e.g., French and Spanish) will be involved in the assessment of the foreign language teachers.</i></li> </ol>

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

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Non-Master's/ Certification-Only – PK-3</i>	<ol style="list-style-type: none"> <li>1. Portions of the document indicated that the institution was submitting a PK-3 structure for the Non-Master's/Certification-Only Program. However, it was determined that Information Sheets were not submitted for the PK-3 program to identify the required courses for the program. In addition, a Components of Effective Teaching Matrix was not submitted for a PK-3 program and descriptions of PK-3 courses were not included in the proposal. <i>If the institution intends to offer a PK-3 program in the future, all required information must be submitted.</i></li> </ol>
<i>Non-Master's/ Certification-Only – Grades 1-6</i>	<ol style="list-style-type: none"> <li>1. It is not clear how teacher candidates will acquire the prior knowledge that will be needed to successfully complete EDEL 455 (Diagnostic, Prescription, &amp; Remedial Techniques of Reading). Teacher candidates are being expected to apply skills that are based upon an underlying understanding of the reading process. It is not clear how teachers will acquire the basic knowledge necessary to teach reading to students in grades 1-6 or engage in diagnostic activities. <i>Please reexamine the use of EDEL 455. If the course or the content is not changed, please describe how teacher candidates will acquire basic knowledge to teach reading to students in grades 1-6.</i></li> </ol>
<i>Non-Master's/ Certification-Only – Grades 4-8</i>	<ol style="list-style-type: none"> <li>1. At the present time, the only alternate certification structure that exists for grades 4-8 is one which results in generic grades 4-8 certification. Teacher candidates must pass a PRAXIS examination that requires teachers to demonstrate expertise in the content areas of mathematics, science, social studies, and English/language arts. Programs for this certification structure are required to pass a PRAXIS examination that addresses all four content areas, and they are required to possess knowledge of methodology for all four content areas. On the Information Sheets, courses are listed for certification in one content area (e.g., Social Studies) for grades 4-8. On page 4 of the Institutional Section, it indicates that teacher candidates will be certified in Middle School English &amp; Social Studies Education and in Middle School Math &amp; Science Education. Neither structure is consistent with the generic certification required for grades 4-8 alternate certification approved by the Louisiana Department of Education. <i>Please submit a proposed program that addresses the approved certification structure.</i></li> <li>2. All but one course for middle school certification is exactly the same as the grades 7-12 certification. Most courses do not have textbooks that directly address middle school education. <i>Please provide resources, materials, textbooks, and experiences that are appropriate for teachers of middle school students.</i></li> </ol>

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

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>Non-Master's/Certification-Only – Grades 4-8 and Grades 7-12 (Biology, Chemistry, English, Foreign Language, Mathematics, &amp; Social Studies)</i></p>	<ol style="list-style-type: none"> <li>1. Field-based experiences were not described in the following methodology courses: EDMS 355, EDMS 642, EDMS 463, EDMS 464, EDMS 465. <i>Please reexamine these courses and provide full descriptions for each course.</i></li> <li>2. The course description for EDSN 255 (Adolescent Psychology) has not been fully developed. <i>Please submit a fully developed course description for the course.</i></li> </ol>
<p><i>Master's Degree – Alternate Certification - Grades 4-8</i></p>	<ol style="list-style-type: none"> <li>1. The proposed program appears to be more appropriate for an advanced Master's Degree for individuals who already possess certification in grades 1-8 and want to return for an advanced Master's Degree and acquire a more in-depth understanding of middle school education in an urban setting. <i>Please examine the guidelines for redesigned Master's Degree Programs and determine if the proposed plan should be submitted as an advanced degree instead of an alternate certification program.</i></li> <li>2. The proposed program does not address the certification structure for a Master's Degree in Alternate Certification for students in grades 4-8. In particular, the program does not address the practical needs of individuals who have no prior experience in the field of teaching and are entering the teaching profession with a bachelor's degree in an area outside of education. The program does not offer methodology courses that address the four content areas of mathematics, science, social studies, and English. The proposed program provides limited field-based experiences in which teacher candidates receive feedback about their teaching capabilities, and teacher candidates have no opportunity to complete an internship or student teaching experience. <i>If a decision is made to resubmit, please design the Master's Degree to address the requirements for the Master's Degree Alternate Certification structure.</i></li> <li>3. The university submitted a Non-master's/Certification-Only Alternate Certification Program for grades 4-8. It is not evident that discussions have occurred between individuals who have created the two separate programs for teachers of grades 4-8. The university should have a clear understanding of why it is submitting two separate programs for teachers who will be working with students at the same grade levels. <i>If a decision is made to resubmit, please provide a clear rationale for why the university is offering two very different alternate certification programs for grades 4-8.</i></li> </ol>

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

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<i>Master's Degree – Alternate Certification - Grades 4-8</i>	4. During the interview, it was stated that a Redesign Committee had not been formed to assist in the development of the Master's Degree in Alternate Certification for grades 4-8. It was noted that input had not been provided by district personnel with expertise in middle school education when developing and writing the program. <i>If resubmitting, please form a Redesign Committee that directly involves university personnel and school/district personnel to determine the structure of the redesigned grades 4-8 program.</i>

**D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>
1. The empirical bases for the courses need to be more specific and clearly identify specific research that supports course content.

**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.

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Undergraduate –Grades 7-12 – Foreign Languages (French &amp; Spanish)</i>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. There appears to be an insufficient number of required hours in the French major. <i>Please identify at least one additional semester hour of coursework in French for the 31-semester hour primary teaching focus area.</i></li> </ol>

**SECTION II. CERTIFICATION EVALUATION**

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p><i>Undergraduate –Grades 7-12 – Foreign Languages (French &amp; Spanish)</i></p>	<p><b>Does Not Meet Certification Requirements</b></p> <ol style="list-style-type: none"> <li>2. Catalog descriptions were not provided for all courses. <i>Please provide catalog descriptions for the following courses: MATH 151; BIOL 105, 105L, 106, 106L; CHEM 101; SOCL 210; and FREN 400.</i></li> <li>3. The program shows 18 flexible hours and 13 hours for secondary teaching focus area. <i>Describe how you will make it clear that both will be adjusted, depending upon the secondary teaching focus area, which would require as few as 10 or as many as 19 credit hours.</i></li> </ol>
<p><i>Non-Master’s/ Certification-Only – PK-3</i></p>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. The program could not be evaluated for required program information was not submitted.</li> </ol>
<p><i>Non-Master’s/ Certification-Only – Grades 1-6</i></p>	<p><b>Meets Certification Requirements</b></p>
<p><i>Non-Master’s/ Certification-Only – Grades 4-8</i></p>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. This program does not meet the requirements for a generic grades 4-8 certification structure which is the only approved certification structure for grades 4-8. Please design the program for a generic structure or wait to determine if a single subject area structure for middle school certification is submitted to the Board of Elementary and Secondary Education for approval</li> <li>2. A course description was not provided for EDMD 245 (Psychology of the Middle School Learner). <i>Please provide a full course description of EDMD 245.</i></li> </ol>

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

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<p><i>Non-Master's/ Certification-Only – Grades 7-12</i></p>	<p><b>Meets Certification Requirements</b></p> <p>The following programs meet certification requirements:</p> <p><b>Biology</b> <b>Chemistry</b> <b>English</b> <b>Mathematics</b> <b>Social Studies</b></p> <p><i>Foreign Language Certification</i></p> <p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. A narrative description has not been provided for the foreign language methodology course. <i>Please provide a narrative description of the foreign language methodology course.</i></li> </ol> <p><b>All Level Certification Areas:</b></p> <p><b>New Certification Structure Does Not Exist for These Areas – They Cannot be Redesigned:</b></p> <p><b>Art</b> <b>Music</b></p> <ol style="list-style-type: none"> <li>1. A new certification structure for all level areas (Grades K-12) has not been approved by the Board of Elementary and Secondary Education. Redesigned programs should not be submitted until a new structure has been approved.</li> </ol>
<p><i>Master's Degree – Alternate Certification - Grades 4-8</i></p>	<p><b>Does Not Meet Certification Requirements</b></p> <p>In order to meet certification requirements, the following must be addressed:</p> <ol style="list-style-type: none"> <li>1. The program did not address the approved certification structure for Master's Degree – Alternate Certification.</li> </ol>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Part II of this document.

# UNIVERSITY OF LOUISIANA AT MONROE

## II. SECTION I: PROGRAM EVALUATION

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

### A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROPOSED ALTERNATE CERTIFICATION PROGRAM(S)	RECOMMENDATIONS
<i>Master's Degree Alternate Path to Certification Grades PK-3</i>	<b>Recommended for Approval with Stipulations</b>

### B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
<ol style="list-style-type: none"> <li>1. The proposed program describes a reasonably comprehensive approach to alternate certification at the PK-3 level within the boundaries of the certification structure.</li> <li>2. A substantial portion of the course work was designed specifically for this certification program.</li> <li>3. Across a number of courses the empirical bases provided represent up to date syntheses of the research in that domain and form an appropriate base for developing the course.</li> </ol>

### C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>Master's Degree Alternate Path to Certification Grades PK-3</i>	<ol style="list-style-type: none"> <li>1. It is not clear where in the course of preparation candidates will learn how to teach social studies. This is an important consideration that is especially relevant to the upper grades covered by this certification structure. Although the term social studies appears in ELED 509 and this may be a logical place to cover this content, the general model of the course suggests an early elementary model (PK-1) that may not match well with social sciences teaching in grades 2 and 3. <i>Please clarify where in the course of preparation candidates will be prepared to teach social studies across the entire grade range covered by this certification program.</i></li> </ol>



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

<b>STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL</b>	
<p><i>Master's Degree Alternate Path to Certification Grades PK-3 (Cont'd)</i></p>	<p>2. All teachers need substantive preparation in assessment in order to function effectively. The faculty's decision to place the assessment course after the one year internship experience is a source of some concern. Given the relatively independent nature of internship, it seems that withholding assessment skill development may program candidates for failure or at least to be far less effective than they would otherwise be. <i>Please clarify how candidates will receive sufficient assessment preparation to allow them to be effective and successful during their internship year.</i></p>

**D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT**

<b>SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION</b>	
<ol style="list-style-type: none"> <li>1. The advanced child psychology course (PSY 503) would be strengthened by developing more specific objectives.</li> <li>2. The field placement activities for ELED 504 provided on page 31 do not seem to match the content of the course. Providing field activities that include completing assessments would appear more productive.</li> <li>3. It would appear that EDFN 581 might be strengthened by placing greater emphasis on the research on teaching and perhaps shifting the project to a teaching focus as this is an initial certification program.</li> <li>4. ELED 510 would be strengthened by incorporation of finding from the National Research Council regarding how the curriculum and pedagogy should compliment and facilitate the development of mathematical knowledge.</li> <li>5. It appears that ELED 453 would be strengthened by more clearly helping candidates to distinguish between what is literacy development and what is language development. Specific consideration of how these two strands of development compliment one another and how they diverge may be productive. This may require introducing a somewhat broader empirical base that reflects state of the art current knowledge.</li> </ol>	

**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.

<b>AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS</b>	
<i>Master's Degree Alternate Path to Certification Grades PK-3</i>	<b>Meets Certification Requirements</b>

**SECTION III: APPROVAL OF PROGRAMS BY BOR & BESE**

The next stage of the Approval Process is described in Part II of this document.

## **APPENDIX A**

# **NEW UNDERGRADUATE CERTIFICATION STRUCTURE**

# NEW CERTIFICATION STRUCTURE

**As recommended by the  
Blue Ribbon Commission  
on Teacher Quality**

Adopted by BESE May 2001  
Effective July 1, 2002

## NEW CERTIFICATION STRUCTURE

### A. RECOMMENDED CHANGES

1. Have the universities recommend that teachers be issued Level 1 Teaching Certificates when they have met state certification requirements and hold the universities accountable for the success of the teachers that they recommend for certification.

This would eliminate the need for the Louisiana Department of Education to count hours on transcripts and allow the department to become more involved in providing support to universities to improve the quality of teacher preparation programs. (Note: The Louisiana Department of Education would still continue to review transcripts and issue certificates to out-of-state teachers.)

2. Change the certification structure to allow teachers to develop more content knowledge in the grade levels in which they are expected to teach and provide them with more flexible hours to add special education and other grade levels to their certification areas. This would allow new teachers to be certified in one or two areas when completing a 124 credit hour undergraduate degree program.

See B. New Certification Areas and Courses for the areas of certification that are more content specific.

See C. Additional Certifications for requirements to add additional areas of certification.

3. Require all new teachers to receive mentoring during their first year of the Louisiana Teacher Assistance and Assessment Program and have them undergo the assessment during the second year.
4. Require all teachers to pass the teacher assessment and teach for a total of three years before being issued a Level 2 teaching certificate.
5. Require all new teachers to undergo a predetermined amount of professional development during a five year time period in order to have their teaching certificates renewed for 5 years. Have the Blue Ribbon Commission on Teacher Quality develop the details for the professional development system during 2000-2001.

**B. NEW CERTIFICATION AREAS AND COURSES**

1. Common Elements of Basic Certification for All Grade Levels:
  - a. General Education Coursework Same general coursework areas and hours (e.g., 54 hours) for Grades 1-6 and 48.
  - b. Knowledge of the Learner and Learning Environment Same general coursework areas and hours (e.g., 15 hours) for all PK-12 teachers.
  - c. Teaching Methodology Varying requirements based upon focus areas.
  - d. Student Teaching Same requirements and hours (e.g., 9 hours) for all PK-12 teachers.
2. Differing Elements of Basic Certification:
  - a. Focus Areas Four new focus areas:
    - (1) Preschool to Grade 3 (Focus: Greater Depth in Early Childhood, Reading/ Language Arts, and Mathematics)
    - (2) Grades 1-6 (Focus: Greater Depth in Reading/Language Arts and Mathematics)
    - (3) Grades 4-8 (Focus: Greater Depth in Content - Generic or Two In-depth Teaching Areas)  
Grades 7-12 (Focus: Greater Depth in Content - Primary Teaching Area and Secondary Teaching Area)

*Primary Teaching Area:* Pre-service teachers must complete at least 31 credit hours in a specific content area (e.g., English, Mathematics, etc.).

*Secondary Teaching Area:* Pre-service teachers must complete at least 19 credit hours in a second content area (e.g., Science, Social Studies, etc.).
  - b. Flexible University Hours Flexible hours that may be used by the universities to create quality teacher preparation programs.
3. Additional Certifications: Additional grade level certifications that would require approximately 12-15 credit hours. Universities could create programs that would allow teachers to obtain more than one type of certification within the 124 total hours by using the flexible hours to add additional grade level or special education certifications.

**B. NEW CERTIFICATION AREAS AND COURSES (CONT'D)**

AREAS		GRADES PK - 3 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN EARLY CHILDHOOD, READING/LANGUAGE ARTS, AND MATHEMATICS)	GRADES 1-6 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN READING/LANGUAGE ARTS AND MATHEMATICS)	GRADES 4-8 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - GENERIC OR TWO IN-DEPTH TEACHING AREAS)	GRADES 7-12 BASIC CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - PRIMARY TEACHING AREA AND SECONDARY TEACHING AREA)				
GENERAL EDUCATI ON COURSE- WORK	English	12 Hours	12 hours	12 hours	6 hours				
	Mathematics	9 Hours	12 hours	12 hours	6 hours				
	Sciences	9 Hours	15 hours	15 hours	9 hours				
	Social Studies	6 Hours	12 hours	12 hours	6 hours				
	Arts	3 Hours	3 hours	3 hours	3 hours				
FOCUS AREAS		Young Child		Reading/Language Arts and Mathematics		Generic OR Two In-depth Teaching Areas		Primary Teaching Area and Secondary Teaching Area	
						Generic		Two In-depth Teaching Areas	
		Nursery School and Kindergarten	12 hours	Reading/ Language Arts (Additional Content and Teaching Methodology)	12 hours	Additional Content:		In-depth Teaching Area #1	
Reading/ Language Arts (Additional Content and Teaching Methodology)	12 Hours			English	3 hours	English/ Social Studies/ Mathematics	7 or more hours	<i>General Education (if applicable) and Focus Area hours should equal 31 total hours.</i>	
Mathematics (Additional Content and Teaching Methodology)	9 hours			Mathematics	3 hours	OR Science	4 or more hours		
				Science	3 hours	<i>General Education and Focus Area hours should equal 19 total hours.</i>			
				Social Studies	3 hours				
			Mathematics (Additional Content and Teaching Methodology)	9 hours		In-depth Teaching Area #2:		Secondary Teaching Area	13 or more hours if in English, Social Studies, or Math OR 10 or more hours if in Science OR 19 or more hours if in other areas
						English/ Social Studies/ Mathematics	7 or more hours	<i>General Education (if applicable) and Focus Area hours should equal 19 total hours.</i>	
						OR Science	4 or more hours		
						<i>General Education and Focus Area hours should equal 19 total hours.</i>			

**B. NEW CERTIFICATION AREAS AND COURSES (CONT'D)**

AREAS		GRADES PK - 3 CERTIFICATION (FOCUS: GREATER DEPTH IN EARLY CHILDHOOD, READING/LANGUAGE ARTS, AND MATHEMATICS)	GRADES 1-6 CERTIFICATION (FOCUS: GREATER DEPTH IN READING/LANGUAGE ARTS AND MATHEMATICS)	GRADES 4-8 CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - GENERIC OR TWO IN-DEPTH TEACHING AREAS)		GRADES 7-12 CERTIFICATION (FOCUS: GREATER DEPTH IN CONTENT - PRIMARY TEACHING AREA AND SECONDARY TEACHING AREA)
KNOWLEDGE OF LEARNER AND THE LEARNING ENVIRONMENT  (These hours may be integrated into other areas when developing new courses.)	Child/Adolescent Development/Psyc hology, Educational Psychology, The Learner with Special Needs, Classroom Organization and Management, Multicultural Education  (Note: All of these areas should address the needs of the regular and exceptional child.)	15 hours  Emphasis Upon Early Childhood	15 hours  Emphasis Upon Elementary School Student	15 hours  Emphasis Upon Middle School Student		15 hours  Emphasis Upon Middle and High School Student
	METHODOLOGY AND TEACHING	Reading			6 hours	3 hours
	Teaching Methodology	6 hours	6 hours	9 hours		6 hours
	Student Teaching**	9 hours	9 hours	9 hours		9 hours
FLEXIBLE HOURS FOR THE UNIVERSITY USE		22 hours***	19 hours	Generic	Two In-depth Teaching Areas	17-26 hours
				19 hours	17-20 hours	
TOTAL HOURS****		124 hours	124 hours	124 hours		124 hours

\* If students do not possess basic technology skills, they should be provided coursework or opportunities to develop those skills early in their program.

\*\* Students must spend a minimum of 270 clock hours in student teaching with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours of actual student teaching shall be on an all-day basis.

\*\*\* Three of the flexible hours must be in the humanities. This must occur to meet General Education Requirements for the Board of Regents.

\*\*\* In addition to the student teaching experience, students should be provided actual teaching experience (in addition to observations) in classroom settings during their sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

Notes: Minimum credit hours have been listed. Programs may use the flexible hours to add more content hours to the various elements of the program.

The Board of Regents defines a major as being 25% of the total number of hours in a degree program; thus, 25% of 124 credit hours is 31 credit hours.

The Board of Regents defines a minor as being 15% of the total number of hours in a degree program; thus 15% of 124 credit hours is 19 credit h



**C. ADDITIONAL CERTIFICATIONS**

It is recommended that universities consider using their flexible hours to provide pre-service teachers opportunities to select additional areas to add to their certification - either special education or extended grade level certifications - when they obtain their Bachelor degree. The additional hours would provide pre-service teachers with the necessary core knowledge to teach the additional content necessary for the new certification areas.

BASIC CERTIFICATIONS	ADD-ON CERTIFICATIONS		TOTAL HOURS
	NEW CERTIFICATIONS	ADDITIONAL COURSES AND HOURS	
GRADES PK - 3	GRADES 1-6	Content Emphasis:  Sciences  Social Studies Mathematics <div style="text-align: right;">6 Hours 6 Hours 3 Hours</div>	15 Hours
GRADES 1-6	GRADES PK - 3	Content Emphasis:  Nursery School and Kindergarten <div style="text-align: right;">12 Hours</div>	12 Hours
GRADES 1-6	GRADES 4-8 (Generic)	Content Emphasis:  English  Mathematics Science Social Studies <div style="text-align: right;">3 Hours 3 Hours 4 Hours 3 Hours</div>	13 Hours
GRADES 4-8	GRADES 1-6	Reading/Language Arts and Math Emphasis:  Reading/ Language Art Mathematics <div style="text-align: right;">9 Hours 3 Hours</div>	12 Hours
GRADES 1-6, GRADES 4-8, OR GRADES 7-12	Mild/Moderate Special Education	Special Education Emphasis*:  Methods and Materials for Mild/Moderate Exceptional Children, Assessment and Evaluation of Exceptional Learners, Behavioral Management of Mild/Moderate Exceptional Children, and Vocational and Transition Services for Students with Disabilities  Practicum in Assessment and Evaluation of Mild/Moderate Exceptional Children (Note: This should not be required if students participate in student teaching that combines regular and special education teaching experiences.)  *General knowledge of exceptional students and classroom organization should be addressed in the curriculum for all teachers under "Knowledge of Learner and the Learning Environment".  <div style="text-align: right;">12 Hours          3 Hours</div>	12 Hours  (Additional 3 Hour Practicum if not Integrated Into Other Field-Based Experiences and Student Teaching)

## **APPENDIX B**

# **MASTER'S DEGREE PROGRAM ALTERNATIVE PATH TO CERTIFICATION**

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**Master's Degree Program** Alternative Path to Certification

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A Louisiana college or university with an approved teacher education program may choose to offer an alternative certification program that leads to a Master's degree. Alternative certification programs may be offered by a college or university only in those certification areas in which that institution has an approved teacher education program. The college or university may choose to offer the Master's degree program as either a Master of Education or a Master of Arts in Teaching. Master's Degree Programs may offer certification in **Grades PK-3**, Grades 1-6, Grades 4-8, or Grades 7-12 (regular or special education).

**Admission to the Program**

To be admitted, individuals should:

1. Possess a baccalaureate degree from a regionally accredited university.
2. Have a 2.5 GPA, or higher, on undergraduate work.
3. Pass the Pre-Professional Skills Test (e.g. reading, writing, and mathematics) on the PRAXIS.
4. Pass the content specific examinations for the PRAXIS.
  - a. Candidates for PK-3 (regular and special education): pass the *Elementary Education: Content Knowledge* specialty exam;
  - b. Candidates for Grades 1-6 (regular and special education): pass the *Elementary Education: Content Knowledge* specialty examination;
  - c. Candidates for Grades 4-8 (regular and special education): pass the *Middle School Education: Content Knowledge* specialty examination;
  - d. Candidates for Grades 7-12 (regular and special education): pass the *content specialty examination(s)* (e.g. English, Mathematics, etc.) on the PRAXIS and in the content area(s) in which they intend to teach.
5. Meet other non-course requirements established by the college or university.

**Program Requirements**

- |   |                      |
|---|----------------------|
| 1. Knowledge of Learner and the Learning Environment<br><i>Grades PK-3, 1-6, 4-8, and 7-12: Child/adolescent development/psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies</i><br><br><i>Mild/Moderate Special Education 1-12: Special needs of the mild/moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods and materials for mild/moderate exceptional children, vocational and transition services for students with disabilities</i> | 15 credit hours      |
| 2. Methodology and Teaching<br>Methods courses and field experiences  | 12 - 15 credit hours |
| 3. Student Teaching or Internship   | 6 - 9 credit hours   |
| TOTAL:  | 33 - 39 credit hours |

**Certification Requirements**

Colleges or universities will submit signed statements to the Louisiana Department of Education which indicate that the student completing the **Master's Degree Program** alternative certification path met the following requirements:

1. Passed the PPST components of the PRAXIS. (*Note: This test was required for admission.*)
2. Completed all coursework (undergraduate and Master's program) with an overall 2.5 or higher GPA.

*Certification Requirements (Cont'd)*

3. Passed the specialty examination (PRAXIS) for their area(s) of certification.
  - a. Grades PK-3: *Elementary Education: Content Knowledge* specialty exam (Note: This test was required for admission.)
  - b. Grades 1-6: *Elementary Education: Content Knowledge* specialty exam (Note: This test was required for admission.)
  - c. Grades 4-8: *Middle School Education: Content Knowledge* specialty examination (Note: This test was required for admission.)
  - d. Grades 7-12: *Specialty content test in area to be certified* (Note this test was required for admission.)
  - e. Mild/Moderate Special Education 1-12: *Special Education*
4. Passed the *Principles of Learning and Teaching* examination (PRAXIS)
  - a. Grades PK-3: *Principles of Learning and Teaching K-6*
  - b. Grades 1-6: *Principles of Learning and Teaching K-6*
  - c. Grades 4-8: *Principles of Learning and Teaching 5-9*
  - d. Grades 7-12: *Principles of Learning and Teaching 7-12*

Universities offering alternative certification options are required to begin implementation of the newly adopted paths on or before July 2002.

No students should be accepted into the "old" post-baccalaureate alternate certification program after January 2002. Candidates already in the "old" alternative certification program would be given until January 2005 to complete their programs.

## **APPENDIX C**

# **NON-MASTER'S/CERTIFICATION- ONLY PROGRAM ALTERNATIVE PATH TO CERTIFICATION**

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**Non-Master's/Certification-Only Program** Alternative Path to Certification

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Adopted December 2002

(Out for Notice of Intent February 2003)

This program is designed to serve those candidates who may not elect participation in or be eligible for certification under either the Practitioner Teacher Alternate Certification Program or the Master's Degree Alternate Certification Program. The program may also be accessible in some areas of the state in which the other alternate certification programs are not available. A college or university may offer this program only in those certification areas in which that institution has a State-approved teacher education program. Non-Master's/ Certification-Only Programs may offer certification in PK-3, 1-6, 4-8, 7-12, or Mild-Moderate Special Education.

#### ADMISSION TO THE PROGRAM

To be admitted, individuals should:

1. possess a baccalaureate degree from a regionally accredited university;
2. have a 2.2 GPA, or higher, on undergraduate coursework. [An overall 2.5 GPA is required for certification. Those candidates with a GPA lower than 2.5 may have to take additional courses in the program to achieve a 2.5 GPA.];
3. pass the PRAXIS Pre-Professional Skills Test (PPST); and
4. pass the PRAXIS content-specific subject area examination:
  - a. Candidates for PK-3 (regular and special education): pass the Elementary Education: Content Knowledge (#0014) specialty exam;
  - b. Candidates for Grades 1-6 (regular and special education): pass the Elementary Education: Content Knowledge (#0014) specialty exam;
  - c. Candidates for Grades 4-8 (regular and special education): pass the Middle School Education: Content Knowledge (#0146) specialty exam;
  - d. Candidates for Grades 7-12 (regular and special education): pass the content specialty examination(s) (e.g. English, Mathematics, etc.) on the PRAXIS in the content area(s) in which they intend to teach.

#### PROGRAM REQUIREMENTS

This program will provide the same rigor as other certification routes provided by aligning with such empirically-based standards as National Council for the Accreditation of Teacher Education (NCATE), Interstate New Teacher Assessment and Support Consortium (INTASC), Louisiana Components of Effective Teaching (LCET), and the Louisiana Content Standards. This program will also emphasize collaboration between the university and the school districts in order to share and exchange strategies, techniques, and methodologies; and integrate field-based experiences into the curriculum.

## PROGRAM STRUCTURE

1. Knowledge of Learner and the Learning Environment\* 12 hours

GRADES PK-3, 1-6, 4-8, and 7-12:

Child/adolescent development/psychology, the diverse learner, classroom management/organization/environment, assessment, instructional design, and reading/instructional strategies that are content- and level-appropriate.

MILD/MODERATE SPECIAL EDUCATION 1-12:

Special needs of the mild/moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods and materials for mild/moderate exceptional children, vocational and transition services for students with disabilities

\*All courses for regular and special education will integrate effective teaching components, content standards, technology, reading, and portfolio development. Field-based experiences will be embedded in each course.

2. Methodology and Teaching 6 hours

Methods courses to include case studies and field experiences

3. Internship or Student Teaching 6 hours

**Will include methodology seminars that are participant-oriented**

4. Prescriptive Plan

The prescriptive plan can be pre-planned courses for individual programs or individualized courses for the candidate who demonstrates areas of need, not to exceed 9 semester hours

TOTAL 24-33 hours

## CERTIFICATION REQUIREMENTS

Colleges or universities will submit signed statements to the Louisiana Department of Education that indicate the student completing the **Non-Master's/Certification-Only** alternative certification path met the following requirements:

1. Passed the PPST components of the PRAXIS. *(Note: This test was required for admission.)*
2. Completed all coursework (including the certification program) with an overall 2.5 or higher GPA.
3. Passed the specialty examination (PRAXIS) for the area(s) of certification.
  - a. Grades PK-3: *Elementary Education: Content Knowledge* specialty exam *(Note: This test was required for admission.)*

- b. Grades 1-6: *Elementary Education: Content Knowledge* specialty examination (Note: This test was required for admission.)
  - c. Grades 4-8: *Middle School Education: Content Knowledge* specialty examination (Note: This test was required for admission.)
  - d. Grades 7-12: *Specialty content test in areas to be certified.* (Note: This test or 31 semester hours of coursework specific to the content area was required for admission.)
  - e. Mild/Moderate Special Education 1-12: *Special Education*
4. Passed the Principles of Learning and Teaching examination (PRAXIS)
- a. Grades PK-3: Principles of Learning and Teaching K-6
  - b. Grades 1-6: Principles of Learning and Teaching K-6
  - c. Grades 4-8: Principles of Learning and Teaching 5-9
  - d. Grades 7-12: Principles of Learning and Teaching 7-12

Universities offering the Non-Master's/Certification-Only alternative certification option are required to begin implementation of the newly adopted paths during or before Summer 2003.

No students should be accepted into the "old" post-baccalaureate alternate certification program after Spring Semester 2003. Candidates already in the "old" alternative certification program would be given until August 2006 to complete their programs.