



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

**REDESIGNED PROGRAMS FOR
SPECIAL EDUCATION**

**BACCALAUREATE DEGREES, POST-BACCALAUREATE
DEGREES, AND ALTERNATE CERTIFICATION
DEGREES/PROGRAMS**

SEPTEMBER 2006

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

I. EVALUATION OF QUALITY

The Board of Regents (BoR) and State Board of Elementary and Secondary Education (SBESE) selected external consultants who possessed knowledge of current research and effective practices to review and evaluate redesigned programs for special education. In addition, personnel from the Louisiana Department of Education reviewed all undergraduate teacher preparation programs, graduate programs for teachers, and alternate certification programs to determine if they met all state certification requirements. Personnel from the Board of Regents also examined all undergraduate, alternate certification, and graduate programs to determine if they met the same criteria used by evaluators during previous evaluation cycles.

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

Submission

All universities were required to submit proposals that met specifications identified within the documents entitled *Guidelines for the Redesign and Guidelines for the Redesign of Special Education Programs (April 20, 2005)*. 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 special education programs. All universities were required to submit proposals by May 26, 2006.

Review

The review process was used as a first step to help create high quality programs across the state. The evaluators used a two-stage review process to (1) assess written proposals and (2) conduct face-to-face interviews with key university administrators and faculty. Prior to their arrival, the external evaluators were provided copies of the proposals to read in advance. The evaluators reviewed the proposals and jointly identified questions to ask during the interviews. Teams composed of state personnel and evaluators conducted 45-minute interviews with university representatives including key university administrators, university faculty, and K-12 school partners. At the conclusion of the interviews, each proposal was evaluated based upon written information within the proposals and responses during the interviews. After all proposals had been reviewed, the evaluators met to discuss their recommendations and stipulations to ensure that consistency existed across evaluators and across proposals. Consensus was reached by the external evaluators to determine final recommendations and areas in need of further development. The three recommendations were the following:

Review (Cont'd.)

- *Recommended for Approval:* Programs that exhibited many strengths and had no stipulations.
- *Recommended for Approval with Stipulations:* Programs that had areas in need of further development.
- *Not Recommended for Approval:* Programs that were in need of major program redesign.

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

A. Program Recommendation

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

B. Strengths

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

C. Program Stipulations

A list of stipulations that universities were required to address for the program(s) to be approved.

D. Specific Recommendations for Future Improvement

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

External Evaluators

The national consultants responsible for the external evaluation of the special education programs were the following:

<i>Mild/Moderate Special Education:</i>	Ann Hains – University of Wisconsin Katherine McCormick – University of Kentucky
<i>Deaf/Hard of Hearing:</i>	Samuel Slike – Bloomsburg University Sharon Baker – University of Tulsa

External Evaluators (Cont'd.)

<i>Educational Diagnostician:</i>	Patricia Frawley – Rutgers University Carol Layton – Texas Tech University
<i>Gifted:</i>	Elissa Brown – College of William and Mary Susan Johnsen – Baylor University
<i>Inclusive Practices:</i>	Rachelle Bruno – Northern Kentucky University Linda Blanton – Florida International University
<i>Instructional and Assistive Technology:</i>	Samuel Slike – Bloomsburg University Sharon Baker – University of Tulsa
<i>Learning Disabilities:</i>	Karen Santo – James Madison University Linda Blanton – Florida International University
<i>Mild/Moderate:</i>	Rachelle Bruno – Northern Kentucky University Linda Blanton – Florida International University Karen Santos – James Madison University
<i>Significant Disabilities:</i>	Adelle Renzaglia – University of Illinois Diane Lea Ryndak – University of Florida
<i>Visual Impairments:</i>	Roseanna C. Davidson - Texas Tech University Tannie L. Anthony – Colorado Department of Education

II. EVALUATION OF CERTIFICATION REQUIREMENTS

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

III. WRITTEN DOCUMENTS

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

IV. FINAL APPROVAL PROCESS

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

Public Universities

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

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

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

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

Private Universities

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

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

V. CURRICULUM CHANGES TO REDESIGNED PROGRAMS

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

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

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

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

2. After BoR/BESE Approval and Before Program Implementation

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

SECTION VI. PROGRAM DOCUMENTATION

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

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

Changes in Degree Plans. As universities make future changes to the Official Plans to strengthen the programs, universities must submit a form to the Board of Regents identifying the courses that will be changed. These changes will be reviewed for approval by staff within the Board of Regents and Louisiana Department of Education once the changes are submitted. Universities will be provided documents indicating approval of the changes.

SECTION VII: REQUESTS FOR ADDITIONAL INFORMATION

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

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

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

Blanche Adams at blanchea.adams@la.gov.

PART II: PROGRAM REVIEWS
(Listed Alphabetically)

GRAMBLING STATE UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE (S) OF PROGRAM (S)	RECOMMENDATIONS
1. <i>Master of Education in Special Education</i>	a. Concentration: Early Interventionist (Birth to Five) Recommended for Approval with Stipulations
	b. Concentration: Mild/Moderate Special Education Not Recommended for Approval

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1. <i>Master of Education in Special Education – Concentration: Early Interventionist (Birth to Five)</i> <ol style="list-style-type: none"> a. Program and course descriptions provide evidence of the use of current methodologies (case study, peer, and collaborative discussion) and resources in course delivery and format (i.e., SPED 536 – Assessment and Evaluation of Children in Early Intervention Settings and ED 563 – Interagency Teaming and Physical/Medical Management of Children with Special Needs). b. Multiple strategies are being used to meet the needs of working students to include program (i.e., online experiences) and institutional support (Office of Prof. Exp.). c. The unit conceptual framework is aligned with Interstate New Teacher Assessment and Support Consortium standards (INTASC), National Council for the Accreditation of Teacher Education (NCATE), National Board for Professional Teaching Standards (NBPTS), & the Louisiana Components of Effective Teaching (LCET). d. Candidates participate as a cohort and are monitored in their matriculation through multiple strategies and assessment/decision points. e. The redesign process used multiple formats and methods to ensure participation from a broad group of stakeholders (i.e., large and small group meetings, focus groups, review of the literature). f. Collaborative agreements were formed to provide a diversity of field placements (urban and rural). g. Multiple strategies were used to inform stakeholders of the success of the program as well as program barriers such as a program implementation survey, self assessment inventories, and monthly meetings of stakeholders. h. The description of field site and performance activities (criteria for site selections, screening and preparation process for supervisors/mentors) was thorough and clearly stated.

GRAMBLING STATE UNIVERSITY (CONT'D.)

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM(S)
<p>2. <i>Master of Education in Special Education – Concentration: Mild/Moderate Special Education</i></p> <ul style="list-style-type: none"> a. There are courses and components of courses that will match some of the knowledge and skills in the soon to be released CEC Advanced Standards for special educators. An example includes School Improvement for Professional Development. Although this is an initial certification program in special education for general education teachers, advanced skills in the areas of research, program development, collaboration, etc. are appropriate for teachers with experience. b. The program infuses NBPTS requirements. c. Multiple literacy courses are required for those candidates who do not have this background. d. Several activities are identified for recruitment. The online component should also assist in recruiting from more rural areas.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>I. <i>Master of Education in Special Education</i></p>	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <ul style="list-style-type: none"> 1) The unit conceptual framework is aligned with Interstate New Teacher Assessment and Support Consortium standards (INTASC), National Council for the Accreditation of Teacher Education (NCATE), National Board for Professional Teaching Standards (NBPTS), & the Louisiana Components of Effective Teaching (LCET). However, alignment should also be made to the Louisiana Early Intervention competencies. <i>In the next proposal, please align program components to the Louisiana Early Intervention competencies.</i> 2) A number of community stakeholders are members of the redesign team and function as full collaborators: special education faculty member in learning disabilities, speech and language pathology, faculty, faculty from content areas such as reading, principals from local parish/district schools, and Head Start community councils. However, representatives from the state early intervention program (EarlySteps) were not included in the redesign team or PK-16 council. <i>In the next proposal submission, evidence should be provided to indicate that participants and consumers (i.e., family members) from the early childhood community (to include child care and EarlySteps providers and consumers) were involved in addressing the program stipulations and will be invited to participate in future efforts to improve the quality of the program.</i>

GRAMBLING STATE UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>a. Concentration: Early Interventionist (Birth to Five – Cont'd.)</p> <p>3) The Early Intervention certification prepares teachers to serve young children (birth to 5) with disabilities and their families. <i>Therefore, coursework and field experiences in the concentration should include competencies to address the full age range. The redesign team should carefully examine and revise as needed all certification and degree courses to include activities, resources, and experiences which address the birth to five age range and settings for services. For example, ED 510 – Language Development in Children and ED 545 – Assessment and Evaluation in Elementary and Early Childhood do not sufficiently address the young child with disabilities. A review of the EI competencies would provide guidance in the review of courses specific to EI and those designed for additional audiences (e.g., foundations, technology, etc.).</i></p> <p>4) Foundation courses provide opportunity for exposure to topics across the broader disciplines of education, psychology, and special education. However, for the experiences to be real and aligned with the competencies within the student’s program, these foundational courses should provide examples and opportunities for students to use the knowledge gained in situations or problem-solving activities within early intervention. For example, ED 501 – Education and Exceptional Children does not include content/experience working with children less than 5 years of age (the upper age boundary for early intervention). <i>In the next proposal, foundation courses should systematically include examples and opportunities for students to use new knowledge for the improvement of learning for infants, toddlers, and preschoolers with disabilities and their families within early intervention settings.</i></p> <p>5) In an advanced program, the empirical base for program components must be current and include peer-reviewed publications of the most recent research findings and conceptual models. The empirical base provides students and faculty with a shared body of knowledge with which to begin study. <i>In the next proposal, the empirical base for each of the courses should include current and relevant empirical research as reported in peer-reviewed professional journals.</i></p> <p>6) Providing a diversity of experiences for students who are currently employed is a challenge that the program is attempting to meet through a variety of formats. <i>In the next submission, the redesign team should identify additional opportunities for students to engage in experiences and settings with master teachers and mentors who can provide immediate feedback and evaluation of performance-based competencies</i></p>

GRAMBLING STATE UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>a. Concentration: Early Interventionist (Birth to Five – Cont'd.)</p> <p>7) Early intervention graduates must be knowledgeable in the selection, development, and use of assistive technology and augmentative communication tools. Although faculty describe in the interview multiple strategies to provide students with this information and competencies, the inclusion of these competencies and experiences in the program components was not clear in the written proposal. <i>In the next proposal, the selection, development, and use of augmentative devices and assistive technology tools should be clearly stated in course description and experiences.</i></p> <p>8) SPED 535 Families of Young Children with Special Needs should be included in the sequence of courses in the concentration. <i>Please include this course.</i></p>
	<p>b. Concentration: Mild/ Moderate Special Education</p> <p>1) The program, as presented, provides several opportunities for electives and course choices for candidates. This array, as provided, does not appear to ensure that all candidates will have the opportunity to demonstrate that they have acquired the knowledge and skills needed by teachers of students with mild/moderate disabilities. <i>In the next iteration of this proposal, the program should include a sequence of courses that assures all required knowledge and skills should be developed and assessed with all candidates.</i></p> <p>2) The empirical base listed in several of the syllabi (i.e., ED 501, ED 510, ED 520, ED 545, ED 549, ED 542, SPED 568, SPED 570, SPED 5676) indicate commissions or organization standards, or entire journals rather than specific empirical studies. <i>The next iteration of this proposal should include the empirical basis for the content of each course.</i></p> <p>3) Although some course syllabi included reference to CEC standards, this was not consistent across courses. Alignment of standards with courses, course objectives, and assessments was not evident as related to CEC standards. Faculty interviewed indicated that they were aware of the need to articulate this clearly in program materials. <i>The program should align courses, course objectives, performance assessments, and scoring guides with CEC Common Core and Individualized General Curriculum knowledge and skill standards to assure the standards are comprehensively addressed during course and field experiences.</i></p>

GRAMBLING STATE UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>b. Concentration: Mild/ Moderate Special Education</p> <p>4) The program has identified a range of assessments that includes numerous interviews and visits to various sites and offices. Requiring experiences outside of the candidate's own classroom and school is a strength but the nature of the activities in terms of application of knowledge and skills should be strengthened. <i>The program should rewrite site-based performance activities to increase the application of CEC knowledge and skills related to instruction in academic and behavioral areas. Specific application activities such as developing and implementing a lesson plan, Individualized Transition Program, assistive technology and/ or co-teaching should be included.</i></p> <p>5) As candidates in this program are teachers certified in elementary and secondary education and may be teaching in their own classrooms, the range of grade levels, disability areas, and service delivery models should be considered as candidates complete the performance assessments in the field. <i>In the next iteration of this program, please include a process for assuring candidates have field-based experiences that reflect this range for students with mild/moderate disabilities.</i></p> <p>6) Interview responses indicated SPED 542 (Methods and Materials for Teaching Children with Learning and Behavior Problems) included field supervision by university faculty, as well as guided reflection and other forms of mentoring. In the interview, this course was also described as the opportunity for candidates to demonstrate performance of skills related to implementation of many of CEC's knowledge and skills. However, the syllabus for this course does not reflect evidence based practices or faculty supervision. Only 15 hours of field experiences are listed on the sequential site-based activities form for this course. The above does not appear to correspond with the importance of this course, as explained by the interviewees. <i>In the next iteration of this proposal, please provide procedures, which outline how faculty and mentors will systematically observe and provide meaningful feedback to candidates regarding progress in field-based experiences. Describe field experiences that will facilitate candidate implementation of evidence-based practices.</i></p> <p>7) It is unclear if the university has the capacity for this program, as the documentation did not indicate the background and expertise of the faculty in mild/moderate disabilities. <i>In the next iteration of this proposal, please provide additional information regarding faculty and their qualification in this area.</i></p>

GRAMBLING STATE UNIVERSITY (CONT'D.)

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
<p><i>I. Master of Education in Special Education (Cont'd.)</i></p>	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <ol style="list-style-type: none"> 1) The Louisiana Early Intervention competencies are comprehensive and thorough. The early intervention redesign team should participate in state-level initiatives and activities to facilitate use and integration of competencies in the program. Suggested team members are the early intervention and early childhood and/or PK-3 faculty as well as the institutional assessment coordinator who is responsible for the utilization of the assessment system (e.g., PASS-PORT). 2) The institution should provide the necessary support to implement a continuous assessment system (e.g., PASS-PORT) so that the early intervention field experiences and requirements are included. This additional support is necessary because of the diversity of settings and experiences which are not public school based. 3) Faculty and redesign stakeholders are encouraged to review the assessment system and program evaluation to ensure that each component is thoroughly addressed and used in a continuous assessment process for student and program improvement. 4) Faculty should review course content to ensure that knowledge and experiences are of sufficient rigor and relevance. A number of issues (i.e., accountability, lead agency designation, delivery of inclusive and consultative services) are current challenges in the field of early intervention. Faculty and redesign team members are encouraged to address these issues so that graduates can contribute as knowledgeable advocates and professionals in public discourse to address these challenges and promote solutions. <p>b. Concentration: Mild/Moderate Special Education</p> <ol style="list-style-type: none"> 1) The conceptual framework as presented in this document is only a matrix of courses and standards. The conceptual framework needs to be more fully articulated to present the unit's vision in a manner that can provide a basis for all programs, courses, scholarship candidate performance, scholarship, service, and unit accountability. 2) The program should review the variety of performance-based assessments of candidates in relation to standards. To prepare for future CEC/NCATE program approval, the program should identify 6-8 key assessments, which will comprehensively show candidate mastery of the standards. The CEC/NCATE requirements regarding specific focus of assessments should be taken into account so required data is collected and aggregated across candidates (for example, impact on student achievement).

GRAMBLING STATE UNIVERSITY (CONT'D.)

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
<p>1. <i>Master of Education in Special Education (Cont'd.)</i></p>	<p>b. Concentration: Mild/Moderate Special Education (Cont'd.)</p> <p>3) The textbook for ED 510. Language Development in Children does not appear to be a good match with the focus of the course stated in the catalog description. The program may want to identify a text more focused on language development or expand the course description to include additional literacy/language arts.</p> <p>4) Assure pagination corresponds with Table of Contents (for example, portfolio assessment system).</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.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>1. <i>Master of Education in Special Education</i></p>	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>1) One of the courses required to add-on Early Interventionist to an existing teaching certificate is Foundations in Early Childhood Education and Early Intervention. <i>Please ensure that SPED 530 Introduction to Early Intervention will cover both regular and special education children or will be addressed in another course.</i></p>
	<p>b. Concentration: Mild/Moderate Special Education</p> <p><i>Does Meet Certification Requirements</i></p>

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE (S) OF PROGRAM (S)	RECOMMENDATIONS
1. <i>Master of Education in Gifted Education</i>	<p>a. Gifted Education</p> <p style="padding-left: 40px;">Recommended for Approval with Stipulations</p>
2. <i>Master of Education in Special Education</i>	<p>a. Concentration: Advanced Special Education</p> <p style="padding-left: 40px;">Not Recommended for Approval</p>
	<p>b. Concentration: Educational Diagnostician</p> <p style="padding-left: 40px;">Recommended for Approval with Stipulations</p>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM (S)
<p>1. <i>Master of Education in Gifted Education</i></p> <ul style="list-style-type: none"> a. The program’s objectives and assessments are aligned to the new standards developed jointly by CEC and NAGC. In Appendix B, the program director shows the relationship between each standard, the corresponding course and a form of assessment. b. The program is also aligned with the College of Education’s Conceptual Framework that combines three core tenets: Inquiring Pedagogy, Effective Professionalism, and Reflective Practice. c. The faculty members who teach in the Gifted and Talented program have ongoing focused research agendas that are consistent with their teaching assignments. d. All candidates take a nationally recognized content assessment in the area of gifted and talented (e.g., PRAXIS) prior to the completion of the program. e. The assessments are linked to specific assignments and include a variety of products and performances that address the complexity of the skill requirements in the courses (e.g., differentiated unit, case studies). f. The courses are sequenced according to knowledge and skills for candidates who are pursuing a master’s or a certificate only. The sequence of courses varies for full-time and part-time candidates. g. Over the sequence of coursework, candidates complete 340 clock hours in site-based performance activities. h. A common observation form is used for observing candidates in their practicum (e.g., the Purdue Teacher Observation Form). i. The redesign team included an ethnically diverse set of teachers and administrators in public schools, parents, community members, graduates, Arts and Sciences faculty, and gifted education faculty. In addition, the team will be involved in reviewing the program’s curriculum on an ongoing basis.

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

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM (S)	
1. <i>Master of Education in Gifted Education (Cont'd.)</i>	<ul style="list-style-type: none">j. The program cites specific evaluation indicators that will be used to determine success of its graduates (e.g., contributors to school leadership, committee assignments, student teacher mentors, National Board teachers, teachers whose students perform well—AP, National Merit).k. Candidates must complete the majority of the course activities with gifted students and must complete their practicum in a classroom of gifted and talented students.
2. <i>Master of Education in Special Education – Concentration: Advanced Special Education</i>	<ul style="list-style-type: none">a. A wide range of school and university professionals, in addition to parents, participated in the redesign team.b. The websites developed as part of the system to support program completers seems like an excellent way to “link Colleagues across time and distance.”c. The program’s emphasis on research seems to be a strong aspect of an advanced program.d. The Institutional Evaluation Model seems comprehensive.
3. <i>Master of Education in Special Education – Concentration: Educational Diagnostician</i>	<ul style="list-style-type: none">a. Program and course descriptions provide evidence of a wide range of methodologies including consultation, collaboration and both standardized and functional assessment practices. (i.e., EDCI 7009, EDCI 7010) matching basic knowledge and skills for educational diagnosticians.b. Student support is available at both the graduate and post graduate level with electronic access available for selected tasks.c. The course framework is aligned overall with the Louisiana Components of Effective Teaching (LCET).d. Candidates are monitored throughout their progress in coursework with portals used as decision/assessment points.e. The proposed design ensured involvement of current and post graduate students in addition to monitors and mentors.f. Field placements are available in numerous settings with selection assistance provided by the university.g. Varied assessment tools were employed to determine the success of future programming.h. Several activities were identified that addressed recruitment of future candidate

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

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Gifted Education</p>	<p>a. Gifted Education</p> <ol style="list-style-type: none"> 1) While the courses use a variety of assessments (e.g., papers, interviews, observations, presentations, lessons that are differentiated, article abstracts, curriculum unit, daily log, case study and so on), it is unclear how these assessments systematically address the growth of each candidate and how they specifically relate to the knowledge and skills in the standards and in the overall portfolio system. For example, how does the video show the candidate’s knowledge of the “role of families and communities in supporting the development of individuals with gifts and talents?” In addition, no video is mentioned in the EDCI 7760 course that is referenced. <i>In the next submission of this program, please provide examples of rubrics for each of the assessments and align these with the course objectives and assessments.</i> 2) Candidates’ site-based experiences are in their own classroom, thus limiting their opportunities to teach gifted students who represent diverse cultures, ethnicities, languages, abilities, and nationalities. <i>In the next submission of this program, please specify the ways that the program ensures that candidates teach gifted and talented students, including those from diverse backgrounds. For example, add information about placements in East Baton Rouge and other ethnically diverse school districts.</i> 3) Only two courses (social/emotional needs and practicum) have objectives that explicitly include diverse populations. <i>Since diversity is interwoven throughout the new standards, please show that diversity is explicitly addressed within the objectives of each course.</i> 4) While collaboration is addressed in the introductory, social/emotional needs, and practicum courses, the emphasis is on communication rather than planning. <i>In the next submission of this program, please add activities that involve school staff and/or parents in the planning of the student’s instructional program.</i> 5) The references and resources need to be reviewed to ensure that they have an empirical base. For example, ASCD publications are not peer-reviewed and databased. <i>In the next submission of this program, please review and revise the empirical base.</i> 6) In the interview, the program faculty mentioned that mentors met a few times a year and that some attended summer professional development institutes. A more formal structured training process needs to be established for mentors. <i>In the next submission, please develop a plan for ongoing professional development for mentors that include an annual review and update.</i>

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

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Gifted Education (Cont'd.)</p>	<p>a. Gifted Education (Cont'd.)</p> <p>7) Ensure that a variety of programmatic and curriculum models are comprehensively covered and based on empirical evidence. <i>In the next submission, please describe the knowledge and skills that will address a more comprehensive approach to programming and curricular models.</i></p> <p>8) Candidates should have experience with adapting, modifying, and extending the state curriculum to ensure transfer of differentiated instructional practices. <i>In the next submission, please include site-based experiences that require candidates to modify state curriculum in their classrooms.</i></p> <p>9) The College of Education needs to develop a system of accountability including the knowledge and skills needed for each checkpoint within the portal system. In addition, the College needs to develop rubrics with specific criteria for measuring candidate mastery of standards. The GT program would then need to align their knowledge, skills, and rubrics with the overall assessment system, selecting artifacts to show candidate growth that matches each of the portals. <i>In the next submission, please describe a plan to develop an overall system of accountability, complete with the development of rubrics where candidate's mastery can be measured and assessed.</i></p>
<p>2. Master of Education in Special Education</p>	<p>a. Concentration: Educational Diagnostician</p> <p>1) The conceptual framework is aligned with the Louisiana Components of Effective Teacher (LCET). <i>In the next iteration, please align the program with CEC Knowledge and Skills for Educational Diagnosticians including knowledge of assessment of varied categorical classifications. Course work should not be limited to assessing only at-risk or learning disabled students but must focus on changing assessment requirements.</i></p> <p>2) There are several faculty dedicated to educational assessment whose background offers a limited perspective of assessment. <i>In the next proposal, please identify how faculty dedicated to educational diagnostic instruction have a background in educational assessment including knowledge of all exceptionalities; varied methods of educational assessment; current and varied tools of educational assessment; instructional strategies tied to educational assessment; knowledge of the use of assistive technology as determined by the results of educational assessment. The background of the present dedicated faculty appears to be limited to school psychology framework. More experience relevant to the needs of Educational Diagnosticians is needed among the faculty.</i></p>

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

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>a. Concentration: Educational Diagnostician (Cont'd.)</p> <p>3) Current coursework addresses principles of testing, measurement and assessment. <i>In the next iteration, please include within the program knowledge of intelligence instruments relative to both administration and interpretation in order to prepare educational diagnosticians to function in a competent and informed manner as case managers.</i></p> <p>4) Coursework in assessment in both EDCI 7009 and EDCI 7010 address assessment and evaluation. <i>In the next iteration, please include use of a variety assessment tools to address all categorical classifications in terms of varied needs. Of particular importance is the need to include functional assessment, strengths and weaknesses and current terminology embedded in changing legal and ethical requirements related to assessment.</i></p> <p>5) In advanced programming, the empirical base should consist of current and peer reviewed materials that address current research. <i>In the next iteration, please include expanded research materials that afford current information relative to educational diagnosis. Specific examples include but are not limited to Assessment for Effective Intervention.</i></p> <p>6) Testing instruments used are current. <i>In the next iteration, please include expanded availability of testing instruments and not be limited to non compliant or single factor materials. Given the multi faceted demands of the at risk and low incident populations, instruments that afford educational diagnosticians a greater variety of assessments tools should be available.</i></p> <p>7) The course work presented provides a variety of experiences to the advanced degree candidates. <i>In the next iteration, please include knowledge of strategies; knowledge of student progress monitoring; and response to intervention measures in order to prepare the educational diagnostician to meet the changing demands of students and practices.</i></p> <p>8) EDCI 7105 affords the advanced degree candidate the opportunity to meet state standards related to reading. <i>In the next iteration, please include, for the educational diagnostician candidate, knowledge of current reading theory, current reading assessment measures in addition to identification of factors that impact reading skill acquisition.</i></p>

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

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>a. Concentration: Educational Diagnostician (Cont'd.)</p> <p>9) Candidates are provided with site based activities in EDCI 7105, EDCI 7009, EDCI 7010 and EDCI 4710 according to course descriptions. <i>In the next iteration, please include activities that offer current research based knowledge and skills procedures in addition to exposure to a more varied population. Inclusion of multi cultural materials identifying impact and remedial instruction would be of benefit.</i></p>
	<p>b. Concentration: Advanced Special Education</p> <p>1) The Special Education Program has two specializations, one in Instructional Support and the other in Behavioral Support. The Core is comprised of 18 hours and each specialization includes an additional 18 credits. There are a number of excellent courses; however, as a whole, it is not clear that the program was conceptualized to address mild/moderate disabilities in relation to the expectation for many of these students to spend a majority of their time in general education classrooms. We wonder why this program places little emphasis on students' access to the general education curriculum and limited reference to consultation, collaboration, and co-teaching models. This is of concern since interviewees reported that the graduates of this master's program would assume roles as teacher leaders, curriculum specialists, instructional specialists, and supervisors among other leadership roles. Added to this concern is a concern about the strong focus on categories (particularly Mental Retardation and Behavior Disorders). One example of this focus is the inclusion of a course on Trends and Issues in Mental Retardation that includes no reference to access to the general education curriculum. <i>In the next iteration of this proposal, please provide a description of the conceptualization of the program, along with how courses and experiences will address the needs of students with mild/moderate disabilities in school settings, to include the general education classroom.</i></p> <p>2) The program includes a variety of performance assessments that are described briefly in the report. <i>In the next iteration, please provide additional detail about program-focused, more standardized set of performance activities that are integrated across all courses and experiences.</i></p> <p>3) Numerous field experiences are included in the program. <i>In the next iteration of the proposal, please describe systematic procedures for the supervision of candidates in field experiences, especially since students are completing performance assessments in their own classrooms and schools. Along with guided reflection and other forms of mentoring, direct observation of candidate performance should be incorporated.</i></p>

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

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Gifted Education (Cont'd.)</p>	<p>b. Concentration: Advanced Special Education (Cont'd.)</p> <p>4) The redesigned program must show how professional standards (e.g., NCATE/CEC) are aligned with all courses/experiences and associated performance assessments. We saw evidence of alignment in some courses and charts, and there is mention of advanced standards (e.g., Blue Ribbon Commission); however, the program must show explicitly how courses/experiences and assessments align with state and national standards. This was not included in the report for the Instructional Support and Behavioral Support specializations. One consideration is to infuse National Board for Professional Teaching Standards (NBPTS) which would give students an opportunity, through their master's program, to acquire the knowledge, skills, and dispositions required for National Board certification <i>In the next iteration of the proposal, please provide matrices/charts that show the alignment of courses/experiences and performance assessments to state and national advanced standards.</i></p> <p>5) The descriptions of some courses in the program are not written to reflect advanced content. Rather, they include content that one might see in basic introductory courses. Examples include:</p> <p style="padding-left: 20px;">EDCI 7002 (Trends and Issues in Mental Retardation) -- the content (e.g., definitions, history, description of characteristics, assessment, legal) listed in the course description seems to be what is taught in most introductory courses in mental retardation.</p> <p style="padding-left: 20px;">EDCI 7021 (Legal and Ethical Issues in Special Education) -- the content (e.g., identifying major laws, components of CEC's Code of Ethics, role of families) listed in the course description seems to be what is taught in most introductory special education courses.</p> <p style="padding-left: 20px;"><i>In the next iteration of the proposal, please provide a program that includes advanced content/experiences throughout.</i></p> <p>6) Written information was not provided which would allow evaluators to determine if there are sufficient faculties with needed expertise to deliver the proposed program. <i>Please provide documentation of faculty expertise in the area of mild/moderate disabilities and discuss the adequacy of staffing to deliver this program in the context of all special education programs at Louisiana State University.</i></p>

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

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. <i>Master of Education in Gifted Education (Cont'd.)</i></p>	<p>b. Concentration: Advanced Special Education (Cont'd.)</p> <p>7) In preparing for national recognition by CEC/NCATE, the program should identify 6-8 candidate performance measures with scoring guides or rubrics that comprehensively address the appropriate standards. The CEC/NCATE requirements regarding the specific focus of assessments should be taken into account so that required data are collected and aggregated across candidates (e.g., planning for instruction, impact on student achievement). <i>In the next iteration of this proposal, please identify 6-8 candidate performance measures, which comprehensively address the CEC standards. Provide a sample of the assessment and scoring guide.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>1. <i>Master of Education in Gifted Education</i></p>	<p>a. Gifted Education</p> <p>None.</p>
<p>2. <i>Master of Education in Special Education</i></p>	<p>a. Concentration: Advanced Special Education</p> <p>1) When the CEC's Advanced Common Core Standards are posted on the website, the program should review courses for inclusion of critical advanced knowledge and skills. The six CEC Advanced Standards will include the areas of Leadership and Policy, Program Development and Organization, Research and Inquiry, Student and Program Evaluation, Professional Development and Ethics, and Collaboration. These standards will relate to a variety of advanced roles that program completers may assume in the profession.</p> <p>b. Concentration: Educational Diagnostician</p> <p>1) Educational diagnosticians must be skilled in the administration and interpretation of evaluation tools as well as knowledge of teaching expertise and the impact of various disabilities on student learning in the classroom. University programs must be constructed and aligned with all beginning competencies CEC Knowledge and Skills with the goal of addressing advanced standards by 2009.</p> <p>2) Given the complex nature of the profession of educational diagnostician, the following should be addressed: training in the law, ethics and current practices. Such training should also include but not be limited to Response to Intervention and Progress Monitoring Practices.</p>

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

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>2. <i>Master of Education in Special Education (Cont'd.)</i></p>	<p>b. Concentration: Educational Diagnostician (Cont'd.)</p> <p>3) It is recommended that practicum and internship hours be a minimum of six semester hours with products that indicate mastery of knowledge and skills set forth by CEC. During these practicum/internship hours, a method of evaluation should be stated to validate the efficacy of the candidate and the program.</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.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>1. <i>Master of Education in Special Education</i></p>	<p>a. Advanced Special Education</p> <p><i>This program addresses advanced knowledge for certified special education teachers and does not result in certification.</i></p> <hr/> <p>b. Concentration: Educational Diagnostician</p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>1) For certification as an education diagnostician, secondary candidates must complete nine semester hours of reading, three of which may come from undergraduate studies. University representatives indicate that secondary candidates may need to take an additional three semester hours of reading, either EDCI 7682 or EDCI 7683. <i>In the next submission of this program, those additional three semester hours of reading should be shown as part of the program, with the possibility of a waiver, if guidelines have been met through previous coursework.</i></p>

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

<i>I. Master of Education in Curriculum & Instruction</i>	a. Concentration: Gifted Education Not Recommended for Approval
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B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM (S)
<p><i>I. Master of Education in Curriculum & Instruction – Concentration: Gifted Education</i></p> <p>a. The diversity standard is addressed in 11 of the course objectives throughout the program.</p> <p>b. The process for using candidate and employer survey data to improve the program is described well. Reports on improvements will be transparent (e.g., posted on the college webpage) and disseminated.</p> <p>c. The redesign team included a diverse set of members including the dean, chair, program coordinator, two professors involved in the program, Psychology Department, local school administrators, program completers, and a nationally board certified teacher.</p>

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<i>I. Master of Education in Curriculum & Instruction</i>	<p>a. Concentration: Gifted Education</p> <p>1) The measurable objectives in the narrative descriptions of the courses are not aligned with the objectives listed on page 17. Not all of the courses have measurable objectives. For example, “gain an understanding of screening and referral,” and “appropriate questioning, grouping, and activities” are not measurable. How will “understanding” be measured? What is “appropriate” and how will it be assessed? Without measurable objectives and assessment rubrics, it is difficult to determine if there is alignment between the objectives, the assessments, and ultimately the standards. <i>In the next program submission, please make sure that the verbs used in the objectives are measurable and that each of the assessments has a rubric that is tightly linked to the objectives and can show candidate’s growth.</i></p>

LOUISIANA STATE UNIVERSITY AT SHREVEPORT (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. <i>Master of Education in Curriculum & Instruction (Cont'd.)</i></p>	<p>a. Concentration: Gifted Education (Cont'd.)</p> <p>2) Within the courses that specifically address gifted and talented, only one book is used for each course. The empirical base is limited with references not cited in the narrative course description. In the course on curriculum development, “proven” models in curriculum development is mentioned. What models are these? What proof is being used to show their effectiveness? In addition, course activities need to reflect the empirical base. <i>In the next program submission, please make sure that all of the references are cited, that general statements are supported by the literature, and that the texts cover all of the standards.</i></p> <p>3) Since most candidates are working teachers, it is unclear how all candidates have opportunities to work with students who represent diverse cultures, ethnicities, languages, abilities, and nationalities. <i>In the next submission of this program, please specify the ways that the program ensures that candidates teach gifted and talented students, including those from diverse backgrounds.</i></p> <p>4) Only one faculty member teaches the courses that are focused primarily on gifted and talented. This faculty member is an adjunct and does not have her terminal degree. How is the continuity and quality of the program ensured with part-time faculty? <i>In the next submission, please describe how the university will be proactive in recruiting full time faculty with credentials in gifted education.</i></p> <p>5) In examining the assignments in the page in Table II, less than 50 percent directly relate to the improvement in the school, candidate and/or student performance. In addition, these assignments are not mentioned in the course narratives. <i>In the next submission of the program, please describe how the assignments will be used within each of the courses to determine growth of the candidate and his or her effect on the student and/or school.</i></p> <p>6) In the paragraph describing the empirical base, references are not cited in some of the “resources and materials” section. References and resources need to be added and reviewed to ensure that they are empirical (e.g., ASCD publications are not peer-reviewed or data-based). In addition, the narrative descriptions of the gifted courses contain no citations from gifted journals. <i>In the next submission of this program, please add citations from major journals in the field of gifted education and review and revise the empirical base.</i></p>

LOUISIANA STATE UNIVERSITY AT SHREVEPORT (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>a. Concentration: Gifted Education (Cont'd.)</p> <p>7) While the College of Education and Human Development has developed four portals as part of their assessment system, no common rubric is in place to evaluate program artifacts. In addition, it is unclear what specific artifacts will be required for the GT program. Without rubrics for specific artifacts from the GT program, it is unclear how the information will be used to improve the candidate's performance and the overall program. <i>In the next submission, please provide specific rubrics for assessments. These assessments need to be aligned with an overall rubric that is a part of the College's assessment system. In addition, the program will want to describe how these assessments will be used to improve the candidate's performance and the overall program.</i></p> <p>8) None of the course narratives include a specific assessment component that is linked to the measurable objectives. <i>In the next submission, please explain how assessments are linked to measurable objectives and to course activities.</i></p> <p>9) In the curriculum development class (ED 766), there is no evidence of curriculum development such as designing a curriculum unit for gifted learners. <i>In the next submission, explain how the candidates analyze current curriculum, develop curriculum, collaborate with others in the development of curriculum, implement the curriculum with gifted students and revise the curriculum based on the student's performance.</i></p> <p>10) None of the courses or the course activities require the candidate to understand the role of assessment and approaches to identifying gifted students. Since assessment, specifically identification, is one of the CEC/NAGC standards and an important role of the teacher of gifted students, it needs to be addressed. <i>In the next submission, please identify how the candidate will have the experience with identifying gifted students and how they will collaborate with others in interpreting the assessment results.</i></p> <p>11) Candidates should have experience with adapting, modifying and extending the state curriculum to ensure transfer of differentiated instructional practices. <i>In the next submission, include site-based experiences that require candidates to modify state curriculum in their classrooms.</i></p> <p>12) From the interview, it appears that the Director of Field Experiences identifies supervisors for candidates involved in the practicum course. The supervisors then work with the candidates and mentors in the different schools. It is unclear if the supervisors and/or mentors use a common observation form to examine the candidate's performance. <i>In the next submission, please identify classroom observation instruments and how supervisors will be trained to use these instruments.</i></p>

LOUISIANA STATE UNIVERSITY AT SHREVEPORT (CONT'D.)

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<i>1. Master of Education in Curriculum & Instruction</i>	<p>a. Concentration: Gifted Education</p> <p style="text-align: center;">None.</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.

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>1. Master of Education in Curriculum & Instruction</i>	<p>a. Concentration: Gifted Education</p> <p style="text-align: center;"><i>Does Meet Certification Requirements</i></p>

LOUISIANA TECH UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE (S) OF PROGRAM (S)	RECOMMENDATIONS
1. <i>Master of Education in Curriculum & Instruction</i>	a. Concentration: Early Interventionist (Birth to Five) Recommended for Approval with Stipulations
	b. Concentration: Mild/Moderate Special Education Not Recommended for Approval
	c. Concentration: Visually Impaired Recommended for Approval with Stipulations

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM (S)
1. <i>Master of Education in Curriculum & Instruction – Concentration: Early Interventionist (Birth to Five)</i> <ul style="list-style-type: none"> a. The redesigned Master’s of Education in Curriculum and Instruction with a concentration in Early Intervention (EI: Birth to Five) program enables candidates to deepen their content knowledge through graduate level courses offered by faculty from a variety of disciplines. b. The redesigned program identifies the LA EI Competencies for the EI coursework. c. The redesign team included school district representatives.
2. <i>Master of Education in Curriculum & Instruction - Concentration: Mild/Moderate Special Education</i> <ul style="list-style-type: none"> a. Good involvement of the P-12 community in program development. There was a wide range of professionals, in addition to parents, on the redesign team. b. Authentic nature of the field experience activities, especially in the foundation courses, and how they relate to the field experience sites. c. Personal contact and targeted presentations to various groups for recruiting practicing individuals into the program. d. Some performance activities are sequential in nature, allowing candidates to systematically develop skills. This was evident in the Functional Behavioral Assessment, which was developed in both EDCI 540 and EDCI 520. e. Site-based mentors complete a course in supervision of education professionals (EDCI 524) and have required mentor training via professional development seminars.

LOUISIANA TECH UNIVERSITY (CONT'D.)

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM (S)	
2. <i>Master of Education in Curriculum & Instruction - Concentration: Mild/Moderate Special Education (Cont'd.)</i>	<ul style="list-style-type: none">f. The foundation courses provide opportunities for the candidates to gain knowledge and skills in the areas of leadership, school improvement, policy analysis, school-wide data, and professional ethics.g. P-12 educators and community representatives as well as university faculty will serve on the Screening and Selection Committee for the program.h. School supervisor, principal, and mentor as well as university faculty will evaluate portfolio.
3. <i>Master of Education in Curriculum and Instruction – Concentration: Visually Impaired</i>	<ul style="list-style-type: none">a. The redesigned program has a unified focus that has been derived from field input by parents of children who are blind/visually impaired and consumers who are blind/visually impaired.b. The redesigned program addresses state and national standards.c. The redesigned program shows alignment of state/national standards and site based activities. Teacher candidates have sufficient opportunities to meet, observe, and interact with individuals who are blind/visually impaired.d. Teacher candidates are expected to learn how to make presentations and have real-life formats such as school consultation visits and conference settings to deliver presentations on topics pertaining to the education of learners who are blind/visually impaired.e. There are high expectations for teacher candidates to be proficient in writing Braille using both the braillewriter and the slate and stylus.f. There are high expectations of teacher candidates to be proficient in reading Braille.g. Reading and writing Braille proficiency are evaluated continually throughout the program. Braille competency is required before a teacher candidate can begin his or her student teaching.h. Teacher candidates have impressive instruction and hands-on learning opportunities in the area of technology specific to Braille and low vision.i. There is a review system in place to determine a teacher candidate's need for coursework in reading instruction.j. The redesigned program meets state certification requirements for K-12. The program has expanded its content to include coursework, specifically EDCI 579: <i>Developmental Aspects of Blindness</i> that addresses the developmental impact of blindness, with specific content concerning infants, toddlers, and preschoolers.k. Personnel who provide coursework instruction have extensive personal and professional experience with children and adults who are blind.l. The course information specific to low vision is provided by an ACVREP certified low vision therapist and includes opportunities to learn from individuals using low vision devices and technology.

LOUISIANA TECH UNIVERSITY (CONT'D.)

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM (S)
<p>3. <i>Master of Education in Curriculum and Instruction – Concentration: Visually Impaired (Cont'd.)</i></p> <p>m. The Dean is knowledgeable about and supportive of the program.</p> <p>n. The Director of the Louisiana Center for Blind and her staff are in strong collaboration with the program content and the Center has provided financial support and lodging opportunities to teacher candidates and shared their library resources with teacher candidates.</p>

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. <i>Master of Education in Curriculum & Instruction</i></p>	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <p>1) Foundations and Cognate/Concentration courses need strengthening in EI content. Specifically, the foundations courses need to address issues for the age range including infants, toddlers, and preschoolers who have disabilities and their families. Also, the variety of alternative settings and service delivery models (e.g., home, community agencies, etc.) need to be addressed. For example, the Professional Development and School Improvement course for early interventionists' needs clarification because teachers would be home-based or in Head Start programs that are not schools. The EI courses need current information that addresses young children with disabilities and their families. Three courses include "At Risk" in the title (EDCI 549, 548, 482). <i>In the next reiteration of the foundation and EI course descriptions, please address EI in the performance objectives, empirical base, and proposed resources.</i></p> <p>2) The EI certification is for children with disabilities and their families from birth to age five. Therefore, the PreK-16 Council and redesign team members should include representation from providers and consumers from the diverse service delivery systems for young children with disabilities and their families. Possible members may be recruited from the local interagency coordination council members for the Part C lead agency (Early Steps) program, Head Start and Early Start programs, Even Start program, and community child care programs. <i>Please identify how efforts will be made to involve representatives from the above groups in future meetings of the redesign team to address the stipulations.</i></p>

LOUISIANA TECH UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>a. Concentration: Early Interventionist (Birth to Five – Cont'd.)</p> <p>3) The EI certification prepares teachers to serve young children (birth to 5) with disabilities and their families. Therefore, coursework and field experiences should include competencies to address the full age range. <i>Please have the redesign team carefully examine and revise all certification and degree courses to address the birth to five age range and settings for services. A review of the EI competencies would provide guidance in the review of courses specific to EI and those designed for additional audiences (e.g., foundations, technology, etc.)</i></p>
	<p>b. Concentration: Mild/Moderate Special Education</p> <p>1) The program should include the knowledge and skills in the Individualized General Curriculum as well as the Common Core in planning program curriculum and field experiences as well as aligning performance assessments. <i>In the next iteration of this proposal, please align program/course objectives and program assessments with the appropriate CEC knowledge and skills.</i></p> <p>2) Although a course objective in the program mentions collaborative partnerships and some foundational courses address technology, not all of the CEC standards are clearly articulated in the course objectives. <i>Please carefully review the CEC knowledge and skills for the Common Core and Individualized General Curriculum and revise course syllabi to assure these are comprehensively addressed. For example, learners from diverse backgrounds, families, assistive technology, atypical language development, evidence-based practices, etc.</i></p> <p>3) As per the redesign guidelines, the program needs to provide a clear alignment between standards, course objectives, and all site-based performance activities. <i>In the next iteration of this proposal, please provide matrices/charts to show that standards, all course objectives, and site-based performance activities are aligned.</i></p> <p>4) Portfolio artifacts should be selected based on demonstration of the appropriate CEC standards. Candidates may also consider timeliness of topics related to the parishes and needs of individual students but ultimately the program wants to provide evidence that the candidates are mastering the national standards as well as Louisiana Components of Effective Teaching. <i>In the next iteration of this proposal, please identify artifacts, for inclusion in the candidates' portfolios, which comprehensively provide evidence candidates have mastered the CEC standards.</i></p>

LOUISIANA TECH UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>b. Concentration: Mild/Moderate Special Education (Cont'd.)</p> <p>5) Within each course there are multiple site-based performance activities as well as other forms of assessment. In preparing for National Recognition by CEC/NCATE, the program should identify 6-8 candidate performance measures with scoring guides or rubrics, which comprehensively address the CEC Individualized General Curriculum knowledge and skills as well as the Common Core. The CEC/NCATE requirements regarding the specific focus of assessments should be taken into account so required data is collected and aggregated across candidates (for example, planning for instruction, impact on student achievement). The “gold standard” outstanding products referred to in the interview should be those that show candidate demonstration of the CEC standards, not just those that are most useful to the candidates. <i>In the next iteration of this proposal, please identify 6-8 candidate performance measures, which comprehensively address the CEC standards. Provide a sample of the assessment and scoring guide.</i></p> <p>6) The program uses evaluation of courses as the basis for course/program changes but an important aspect of program improvement should be rooted in candidate performance data as required by CEC/NCATE. <i>In the next iteration of this proposal, please develop a system for collecting, aggregating, and analyzing candidate performance data in order to make determinations about program improvement.</i></p> <p>7) Although during the interview, program completers indicated that Louisiana Tech faculty was very willing to observe and provide feedback, there was no apparent systematic observation of candidates in classrooms by university personnel during their program. It was also unclear how much systematic observation and building level mentors in the schools provided support. <i>In the next iteration of this proposal, please provide procedures, which outline how faculty and mentors will systematically observe and provide meaningful feedback to candidates regarding progress in field-based experiences.</i></p> <p>8) Many candidates are teaching in general education classrooms and are able to complete some of the field-based activities in these settings. Since certification is 1-12, it is important for the program to provide candidates with experiences across grade levels, disability areas, and service delivery models. <i>In the next iteration of this proposal, please include a process for assuring candidates have field-based experiences that reflect this grade level range for students with mild/moderate disabilities.</i></p>

LOUISIANA TECH UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>b. Concentration: Mild/Moderate Special Education (Cont'd.)</p> <p>9) The program needs to incorporate a stronger emphasis on instructional strategies for working with individuals with mild/moderate disabilities. Limited resources were cited on the course syllabi. <i>In the next iteration of this proposal, please revise syllabi to provide increased emphasis on specific evidence-based instructional strategies and cite appropriate up-to-date resources.</i></p> <p>10) Reviewers noted an emphasis in the area of early intervention. For example, in EDCI 473, Education Strategies and Methods for Teaching Students with Mild/Moderate Disabilities, the only textbook proposed is Lerner, Lowenthal and Egan (2003), a preschool textbook. <i>In the next iteration of this proposal, please review program syllabi to assure the objectives, text and other resources explicitly include appropriate methods and strategies for the school-age population.</i></p> <p>11) In EDCI 472, Transitional and Vocational Procedures, the Lenz and Deshler book is an excellent resource for students with mild and moderate disabilities in middle and secondary schools; however the scope of that course, as indicated by the objectives, is much narrower than the focus of the textbook. <i>In the next iteration of the proposal, please review the course textbook selections to assure they meet the goals and objectives of the course and fit within the broader program context. An alternative involves changing the course goals to incorporate a broader instructional focus.</i></p> <p>12) The program cites 180 hours of site-based experiences within the mild/moderate special education cognate/concentration. One hundred of those hours are EDCI 520, Practicum in Assessment and Evaluation. In comparison to the time devoted to instructional implementation, this appears unbalanced and unconnected. Additional emphasis could be placed on the use of assessment to monitor the effectiveness of the candidate's instruction with the student(s). It is essential that candidates are able to demonstrate their impact on 1-12 student learning and that the programs collect as well as aggregate this data. The performance activities listed in the program include limited lesson planning and implementation, thus the candidates are not able to sufficiently demonstrate and monitor their impact on student achievement. <i>In the next iteration of this proposal, please include adequate site-based performance activities, such as a series of sequential lessons or a unit plan and implementation of those plans, which will allow the collection of data regarding candidate impact on student learning.</i></p>

LOUISIANA TECH UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>b. Concentration: Mild/Moderate Special Education (Cont'd.)</p> <p>13) The program should clearly indicate how program evaluation data would be used to improve the program. This should include whom, when and how data will be reviewed. <i>In the next iteration of this proposal, please include a plan for analyzing and reviewing candidate performance data for use in feedback to candidates as well as program improvement.</i></p> <p>14) Although there is some support for beginning teachers, actual utilization depends on the initiative of the program completer. <i>In the next iteration of this proposal, please include a plan for consistent support for program graduates.</i></p> <p>15) Written information was not provided which would allow evaluators to determine if there are sufficient faculties with needed expertise to deliver the proposed program. <i>Please provide documentation of faculty expertise in the area of mild/moderate disabilities and discuss the adequacy of staffing to deliver this program in the context special education programs.</i></p>
	<p>c. Concentration: Visually Impaired</p> <p>1) The assessment strategies listed in the course information references an assessment code number that corresponds to a specific type of assessment. The descriptions of these code numbers do not provide information about the specificities of the assignment. <i>In the next reiteration of this program, please provide further specificity on assessment strategies for each measurable outcome with a corresponding scoring rubric. The rubric may be generic in nature and used across measurable objectives or may be unique to a particular measurable objective.</i></p> <p>2) Content of courses on exceptionalities (EDCI 504), while valuable, cannot convey the complexity of the interaction of additional disabilities on blind learners. There were no objectives related to children with additional disabilities found in the vision courses. <i>In the next reiteration of this program, please include measurable objectives specific to the role of a TVI with learners who are blind/visually impaired with additional disabilities and instructional strategies unique to this population of student. Further, the reiteration should include one or more assignment requirements that address the learner who is blind/visually impaired with additional disabilities.</i></p>

LOUISIANA TECH UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>c. Concentration: Visually Impaired (Cont'd.)</p> <p>3) Performance objectives were included on assessment knowledge and skills with Functional Vision Assessment and Reading Media Assessment. There were no performance objectives for other types of assessments; content on this topic was not evident. <i>In the next reiteration, please add performance objectives specific to knowledge of appropriate assessment tools and adaptations for developmental / educational assessments of learners who are blind/visually impaired.</i></p> <p>4) There were no performance objectives specific to environmental adaptations, the preparation and considerations of tactile graphics for learners who are blind/visually impaired, and the Expanded Core Curriculum. <i>In the next reiteration, please add performance objectives in these three areas.</i></p> <p>5) Additional textbooks should be added to supplement the ones identified in the redesign materials. <i>In the next reiteration, please include textbooks that add directly to the teacher candidates' resources for: (a) accessing the general education curriculum, (b) learners with blindness/visual impairment and additional disabilities, and (c) Learning Media Assessment.</i></p> <p>6) Additional resource information is important to build the teacher candidate's knowledge of evidence-based practices. <i>In the next reiteration, please expand the empirical basis and proposed list of resources and materials to include additional peer-reviewed literature in each key topic area.</i></p> <p>7) Care must be given to systematically and predictably meet the course objectives. <i>In the next reiteration, define a mechanism or structure that will provide assurances that the objectives of the courses are addressed no matter who the professor, adjunct, co-teacher, or invited guest may be.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>1. Master of Education in Curriculum & Instruction</p>	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <p>1) The LA EI competencies are comprehensive and thorough. The LA Tech University EI Redesign Team should participate in state-level initiatives and activities to facilitate use and integration of competencies in the program. Suggested team members are the EI and EC faculty as well as the institutional assessment coordinator who is responsible for the utilization of the assessment system (e.g., PASSPORT).</p>

LOUISIANA TECH UNIVERSITY (CONT'D.)

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
I. <i>Master of Education in Curriculum & Instruction (Cont'd.)</i>	a. Concentration: Early Interventionist (Birth to Five – Cont'd.) 2) The institution should provide the necessary support to implement the continuous assessment system (e.g., PASS-PORT) so that the EI field experiences and requirements are included. This additional support is necessary because of the diversity of settings and experiences, which are not public school based.
	b. Concentration: Mild/Moderate Special Education 1) In the future, number report pages for easier reference. 2) Identify the positions and groups, rather than individual names of faculty/chairs responsible for program review.
	c. Concentration: Visual Impairment 1) The use of special reading curriculums such as Patterns and the Mangold materials may place the TVI in the role of a reading teacher. It is recommended that the program clarify whether or not a graduate will meet the criteria for “Highly Qualified” reading teacher, if the teacher candidate is placed in the position as the sole provider of reading content. 2) There were two Louisiana public school teachers certified in the area of visual impairment listed as members of the redesign team. It is recommended to include evidence of continued feedback of additional public school researchers certified in the area of visual impairments in the public schools.

LOUISIANA TECH UNIVERSITY (CONT'D.)

SECTION II. CERTIFICATION EVALUATION

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
I. Master of Education in Curriculum & Instruction	a. Concentration: Early Interventionist (Birth to Five) <i>Does Not Meet Certification Requirements</i> <i>In order to meet certification requirements, the following must be addressed:</i> 1) There are nine semester hours of reading courses required to add-on Early Interventionist to an existing LA teaching certificate. <i>Please clarify how candidates will acquire nine semester hours of reading courses.</i>
	b. Concentration: Mild/Moderate Special Education <i>Does Meet Certification Requirements</i>
	c. Concentration: Visually Impaired <i>Does Meet Certification Requirements</i>

MCNEESE STATE UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE (S) OF PROGRAM (S)	RECOMMENDATIONS
1. <i>Master of Education in Special Education</i>	a. Concentration: Education Diagnostician Not Recommended for Approval
	b. Concentration: Mild/Moderate Special Education (Advanced Knowledge) Recommended for Approval with Stipulations

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM (S)
1. <i>Master of Education in Special Education -- Concentration: Education Diagnostician</i> <ol style="list-style-type: none"> a. In general, many of the CEC Knowledge and Skill statements have been mentioned in the syllabi and the course products. b. Nine semester hours are devoted to specific assessment related courses. c. Emphasis on collaboration and consultation is a valuable asset to educational diagnosticians, and this aspect of the role is adequately covered. d. There are two field-based components (practicum and internship) included in the course sequence.
2. <i>Master of Education in Special Education – Concentration: Mild/Moderate Special Education (Advanced Knowledge)</i> <ol style="list-style-type: none"> a. The focus of this program is on preparing certified special education teachers for certification by the National Board for Professional Teaching Standards. There are several experiences and activities throughout the program to do this. b. There is clear involvement of the K-12 community in programs and program development. The Redesign Team included community leaders and school district personnel in addition to faculty from the Colleges of Education and Arts & Sciences. The PK-16 Advisory Council as well as the Teacher Education Advisory Council meets regularly to enhance teacher preparation programs. c. SPED 607: Practicum in Assessment, Teaching and Evaluation of Exceptional Children provides a culminating field experience supervised by university faculty to the candidates of this program.

MCNEESE STATE UNIVERSITY (CONT'.D)

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education</p>	<p>a. Concentration: Education Diagnostician</p> <ol style="list-style-type: none"> 1) The conceptual framework is aligned with the Louisiana Components of Effective Teacher (LCET). <i>Please align the program with the CEC Knowledge and Skills for Educational Diagnosticians including knowledge of assessment of varied categorical classifications. Course work should not be limited to assessing only at-risk or learning disabled students but must focus on changing assessment requirements.</i> 2) The main faculty member, who has working knowledge of the current and proposed course work was unavailable at the time dedicated to questioning. <i>Please identify what the university will do to ensure that more than one faculty member will have an in depth perspective on current and proposed course work in order to provide a comprehensive analysis of course preparation.</i> 3) Current coursework addresses principles of testing, measurement and assessment on a limited basis. <i>In the next iteration of this proposal, please have coursework that includes knowledge of intelligence instruments relative to both administration and interpretation in order to prepare educational diagnosticians to function in a competent and informed manner as case managers.</i> 4) Coursework in assessment address assessment and evaluation with limited assessment tools available. <i>In the next iteration of this proposal, please include use of a variety assessment tools to address all categorical classifications in terms of varied needs. Of particular importance is the need to include functional assessment, strengths and weaknesses and current terminology embedded in changing legal and ethical requirements related to assessment.</i> 5) In advanced programming, the empirical base is limited. <i>In the next iteration of this proposal, please include expanded research materials that afford current information relative to educational diagnosis. Specific examples include but are not limited to Assessment for Effective Intervention.</i> 6) Testing instruments used are not current. <i>In the next iteration, please include expanded availability of testing instruments and not be limited to non compliant or single factor materials. Given the multi faceted demands of the at risk and low incident populations, instruments that afford educational diagnosticians a greater variety of assessments tools should be available.</i> 7) The course work presented provides a limited variety of experiences to the advanced degree candidates. <i>In the next iteration, please include knowledge of strategies; knowledge of student progress monitoring; response to intervention measures in order to prepare the educational diagnostician to meet the changing demands of students and practices.</i>

MCNEESE STATE UNIVERSITY (CONT'.D)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>a. Concentration: Education Diagnostician (Cont'd.)</p> <p>8) Course work in EDJUC 632 affords the advanced degree candidate the opportunity to meet state standards related to reading but does not address the full range of knowledge needed for this academic area. <i>In the next iteration, programming, please include, for the educational diagnostician candidate, knowledge of current reading theory, current reading assessment measures in addition to identification of factors that impact reading skill acquisition.</i></p> <p>9) Candidates are provided with site based activities in SPED 616 and SPED 617 according to course descriptions. <i>In the next iteration of this proposal, please include activities that offer current research based knowledge and skills procedures in addition to exposure to a more varied population. Inclusion of multi cultural materials identifying impact and remedial instruction would be of benefit. In addition, the site based activities should be expanded in terms of requirement hours to meet national standards.</i></p> <p>10) Course work in SPED 616 is limited. <i>Please expand instruction to address the knowledge and impact of disabling conditions upon education. Instruction in this course and all related work should tie assessment, educational programming and IEP development together. Necessary information may be embedded in other course work but needs to be delineated in order to provide a cohesive pattern of instruction.</i></p> <p>11) Feedback from districts is sought on an irregular basis. <i>Please realign course offering to address concerns and needs of districts and graduates of the program. In addition, course work needs to incorporate extended internship hours in order to align with national standards.</i></p> <p>b. Concentration: Mild/Moderate Special Education (Advanced Knowledge)</p> <p>1) Syllabi include a matrix relating course objectives to standards from the National Board for Professional Teaching Standards and KSDs, which the interviewees indicated were the knowledge, skills and dispositions that are included in the unit's conceptual framework. <i>In the next iteration of this proposal, all syllabi should address CEC's standards, where applicable.</i></p> <p>2) Two of the courses submitted for the advanced Master of Education degree in Mild/Moderate disabilities are cited as courses that also serve the MAT program <i>Please explain in the next reiteration, the differentiation between expectations for candidates in each program.</i></p>

MCNEESE STATE UNIVERSITY (CONT'.D)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>b. Concentration: Mild/Moderate Special Education (Advanced Knowledge – Cont'd.)</p> <p>3) The syllabus for SPED 615 indicates 20 hours of field experiences, but this is not cited or described on Form 16; Form 16 indicates the application of consultation strategies to a relevant problem in site-based activities, but this objective is not evident in the syllabus. <i>Please review syllabi and field experiences and provide an alignment in the next iteration of this proposal.</i></p> <p>4) A number of courses contained outdated content and/or resources. For example, syllabi for SPED 604, SPED 606, SPED 607 and SPED 625 include references to IDEA-97. SPED 606 refer to McLoughlin and Lewis's 5th edition and SPED 618 refers to a 2000 edition of Friend and Cook. New editions of those texts have been published. <i>Please update these syllabi to reflect current legislation and resources. The empirical bases for theses courses need to be updated to reflect current legislation.</i></p> <p>5) An important role of the special education teacher includes assisting students to access the general education curriculum. The knowledge and skills to do this, as well as the required demonstration of performance should be strengthened within this program. <i>In the next iteration of this program, please include performance assessments that clearly show how teachers will assist students with mild/moderate disabilities in the general education classroom.</i></p> <p>6) The syllabus for SPED 607 includes reference to the "student wishing to certify", however, this program is only for candidates who are already certified in special education. <i>This course syllabus needs to be revised to reflect the admissions requirements for this program.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>1. Master of Education in Special Education</p>	<p>a. Concentration: Educational Diagnostician</p> <p>1) Educational diagnosticians must be skilled in the administration and interpretation of evaluation tools as well as knowledge of teaching expertise and the impact of various disabilities on student learning in the classroom. University programs must be constructed and aligned with all beginning competencies CEC Knowledge and Skills with the goal of addressing advanced standards by 2009.</p>

MCNEESE STATE UNIVERSITY (CONT'.D)

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>1. <i>Master of Education in Special Education (Cont'd.)</i></p>	<p>a. Concentration: Educational Diagnostician (Cont'd.)</p> <p>2) Within each educational diagnostician preparation program, university personnel should strive to surpass the teaching of these minimum competencies while training educational diagnosticians to be reflective practitioners capable of in-depth problem solving. Clear, sequential courses that meet the CEC requirements should be followed by all universities preparing educational diagnosticians.</p> <p>3) It is recommended that practicum and internship hours be a minimum of six semester hours with products that indicate mastery of knowledge and skills set forth by CEC. During these practicum/internship hours, a method of evaluation should be stated to validate the efficacy of the candidate and the program.</p>
	<p>b. Concentration: Mild/Moderate Special Education</p> <p>1) When Advanced Common Core Standards are posted on the CEC website, the program should review courses for inclusion of critical advanced knowledge and skills. The six CEC Advanced Standards will include the areas of Leadership and Policy, Program Development and Organization, Research and Inquiry, Student and Program Evaluation, Professional Development and Ethics, and Collaboration. These standards will relate to a variety of advanced roles program completers may assume in the profession.</p> <p>2) Attention should be paid to including content, activities, and experiences that provide candidates knowledge and skills that are culturally relevant to the wide range of diverse students in today's schools. This could be demonstrated in syllabi, site experiences and/or assessment rubrics.</p>

MCNEESE STATE UNIVERSITY (CONT'.D)

SECTION II. CERTIFICATION EVALUATION

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. Master of Education in Special Education	<p>a. Concentrations: Educational Diagnostician</p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>1) In order for a secondary Louisiana certified teacher to add-on Educational Diagnostician, 9 semester hours of reading courses and 3 semester hours of Test Theory are required. <i>Please identify the 9 hour courses required to meet Diagnosis of Reading and Reading Foundations. In addition, please identify the course designed to meet the Test Theory requirement.</i></p>
	<p>a. Concentrations: Mild/Moderate Special Education (Advanced Knowledge)</p> <p><i>This program addresses advanced knowledge for certified special education teachers and does not result in certification.</i></p>

NICHOLS STATE UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. <i>Bachelor of Science in Early Intervention (Birth to Five)</i>	<p>a. Early Interventionist (Birth to Five)</p> <p>Not Recommended for Approval</p>
2. Master of Education in Learning Disabilities	<p>a. Learning Disabilities</p> <p>Recommended for Approval with Stipulations</p>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM (S)
<p>1. <i>Bachelors of Science in Early Intervention (Birth to Five)</i></p> <ul style="list-style-type: none"> a. The spiral/tiered approach used in the portfolio and student assessment process provides continuous assessment opportunities and enables students to add newly acquired skills and knowledge to previous knowledge and skill base. b. Field experiences are chosen to provide students with opportunities to work in diverse settings (urban/rural, children with disabilities, and children who are English language learners). c. Appendix C, Early Intervention Matrix provides a visual representation of which course within the program includes each early intervention competency.
<p>2. <i>Master of Education in Learning Disabilities</i></p> <ul style="list-style-type: none"> a. The redesign teamwork at Nicholls seemed strong. One strong point is that the curriculum committees plan to hold annual meetings with the redesign team to accomplish specific goals (e.g., gain input on necessary program revisions). b. The procedures outlined to support program completers seem varied and predictive of success. c. The redesigned advanced program and courses/experiences infuse the National Board for Professional Teaching Standards (NBPTS). d. Including action research as part of the program is a strength.

NICHOLS STATE UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. <i>Bachelors of Science in Early Intervention</i></p>	<p>a. Early Interventionist (Birth to Five)</p> <ol style="list-style-type: none"> 1) Efforts to engage the district and community are evidenced through the broad community membership of the Redesign Team and the PK-16 Community. However, early intervention agency and consumer representatives (Early Steps) were not included. <i>In the next proposal, please include Early Steps providers and consumers as part of the Redesign Team and should be included in the PreK-16 Council.</i> 2) The quality of the program and its components is highly dependent on the empirical base. State standards are not sufficient as an empirical base. <i>In the next proposal, please strengthen the empirical base for all the courses. The empirical base should include both seminal as well as recent reports of research and conceptual models. The research cited must address infants, toddlers, and preschoolers with and without disabilities and their families, and the service delivery system (including providers) for young children with and without disabilities, environments, and settings.</i> 3) The task of meeting the needs of a diverse population of children birth to age five, with and without disabilities, from diverse cultures, and using multiple languages is not an easy one. The current program does not have a sufficient focus on the instructional needs of young children in diverse and inclusive classrooms or the individualized and differentiated instruction and curriculum necessary to meet the needs of these diverse learners. There is seldom mention of adaptations or modifications of the environment, activities, curriculum, or instruction, to meet the differentiated needs of young children with disabilities or children who are English language learners. In addition the needs of children from risk or poverty populations are also not addressed with sufficient scope and sequence in the program components. The Louisiana Early Intervention competencies are thorough and comprehensive. <i>Please carefully examine and address the Louisiana Early Intervention competencies in the development of program components in the next proposal.</i> 4) FACS 134 – Family Development - should include sufficient information and experiences to ensure that candidates have the knowledge and experiences necessary to work with families from diverse/different groups, populations, and cultures. There is no mention of difference, diversity, or disabilities in the description for this course (with the exception of autism and special needs to describe resources previous students have accessed in the section Nature of Change). <i>In the next proposal, please address these omissions.</i>

NICHOLS STATE UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Bachelors of Science in Early Intervention (Cont'd.)</p>	<p>a. Early Interventionist (Birth to Five – Cont'd.)</p> <p>5) FACS 231 – The Child – includes no reference to the child with a disability or experiences working with infants and toddlers with or without disabilities. <i>In the next proposal, please address these omissions.</i></p> <p>6) FACS 232 – Approaches to Preschool Curriculum – there are no reference to the child with a disability or infants & toddlers with or without disabilities. <i>In the next proposal, please address these omissions.</i></p> <p>7) <i>In FACS 232 please consider changing the descriptions of classrooms to preschool rather than nursery school to be aligned with the Louisiana Early Intervention competencies.</i></p> <p>8) <i>In FACS 232, please consider changing the use of the ECERS to the ECERS-R 2005. The ECERS was revised in 2005; especially when this is cited as the most important change in the course.</i></p> <p>9) FACS 232 has no empirical base nor are there materials/resources which reference the young child with disabilities and his family. <i>In the next proposal, please address these omissions.</i></p> <p>10) FACS 239 – Preschool Practicum. - does not sufficiently address children with disabilities or infants and toddlers with or without disabilities. Furthermore, the competencies are heavily classroom based, with little opportunity for the demonstration of skills required in a home-based service delivery model. Faculty and supervisors have limited opportunity to evaluate the skills and dispositions of candidates in working with children with disabilities (i.e., only one (m) competency of 15 addresses the instruction of children with disabilities – no discussion of adaptations, accommodations). <i>Please use the Louisiana Early Intervention competencies as the basis for the development of this course. Although the Louisiana program standards are helpful in evaluating programs, the competencies are a more appropriate benchmark for early intervention teacher education students. In addition, the early intervention competencies will provide a stronger foundation for the development of activities to ensure that graduates are competent in working with young children with disabilities across the full early intervention age – span (birth to 5) and their families</i></p>

NICHOLS STATE UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Bachelors of Science in Early Intervention(Cont'd)</p>	<p>a. Early Interventionist (Birth to Five – Cont'd.)</p> <p>11) Faculties have used a curriculum model that is content focused rather than integrated. This curriculum model is well aligned with the school-age program but does not fit well within an interdisciplinary and integrated model typically advocated for young children (with or without disabilities). In addition, this curriculum model is not easily generalizable across the full age range. For example, Language, Literature & Literacy is a pivotal course for students in the early intervention program. In order to prepare students to understand and provide instruction to meet the language needs of infants, toddlers, and preschoolers with disabilities this course should include greater emphasis on the pre-linguistic and early language development of young children with disabilities. The use of augmentative communication tools and strategies as well as opportunities for students to develop and use such devices should be embedded in this class as well to address the needs of children who do not now or may never use oral language for communication. Greater emphasis on parent-child interaction, family literacy, and the impact of culture and environment on oral language, writing, and early reading is also necessary. The empirical base included in the document does not include the most recent and salient research on language development and early literacy either for children with disabilities or there typically peers. <i>The next proposal should address these deficits. In the next proposal, please reevaluate the activities for FACS 333, 335 &336 to determine if a more integrated model can be used.</i></p> <p>12) It is critical that students in these courses (Methods, Practicum, and Student Teaching) are provided the opportunity to demonstrate the Louisiana early intervention competencies. In the current proposal, all experiences appear to be either in public school or the lab school with preschool children “Candidates are assigned to pre-kindergarten classrooms, kindergarten classrooms, or early intervention special education class.</p>
<p>2. Master of Education in Learning Disabilities</p>	<p>a. Learning Disabilities</p> <p>1) Research-based strategies/approaches were mentioned numerous times in charts and course syllabi. However, specific examples of research-based approaches were not provided in courses (e.g., EDCI 548) or in charts. <i>Please include specific examples of strategies and approaches that will be taught in the next iteration of the proposal.</i></p>

NICHOLS STATE UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>2. Master of Education in Learning Disabilities (Cont'd.)</p>	<p>a. Learning Disabilities (Cont'd.)</p> <ol style="list-style-type: none"> 2) The description of EDCI 530, Introduction to Learning Disabilities, notes that the course will be taught as a seminar course. However, a number of the course objectives appear similar to what is typically offered in a beginning introductory course -- not a course for teachers already holding special education certification. Moreover, CEC-LD standards (for initial programs) are noted but there is no discussion about how the standards are expanded for an advanced program. <i>In the next iteration of the proposal, please be explicit about the advanced nature of the content. Changing the title of the course to reflect advanced content would be desirable. In addition, other courses should be reviewed carefully to assure advanced content is included.</i> 3) Numerous field experiences are included in the program. <i>In the next iteration of the proposal, please have program faculty describe systematic procedures for the supervision of candidates in field experiences, especially since students are completing performance assessments in their own classrooms and schools. Along with guided reflection and other forms of mentoring, direct observation of candidate performance should be incorporated.</i> 4) Portfolio artifacts should be selected based on demonstration of the appropriate standards. During the interview, it was mentioned that candidates select entries to show their competence related to the standards. <i>In the next iteration of this proposal, please identify artifacts for inclusion in candidates' portfolios, which comprehensively provide evidence that candidates have mastered appropriate state and national standards.</i> 5) Written information was not provided which would allow evaluators to determine if there are sufficient faculties with needed expertise to deliver the proposed program. <i>Please provide documentation of faculty expertise in the area of mild/moderate disabilities and discuss the adequacy of staffing to deliver this program in the context special education programs at Nicholls State University.</i>

NICHOLS STATE UNIVERSITY (CONT'D.)

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
<p>1. <i>Bachelors of Science in Early Intervention (Birth to Five)</i></p>	<p>a. Early Interventionist (Birth to Five)</p> <ol style="list-style-type: none"> 1) The Louisiana Early Intervention Competencies are comprehensive and thorough. The early intervention redesign team should participate in state-level initiatives and activities to facilitate greater use and integration of these competencies in the program. Suggested team members are the early intervention and early childhood and/or PK – 3 faculties as well as the institutional assessment coordinator who is responsible for the utilization of PASSPORT. 2) The institution should provide the necessary support to implement the continuous assessment system (PASSPORT) so that the early intervention field experiences and requirements are included. This additional support is necessary because of the diversity of settings and experiences, which are not public school based. 3) Redesign team members are encouraged to review the program to ensure that the needs of children from culturally and linguistically different populations (to include the English Language Learner) are addressed. 4) A number of issues (i.e., accountability, lead agency designation, delivery of inclusive and consultative services) are current challenges in the field of early intervention. Faculty and redesign team members are encouraged to address these issues within the coursework so that graduates can contribute as knowledgeable advocates and professionals to address these challenges and promote solutions.
<p>2. <i>Master of Education in Learning Disabilities</i></p>	<p>a. Learning Disabilities</p> <ol style="list-style-type: none"> 1) It is recommended that program faculty consider changing the name of their degree either to (a) Special Education, with a concentration in Learning Disabilities or (b) Special Education, with a concentration in Instructional/Behavioral Interventions. The reasons for this recommendation include: <ol style="list-style-type: none"> a) Most courses (e.g., EDCI 540) in the program focus on Mild/Moderate Disabilities, not just Learning Disabilities. Only one course (i.e., Introduction to Learning Disabilities) in the current program focuses on Learning Disabilities and the content in this course sometimes references mild/moderate terminology.

NICHOLS STATE UNIVERSITY (CONT'D.)

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
<p>2. Master of Education in Learning Disabilities (Cont'd.)</p>	<p>a. Learning Disabilities (Cont'd.)</p> <ol style="list-style-type: none"> 1) (Cont'd.) b) Given current trends for students with disabilities to spend more time in general education classrooms, we assume that many graduates will work with students across the categories of Mental Retardation, Behavior Disorders, and Learning Disabilities. Many students may want their degrees to reflect advanced work in all these areas. 2) The program currently uses the terms <i>Research-based Practices</i> (RBP) and <i>Evidence-based Class-wide Practices</i> (EB-CWP). To avoid confusion, consider using consistent terminology regarding evidence-based or research-based practices. 3) When CEC's Advanced Common Core Standards are posted on the website, the program should review courses for inclusion of critical advanced knowledge and skills. The six CEC Advanced Standards will include the areas of Leadership and Policy, Program Development and Organization, Research and Inquiry, Student and Program Evaluation, Professional Development and Ethics, and Collaboration. These standards will relate to a variety of advanced roles that program completers may assume in the profession. 4) In preparing for national recognition by CEC/NCATE, the program should identify 6-8 candidate performance measures with scoring guides or rubrics that comprehensively address the appropriate standards. The CEC/NCATE requirements regarding the specific focus of assessments should be taken into account so that required data are collected and aggregated across candidates (e.g., planning for instruction, impact on student achievement).

NICHOLS STATE UNIVERSITY (CONT'D.)

SECTION II. CERTIFICATION EVALUATION

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>1. Bachelors of Science in Early Intervention (Birth to Five)</p>	<p>a. Early Intervention (Birth to Five)</p> <p>Does Not Meet Certification Requirements</p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <ol style="list-style-type: none"> 1) Nine semester hours of reading courses are required. Please explain the use of SPCH 101 or FACS 262 to address reading content 2) FACS 333 is listed under the math requirements. FACS 333 can not be used to meet the general education math requirements. It could be used to meet methodology requirements. <i>Please replace with a pure content math course.</i> 3) SOCI 151/204 is listed under general education science requirements. <i>Please replace with a natural science course.</i> 4) FACS 239 and EDUC 483 are listed under Focus Area (Nursery School) and Methodology. <i>Please clarify.</i> <p><i>Note: There was confusion among university personnel during the interview as to what program had been presented (e.g., pilot program), what they were currently submitting, and whether it was a redesigned program or a continuation of the existing program. There was confusion as to what certification areas could be issued and what areas the Early Intervention graduates would be allowed to teach. Since Early Childhood certification no longer exists and the university may no longer offer a pilot program for young children, the only certification options for teachers of young children are certifications in Grades PK-3 or Early Intervention (Birth to Five) – Special Education. The university must determine if they will offer a program in one of these two areas or both.</i></p>
<p>2. Master of Education in Learning Disabilities</p>	<p><i>This program was not reviewed by the Louisiana Department of Education for it does not result in certification.</i></p>

NORTHWESTERN STATE UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE (S) OF PROGRAM (S)	RECOMMENDATIONS
1. <i>Master of Education in Special Education</i>	a. Concentration: Gifted Education Recommended for Approval with Stipulations
	b. Concentration: Mild/Moderate Special Education Recommended for Approval with Stipulations

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM(S)
1. <i>Master of Education in Special Education – Concentration: Gifted Education</i> <ol style="list-style-type: none"> a. The on-line format allows for greater candidate flexibility in acquiring knowledge. b. The delivery of knowledge is organized in a logical sequence. c. The program requires 270 hours of site-based experiences that are embedded across courses. d. The courses are aligned with the new CEC/TAG standards. e. The redesign team included a diverse set of professionals from public schools, representatives from the Louisiana Department of Education, Region V Service Center, National Board certified teachers, Arts and Sciences faculty, College of Education faculty, and the Dean of Graduate Studies. In addition, the team will be involved in reviewing the program curriculum on an ongoing basis. f. The degree will facilitate achievement of national Board Certification by including class assessments that would require entries similar to those required for National Board portfolios.
2. <i>Master of Education in Special Education – Concentration: Mild/Moderate Special Education</i> <ol style="list-style-type: none"> a. The redesign team was composed of a range of professionals from the school, university, and LA department of education and also included National Board certified teachers. b. Content in some courses will align with the new CEC Advanced Standards. This is noted in Curriculum Development for School Improvement, Action Research for School Improvement, as well as Instructional Improvement and Assessment. c. Inclusion of NBPTS in the program redesign is commended. d. The realistic application of many of the performance activities is strength.

NORTHWESTERN STATE UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. <i>Master of Education in Special Education</i></p>	<p>a. Gifted Education</p> <ol style="list-style-type: none"> 1) Course assessments are stated in broad terms. For example, “Students will demonstrate mastery of all objectives through the creative activities, assessments of creativity, and online presentation and discussions of those activities and assessments.” <i>In your next submission, include specificity with your assessments and link specific assessments to course objectives and to the standards. In addition, provide rubrics for your performance-based measures. The assessment column in the matrix beginning on page 72 needs to be revised to show specific assessments that will be used to address each standard.</i> 2) In SPED 5840, 5890, and 5870 excessive overlaps exists between course objectives indicating a lack of rigor and scaffolding of candidate’s growth. <i>Clearly delineate the knowledge and skills for each course to ensure rigor and progression of the program of studies.</i> 3) In SPED 5840, candidates are asked to conduct an in-service on the identification of gifted students with stakeholders with only survey knowledge in the field. This performance should be toward the end rather than the beginning of the program when the candidates have a stronger foundation of knowledge and skills in gifted education. <i>In the next submission, revise the performance activity so that it better reflects survey knowledge.</i> 4) Although the university in the redesign team solicited input and collaborated with a variety of stakeholders, it is still unclear if a true collaboration exists in all stages of the redesign process, particularly since no one other than university personnel was present in the interview. <i>Please identify how meaningful collaboration efforts have existed in the preparation of the program and how multiple stakeholders are involved in the decision-making process about program improvement and curriculum changes.</i> 5) Since most candidates are working teachers, it is unclear how all candidates have opportunities to work with students who are gifted and talented or with students from diverse backgrounds. <i>In the next submission of this program, please specify the ways that the program ensures that candidates teach gifted and talented students, including those from diverse backgrounds.</i>

NORTHWESTERN STATE UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>a. Gifted Education (Cont'd.)</p> <p>6) University faculty or designated district personnel do not appear to provide supervision of candidates in their site-based field experiences that totals more than 200 hours (not including the practicum). A system of accountability needs to be in place to monitor the quality and growth in candidate learning. <i>In the next submission, delineate the process and criteria for supervising candidates in their site-based field experiences to demonstrate the candidates' application of knowledge and skills over time. Consider using common observation forms so that supervisors and/or mentors can be trained and candidates can see growth in their performance.</i></p> <p>7) Course objectives, activities, and assessments show limited focus on candidates' collaborative experiences. To what degree are candidates actively engaged in collaborative efforts with parents, gifted resource teachers, school personnel and community members to support the needs of gifted students in their classrooms? <i>In the next submission explicitly cite how the collaboration standard is addressed.</i></p> <p>8) Much of the field of gifted education rests on the educator's ability to differentiate instruction for gifted students based on the assessment (pre/post; formative and summative, etc) of learner abilities, knowledge, skills, and interests. There was nothing cited in the documents or reinforced in the interview that identified how the gifted student's performance and/or achievement would influence the candidate's modification of instruction and/or curriculum. <i>In the next submission be explicit about how experiences for candidates are directly linked to learner (student)-driven achievement.</i></p> <p>9) Many of the assessment strategies to determine candidates' growth are blackboard postings of the candidate's personal reflections and peer responses to these postings. Limited observations are made of the candidates' ability to implement differentiated sets of experiences for gifted students. It appears that the assessment of candidates' ability to implement differentiated instruction is based more on their ability to write than their ability to teach. <i>Consider incorporating other options (video-conferencing, digital recordings, and peer/mentor observations) to capture candidate's growth in knowledge and skills.</i></p>

NORTHWESTERN STATE UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education In Special Education (Cont'd.)</p>	<p>a. Gifted Education (Cont'd.)</p> <p>10) None of the courses or the course activities requires the candidate to understand the role of assessment and approaches to identifying gifted students. Since assessment, specifically identification, is one of the CEC/NAGC standards and an important role of the teacher of gifted students, it needs to be addressed. <i>In the next submission, identify how the candidate will have the experience of identifying gifted students and how they will collaborate with others in interpreting the assessment results.</i></p> <p>11) While the College of Education has developed four portals as part of their assessment system, no common rubric is in place to evaluate program artifacts. In addition, it is unclear what specific artifacts will be required for the GT program and how these artifacts will build upon one another. Without rubrics for specific artifacts, it is unclear how the information will be used to improve the candidate's performance and the overall GT program. <i>In the next submission, the GT program needs to provide specific rubrics for assessments that will be a part of the portfolio used in the College's assessment system. In addition, the program will want to describe how these assessments will be used to improve the candidate's performance and the overall program.</i></p>
	<p>b. Concentration: Mild/Moderate Special Education</p> <p>1) The proposal included a chart (pp. 72-86) showing alignment of courses with some CEC knowledge and skills. The chart describes them as the Individualized General Curriculum but in reality only the Common Core has been addressed. The Individualized General Curriculum should be included also as this contains knowledge and skills specifically related to mild/moderate disabilities. <i>In the next iteration of this proposal, alignment of program/course objectives and performance-based assessments should include the Individualized General Curriculum.</i></p> <p>2) The program provides a range of courses, which address a wide range of critical knowledge and skills for teachers of students with mild/moderate disabilities. Not all of the CEC standards however, are clearly articulated in the course objectives. <i>The program should carefully review the CEC knowledge and skills for the Common Core and Individualized General Curriculum and revise course syllabi to assure these are comprehensively addressed. For example, learners from diverse backgrounds, families, assistive technology, atypical language development, evidence-based practices, etc.</i></p>

NORTHWESTERN STATE UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>b. Concentration: Mild/Moderate Special Education (Cont'd.)</p> <p>3) As per the redesign guidelines, the program needs to provide a clear alignment between standards, course objectives, and all site-based performance activities. The program may want to highlight the performance tasks related to NBPTS. <i>In the next iteration of this proposal, provide matrices/charts to show standards, all course objectives, and site-based performance activities are aligned. Assure there is a clear correspondence between the objectives and assessments described in the course descriptions and the performance activities listed in the chart (for example, EDCI 5030). In addition, review courses and performance activities for overlap (for example, assessing school climate and culture and develop staff development program is found in both EDCI 5030 and EDCI 5020).</i></p> <p>4) Within each course there are multiple site-based performance activities as well as other forms of assessment. In preparing for National Recognition by CEC/NCATE, the program should identify 6-8 candidate performance measures with scoring guides or rubrics, which comprehensively address the CEC Individualized General Curriculum knowledge and skills as well as the Common Core. The CEC/NCATE requirements regarding the specific focus of assessments should be taken into account so required data is collected and aggregated across candidates (for example, planning for instruction, impact on student achievement). <i>In the next iteration of this proposal, identify 6-8 candidate performance measures, which comprehensively address the CEC standards. Provide a sample of the assessment and scoring guide.</i></p> <p>5) The program uses evaluation of courses as the basis for course/program changes but an important aspect of program improvement should be rooted in candidate performance data as required by CEC/NCATE. <i>In the next iteration of this proposal, develop a system for collecting, aggregating, and analyzing candidate performance data in order to make determinations about program improvement. Describe specifically when/how the various stakeholders review aggregated data and how decisions are made for program improvement.</i></p> <p>6) Many candidates will be completing the field experiences and performance activities in their own classrooms (for example, the 60 hour Practicum in Assessment, SPED 5480). Field experiences should be supervised to assure candidates are demonstrating the expected skills in the school and classroom. <i>In the next reiteration, clearly specify how the program will assure candidates will be able to complete the range of performance activities required in field-based experiences. Please clarify what is meant by the "observation and participation in the LRE" for 30 hours in SPED 5600. Be more specific about the process that will be used to support and evaluate mentors.</i></p>

NORTHWESTERN STATE UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>c. Concentration: Mild/Moderate Special Education (Cont'd.)</p> <p>7) The proposal does not provide adequate information for external evaluators to determine if sufficient faculties with necessary expertise are available to implement the program. <i>In the next reiteration, provide detail regarding faculty availability and expertise to fully implement the proposed program.</i></p> <p>8) Numerous field experiences are included in the program. Many candidates are teaching in general education classrooms and are able to complete some of the field-based activities in these settings. Since certification is 1-12, it is important for the program to provide candidates with experiences across grade levels, disability areas, and service delivery models. <i>In the next iteration of this proposal, include a process for assuring candidates have field-based experiences that reflect this grade level range for students with mild/moderate disabilities. Program faculty should describe systematic procedures for the supervision of candidates in field experiences, especially since candidates are completing performance assessments in their own classrooms and schools. Along with guided reflection and other forms of mentoring, direct observation of candidate performance should be incorporated.</i></p> <p>9) There are references to co-teaching (for example, name of a video and requirement to co-teach in SPED 5600) however, as a whole, it is not clear how the program addresses mild/moderate disabilities in relation to the expectation for many of these students to spend a majority of their time in general education classrooms. There is limited reference to accessing the general education curriculum, differentiation of instruction, consultation, collaboration, or co-teaching models. <i>In the next iteration of this proposal, provide a description of the conceptualization of the program, along with how courses and experiences will address the needs of students with mild/moderate disabilities in the general education classroom. Include specific course objectives.</i></p>

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>1. Master of Education in Special Education</p>	<p>a. Concentration: Gifted Education</p> <p>None.</p>

NORTHWESTERN STATE UNIVERSITY (CONT'D.)

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>1. <i>Master of Education in Special Education</i></p>	<p>b. Concentration: Mild/Moderate Special Education</p> <ol style="list-style-type: none"> 1) Review text for consistency in wording and format. For example, using performance verbs to describe the activities in ETEC 5710 will make the format more consistent with the description of the performance activities in the other courses. Catalog descriptions of courses and wording related to clinical and field-based experiences could be more consistent. Match the titles of ETEC 5710 with the second title (Integrating Technology into the Teaching/Learning Process) preferred. 2) Consider a course name change for SPED 5350, Parents of Exceptional Children. “Families” is a more inclusive term and “children or individuals with exceptionalities” incorporate person-first language. 3) Consider including Positive Behavior Supports (PBS) and Behavior Improvement Plans (BIP) along with FBA. 4) SPED 5350 and SPED 5960 descriptions should be more inclusive of students who are gifted and the catalog description changed to children with “exceptionalities” to reflect this broader range. 5) The program lists phone calls, site visits, e-mail correspondence, and follow-up surveys as examples of support for program completers. The program should include a plan showing how the above will be used to provide systematic consistent support for program graduates.

SECTION II. CERTIFICATION EVALUATION

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>1. <i>Master of Education in Special Education</i></p>	<p>a. Concentration: Gifted Education</p> <p style="text-align: center;"><i>Does Meet Certification Requirements</i></p>
	<p>b. Concentration: Mild/Moderate Special Education</p> <p style="text-align: center;"><i>Does Meet Certification Requirements</i></p>

SOUTHERN UNIVERSITY AND A&M COLLEGE

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. <i>Master of Education in Special Education</i>	a. Concentration: Mild/Moderate Special Education Not Recommended for Approval

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM (S)
<p>1. <i>Master of Education in Special Education – Concentration: Mild/Moderate Special Education</i></p> <p>a. The proposed program states dual purposes to increase number of special educators but also to better prepare general education teachers to meet diverse learning needs of students in their classrooms. Although outcomes are different, these both meet critical needs in today’s schools.</p> <p>b. The program clearly states a commitment to providing experiences and application of knowledge and skills across elementary, middle, and secondary levels. For example, the candidates are expected to have co-teaching experiences at multiple levels. Given the state mild/moderate certification in grades 1-12, this multi-grade level commitment prepares candidates to work with students across the age range.</p>

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1. <i>Master of Education in Special Education</i>	<p>a. Concentration: Mild/Moderate Special Education</p> <p>1) As per the redesign guidelines, the program needs to provide a clear alignment between standards, course objectives, and all site-based performance activities. In this case, alignment with CEC standards was not evident. <i>In the next iteration of this proposal, provide matrices/charts to show standards, all course objectives, and site-based performance activities are aligned. The program should align courses, course objectives, performance assessments, and scoring guides with CEC Common Core and Individualized General Curriculum standards to assure the standards are comprehensively addressed during course and field experiences. Assure there is a clear correspondence between the objectives and assessments described in the course descriptions and the performance activities listed in the chart.</i></p> <p>2) The program includes a course in Human Exceptionality (SEGN 629) but it was not clear where in-depth understanding of characteristics of individuals with mild/moderate disabilities was covered. <i>The characteristics of students with mild/moderate disabilities should be included in sufficient depth for an advanced graduate program. Specify clearly where these objectives will be met within the curriculum.</i></p>

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

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education In Special Education (Cont'd.)</p>	<p>a. Concentration: Mild/Moderate Special Education (Cont'd.)</p> <p>3) The program provides a range of courses that address a wide range of knowledge and skills needed by teachers of students with mild/moderate disabilities; however, not all of the CEC standards are clearly articulated in the course objectives. <i>The program should carefully review the CEC knowledge and skills for the Common Core and Individualized General Curriculum and revise course syllabi to assure these are comprehensively addressed. For example, learners from diverse backgrounds, families, assistive technology, atypical language development, collaboration, evidence-based practices, etc.</i></p> <p>4) For each course several site-based performance activities are identified. In some cases it is difficult to see how the field experience activity relates to mild/moderate disabilities (page 5 - attending a building level committee meeting) or how the requirement will be completed (page 6 - co-teaching in a special education setting) or what the activity is (page 6 - transitional co-teaching). In preparing for National Recognition by CEC/NCATE, the program should identify 6-8 candidate performance measures with scoring guides or rubrics, which comprehensively address the CEC Individualized General Curriculum knowledge and skills as well as the Common Core. The CEC/NCATE requirements regarding the specific focus of assessments should be taken into account so required data is collected and aggregated across candidates (for example, planning for instruction, impact on student achievement). <i>In the next iteration of this proposal, identify 6-8 candidate performance measures, which comprehensively address the CEC standards. Provide a sample of the assessment and scoring guide.</i></p> <p>5) The program indicates that candidates will complete a portfolio and that there are a wide range of possible portfolio entries and artifacts. It was not clear to reviewers how the portfolio was being used for assessment of candidates. Candidate flexibility in selecting artifacts to include may be problematic in aggregating data to show evidence of demonstration of standards. <i>The next iteration of the proposal should include a clear description of how the portfolio will be used by candidates and who will assess the portfolio, so that there will be an assurance that all candidates will actually provide artifacts to demonstrate the standards in a way that can be systematically collected. A scoring guide should be included.</i></p>

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

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. <i>Master of Education in Special Education (Cont'd.)</i></p>	<p>a. Concentration: Mild/Moderate Special Education (Cont'd.)</p> <p>6) The program includes a course in Human Exceptionality (SEGN 629) but it was not clear where in-depth understanding of characteristics of individuals with mild/moderate disabilities was covered. <i>The characteristics of students with mild/moderate disabilities should be included in sufficient depth for an advanced graduate program. Specify clearly where these objectives will be met within the curriculum.</i></p> <p>7) The proposal generally discusses the supervision of candidates by university faculty and school-based mentors. This is especially important as many will be completing performance assessments in their own classrooms and schools. Along with guided reflection and other forms of mentoring, direct observation of candidate performance should be incorporated but it was unclear how this is being done. <i>In the next iteration of this proposal, provide procedures which outline how faculty and mentors will systematically observe and provide meaningful feedback to candidates regarding progress in field-based experiences.</i></p> <p>8) During the interview, Dr. J. Lindsey listed a variety of evidence-based strategies that might be included in the program; however, the written program proposal does not include sufficient information about this. <i>Provide specific information about evidence-based strategies and where they will be included in the program curriculum. These should also address strategies, which will help students with disabilities access, the general curriculum.</i></p> <p>9) SEGN 599 (Special Project), a currently existing capstone experience, is described (page 30) as ranging from 1-15 hours yet Form 15 (page 4) does not indicate this. The outcome of the capstone course is described as developing a website. <i>The program should carefully examine the performance outcome of this course in relation to the knowledge and skills needed by teachers of students with mild/moderate disabilities as well as the standards. Please clarify the credit hours needed to complete the required experience.</i></p> <p>10) Written information was not provided which would allow evaluators to determine if there are sufficient faculties with needed expertise to deliver the proposed program. The same three faculty (Drs. Daniels, Ghose, and Lindsey) were listed for all courses in the program. <i>Please provide documentation of faculty expertise in the area of mild/moderate disabilities and discuss the adequacy of staffing to deliver this program in the context of all special education programs from undergraduate to doctorate at Southern University-Baton Rouge.</i></p>

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

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM(S) FOR IMPLEMENTATION	
1. <i>Master of Education in Special Education</i>	<p>a. Concentration: Mild/Moderate Special Education</p> <ol style="list-style-type: none"> 1) Form 15 on page three is difficult to follow. It might be helpful to list courses separately with accompanying credit hours and the semester each is offered. 2) List site-based performance activities as specific requirements for each course rather than in more general terms or as possible options. 3) Consider developing a title for SELD 548 (Advanced Practicum in Learning Disabilities) which better reflects the overall scope of the field experience. 4) The program may want to consider infusing NBPTS into the redesign and providing teachers, through their master's program, to acquire the knowledge, skills, and dispositions required for National Board certification. 5) On page 10, the report mentions an alternative certification program but in the interview this was determined to be an error. This should be clarified.

SECTION II. CERTIFICATION EVALUATION

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. <i>Master of Education in Special Education</i>	<p>a. Concentration: Mild/Moderate Special Education</p> <p style="text-align: center;"><i>Does Meet Certification Requirements</i></p>

SOUTHEASTERN LOUISIANA UNIVERSITY

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
<i>1. Master of Education in Special Education</i>	a. Concentration: Early Interventionist (Birth to Five) Recommended for Approval with Stipulations
	b. Concentration: Education Diagnostician Recommended for Approval with Stipulations
	c. Concentration: Gifted Education Recommended for Approval with Stipulations
	d. Concentration: Inclusive Practices Recommended for Approval with Stipulations
	e. Concentration: Instructional and Assistive Technology Recommended for Approval
	f. Concentration: Mild/Moderate Special Education Recommended for Approval with Stipulations
<i>2. Master of Arts in Teaching</i>	a. Early Interventionist (Birth to Five) Recommended for Approval with Stipulations
<i>3. Non-Master's/Certification-Only Alternate Program</i>	a. Early Interventionist (Birth to Five) Recommended for Approval with Stipulations

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM (S)
<p>1. <i>Master of Education in Special Education – Concentration: Early Interventionist (Birth to Five)</i></p> <ul style="list-style-type: none">a. It is evident that faculty collaborate with colleagues within the unit and externally to address the competencies within the discipline through the delivery of coursework and experiences in order to support the advanced and specialized training of candidates.b. Faculty is aware of and utilizes resources available to the program within the state and national and accesses these resources to facilitate the professional development of faculty and students.c. Faculty has designed a continuous assessment system that utilizes faculty expertise and knowledge as well as technology (the PASS-PORT system) to make individualized decisions to meet the needs of the program and its students.d. Utilization of a community and ecological perspective is evidenced through the interview and presented materials. Family members participate in the delivery of instruction.
<p>2. <i>Master of Education in Special Education - Concentration: Education Diagnostician</i></p> <ul style="list-style-type: none">a. Most of the CEC Knowledge and Skill statements have been mentioned in the syllabi and the course products.b. There appear to be adequate numbers of well-credentialed faculty to teach from a variety of perspectives.c. Most courses have up-to-date resources for the references and texts.d. Strategies for working with students with special needs are specifically addressed in several courses.
<p>3. <i>Master of Education in Special Education – Concentration: Gifted Education</i></p> <ul style="list-style-type: none">a. Textbooks, resources, and empirical bases are current and appropriate for coursework.b. Practicum placement for candidates is in specialized summer program for gifted students supervised by university faculty.c. The redesign team included a diverse set of professionals from public schools, representatives from the LA Department of Education, Region VI Service Center, National Board certified teachers, College of Arts and Sciences faculty, College of Education faculty, and the Dean of Graduate Studies. In addition, the team will be involved in reviewing the program's curriculum on an ongoing basis.d. The degree will facilitate achievement of National Board Certification by including class assessments that would require entries similar to those required for National Board portfolios.e. The redesign team included a diverse set of professionals from the College of Arts and Sciences, the Department of Educational Leadership and Technology, the Department of Teaching and Learning, principals, school district central office personnel, classroom teachers, school board members, and a former Southeastern graduate who earned her Master of Education degree through Southeastern Teacher Scholars program.f. Southeastern received a National Professional Development Project grant that will focus on the University's partnership with five school districts in supporting program completers.

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM (S)

4. *Master of Education in Special Education – Concentration: Inclusive Practices*

- a. The work of the redesign team seemed strong, especially the forums that were held to gather information for their work.
- b. Numerous recruitment activities were outlined that comprised a systematic recruitment effort.
- c. The University's approaches to recruitment, supporting/retaining candidates, supporting program completers, and using evaluation data to improve programs seems sound.
- d. The procedures outlined to support program completers seem varied and predictive of success.
- e. The emphasis on literacy in multiple courses.
- f. Persons interviewed showed strong commitment to the redesigned program, and it appeared that the faculty engages in a good deal of collaboration.

5. *Master of Education in Special Education – Instructional and Assistive Technology*

- a. This program is unique to the southeast region of the U.S., and it is Southeastern Louisiana State University's (SLU) intention to create special education technology leaders to work in school settings.
- b. This program is obviously a state of the art concept. SLU is to be commended for its foresight and leadership in this endeavor.
- c. It is clear that the design team worked collaboratively with stakeholders during the design process.
- d. Dr. Yates and the institutions' representatives who were interviewed demonstrated a strong level of commitment and support for the program.
- e. The advanced program courses are aligned with NCATE and the CEC Knowledge and Skill Base for All Beginning Special Education Technology Specialists. Further the courses include objectives, performance assessment, and student outcome connections as expected by the state and NCATE.
- f. The empirical basis for courses reflects traditional and current information on best professional and pedagogical practice.
- g. The advanced program as designed employs a variety of instructional delivery models including Blackboard to deliver hybrid courses online, collaborative group projects, and site-based experiences in schools.
- h. It was apparent from the discussion with program representatives interviewed that there is a plan for admission, retention, and monitoring graduates of the program.
- i. Dr. Yates has the credentials and experience to spearhead the management of this program into the future.
- j. The plan for involving students in hands-on, experiential practica within the program is to be commended.

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM (S)
<p>5. <i>Master of Education in Special Education – Instructional and Assistive Technology (Cont'd.)</i></p> <ul style="list-style-type: none"> k. The recruitment process for the Instructional and Assistive Technology program involves a variety of approaches to entice students to consider enrolling in the program including presentations to building-level principals. l. Admission, retention, and exit criteria are being covered in a comprehensive fashion. A matrix has been developed for accepting students into the program and the graduate school. Entering students are assessed using the Professional Education Competency (PEC) Exam. Exit criteria include successful completion of practica, submission of e-portfolios, presentation of artifacts evaluated by a rubric to assess mastery, and a culminating formal presentation to a committee of faculty members. m. An assessment system for evaluating the quality of the program is in place through the Department of Teaching and Learning.
<p>6. <i>Master of Education in Special Education – Mild/Moderate Special Education</i></p> <ul style="list-style-type: none"> a. The Redesign Team included parents, community persons, general and special education teachers, school and district administrations, as well as faculty from Education and Arts and Sciences. The forum process that was used seemed very effective at generating ideas for the redesigned program. b. The use of online professional development modules seems like an effective approach to ongoing support of program completers. c. The University's approaches to recruitment, supporting/retaining candidates, supporting program completers, and using evaluation data to improve programs seems sound. d. Persons interviewed showed strong commitment to the redesigned program, and it appeared that the faculty engage in a good deal of collaboration.
<p>7. <i>Master of Arts in Teaching in Early Interventionist (Birth to Five)</i></p> <ul style="list-style-type: none"> a. Faculty is knowledgeable of the field and is active in state and national professional activities. b. The empirical base for the program is current and aligned with the competencies addressed in each course. c. Interdisciplinary collaboration of faculty is evident in the alignment of special education, early childhood, and early intervention competencies in the development and delivery of program components.
<p>8. <i>Non-Master's/Certification-Only Alternate Program - Early Interventionist (Birth to Five)</i></p> <ul style="list-style-type: none"> a. Members of the Redesign Team were representative of the diverse stakeholders in early intervention (EI) and included members of the early childhood child care community, Head Start, and the state Part C lead agency (Early Steps). In addition, family members of young children with disabilities were also included. b. Recommendations from the Redesign Team were used in the development of the redesigned program. c. Faculty has designed a continuous assessment system that utilizes faculty expertise and knowledge as well as technology (the PASS-PORT system) to make individualized decisions to meet the needs of the program and its students.

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education</p>	<p>m. Concentration: Early Interventionist (Birth to Five)</p> <ol style="list-style-type: none"> 1) Early Intervention Program components should be aligned with the Early Intervention Competencies. This alignment is not clear in the evidence presented. <i>Please review the Louisiana Early Intervention Competencies and identify where each will be addressed in the EI Concentration and other required courses.</i> 2) The Early Intervention certification prepares teachers to serve young children (birth to five) with disabilities and their families. <i>Therefore, please include in the coursework and field experiences competencies to address the full age range. The redesign team should carefully examine and revise, as needed, all certification and degree courses to include activities, resources, and experiences, which address the birth to five-age range and settings for services. A review of the EI competencies would provide guidance in the review of courses specific to EI and those designed for additional audiences (e.g., foundations, technology, etc.)</i>
	<p>b. Concentration: Education Diagnostician</p> <ol style="list-style-type: none"> 1) Assessment concepts and theories are described in partial detail in course listing. <i>In the next iteration, please include in the course descriptions clear statements of where these concepts and theories are taught in addition to stating the connection between theory, administration, interpretation and instruction.</i> 2) Practicum hours are minimal in terms of national standards. <i>Practicum hours need to be increased substantially in order to provide sufficient time for practicing and perfecting diagnostic administration, scoring and interpretation of tests specified within the course sequence. The next iteration please increase practicum hours to meet CEC standards and to demonstrate the mastery of CEC knowledge and skills for educational diagnosticians.</i> 3) Student progress is monitored throughout matriculation but the monitoring is not clearly defined. <i>In the next iteration, please provide examples of rubrics that indicate mastery of knowledge and skills to determine if students possess the ability to fulfill the role of an educational diagnostician.</i>

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>b. Concentration: Education Diagnostician (Cont'd.)</p> <p>4) The course work in assessment theories and diagnostic administration, scoring and interpretation need to be expanded within the course sequence. The faculty in this course continuum needs to be more fully aware of the comprehensive knowledge that educational diagnosticians must possess. <i>Please sequence course work with reference to CEC knowledge and skills. Courses need to be aligned so that no single course provides an excessive amount of information. In the next iteration of this proposal, include all knowledge and skills listed in CEC Beginning Diagnostician Standards among a cadre of required classes. These knowledge and skills must be distributed in a variety of courses that lay a strong foundation for translating evaluation into instructional practices into the classroom.</i></p> <p>5) Electives offer a variety of instruction which addresses some of the skills needed for comprehensive diagnostic work. <i>In the next iteration, please specify required courses which address the understanding and interplay of cognitive and achievement assessments relate to instructional planning. Educational diagnosticians should be well-versed in cognitive assessment as well as other aspects of assessment in order to translate assessment results into relevant IEP goals and strategies for the classroom.</i></p> <p>6) Materials available to candidates are limited in quantity and up to date requirements. <i>In the next iteration, please provide a means of securing an improved on-site library of up-to-date evaluation materials which must be available to students throughout the program. The validity of using out-of-date instruments is unacceptable and lacks ethical reference.</i></p> <p>7) Instruction should be more comprehensive in terms of interrelated disciplines. Future programming should address the theory of current instruments and that knowledge needs to be applied to current case study analysis. CHC theory as well as other current test theory needs to be appropriately addressed so that educational diagnosticians understand the underlying basis for test construction that will enable them to interpret all assessment results to relevant parties. <i>In the next iteration of this program, please designate the classes where the test theory, administration and interpretation of diagnostic instruments are taught.</i></p> <p>8) The full range of categorical classification should be addressed so that educational diagnosticians can appropriately identify eligibility for special education services. <i>In the next iteration of this program, please clearly identify prerequisite knowledge or existing certifications that must exist to serve the full range of disabling conditions listed in IDEA. Include persons with severe or complex needs that require pervasive supports.</i></p>

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>n. Concentration: Education Diagnostician (Cont'd.)</p> <p>9) Parent satisfaction with products and professional expertise of graduates needs to be incorporated into program assessment and future planning. <i>In the next iteration of this program, please include a mechanism for gaining information from parents and students regarding their satisfaction with the assessment process. Indicate how you will use this information to modify and improve your program.</i></p>
	<p>c. Concentration: Gifted Education</p> <p>1) Course objectives do not directly relate to each of the competencies. Competencies do not have any rubrics that would show the relationship. For example, in EDUC 648 (Characteristics of the Gifted Child), no course objectives explore the various definitions of gifted. In addition, it is difficult to see how the assessment measures link to course objectives. <i>In the next submission, please ensure that the foundation standard is covered, and align more closely the assessment measures with course objectives and expectations. Revise course syllabi as needed.</i></p> <p>2) Since most candidates are working teachers, it is unclear how all candidates have opportunities to work with students who are gifted or with students from diverse backgrounds. <i>In the next submission of this program, please specify the ways that the program ensures that candidates teach gifted students, including those from diverse backgrounds.</i></p> <p>3) Instead of using a prepared curriculum unit (PCM), the unit that is implemented in the practicum needs to match more closely the students' interests, knowledge, skills, and aptitudes. <i>In the next submission, please describe how the candidates will adapt curriculum within the summer practicum.</i></p> <p>4) Candidates should have experience with adapting, modifying and extending the state curriculum to ensure transfer of differentiated instructional practices. <i>In the next submission, please include site-based experiences that require candidates to modify state curriculum in their classrooms.</i></p> <p>5) Ensure that a variety of programmatic and curriculum models are comprehensively covered and based on empirical evidence. <i>In the next submission, please describe the knowledge and skills that will address a more comprehensive approach to programming and curricular models.</i></p>

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>c. Concentration: Gifted Education (Cont'd.)</p> <p>6) During the interview, the program coordinator indicated that some parents were concerned that the summer program (practicum) did not include academic experiences for gifted students. <i>Consider expanding the practicum placement to ensure options for candidates in both enrichment and academic contexts.</i></p> <p>7) In the practicum course, university professors use an observation tool that uses broad categories describing general classroom practices. <i>Refine the observation tool to include rubrics so that candidates may receive more explicit feedback to improve their performance and show their growth in differentiating for gifted students and in becoming teacher leaders.</i></p> <p>8) Although the university in the redesign team solicited input and collaborated with a variety of stakeholders, it is still unclear if a true collaboration exists in all stages of the redesign process, particularly since no one other than university personnel was present in the interview. <i>Please identify how meaningful collaboration efforts have existed in the preparation of the program and how multiple stakeholders are involved in the decision-making process about program improvement and curriculum changes.</i></p> <p>9) Educators of the gifted need to show effective collaboration with families, other educators, and related service providers in order to ensure meaningful learning experiences for gifted students. It was unclear in both the program redesign and in the interview the degree to which candidates are engaged in collaborative efforts. <i>In the next submission, the collaboration standard needs to be more systematic and explicitly described between candidates and teachers, parents, and other school personnel.</i></p> <p>10) The required amount of hours for site-based field experiences varied widely among the gifted courses. It was confirmed in the interview, that the variation in contact hours may have been a typographical error. <i>In the next submission, ensure a greater degree of parity of contact hours among site-based experiences.</i></p> <p>11) Candidates demonstrate their competency using a variety of assessments in each of the courses. It is unclear how these assessments relate to one another and how they will be used to improve candidate performance. <i>In the next submission be explicit about how assessments are linked to the standards, how they are sequenced, and how they will be used to improve the candidate's performance.</i></p>

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>c. Concentration: Gifted Education (Cont'd.)</p> <p>12) None of the courses or the course activities requires the candidate to identify gifted students. Since assessment, specifically identification, is one of the CEC/NAGC standards and an important role of the teacher of gifted students, it needs to be addressed. <i>In the next submission, identify how the candidate will have the experience with identifying gifted students and how they will collaborate with others in interpreting the assessment results.</i></p> <p>13) While the Department of Teaching and Learning is developing a portfolio assessment system, no common rubric is described to evaluate program artifacts. In addition, it is unclear what specific artifacts will be required for the GT program. Without rubrics for specific artifacts from the GT program, it is unclear how the information will be used to improve the candidate's performance and the overall program. <i>In the next submission, the GT program needs to provide specific rubrics for assessments. These assessments need to be aligned with an overall rubric that is a part of the College's assessment system. In addition, the program will want to describe how these assessments will be used to improve the candidate's performance and the overall program.</i></p>
	<p>d. Concentration: Inclusive Practices</p> <p>1) All courses in the program include listings of critical competencies. It was noted (in the proposal and by faculty during the interview) that courses/experiences were aligned with national standards, including the National Board for Professional Teaching Standards. Faculty also noted that they plan to use CEC's advanced standards when they can access them. <i>In the next iteration of the proposal, provide matrices/charts that show the alignment of courses, and performance assessments with state and national standards.</i></p> <p>2) Each syllabus lists the assessments that will be used for the courses and experiences. In addition, the program's assessment system was described in some detail, to include the electronic portfolio and other components of overall evaluation. <i>The next version of the report should provide matrices/charts that show the alignment of assessments with courses/experiences and standards (as noted above).</i></p> <p>3) The program lists an array of site-based performance activities, including a culminating experience. <i>Please develop systematic procedures for the supervision of candidates in field experiences, especially since many may complete performance assessments in their own classrooms and schools. Along with guided reflection and other forms of mentoring, direct observation of candidate performance should be incorporated.</i></p>

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>e. Concentration: Instructional and Assistive Technology</p> <p style="text-align: center;">None</p>
	<p>f. Concentration: Mild/Moderate Special Education</p> <p>1) Numerous recruitment strategies were outlined for the program, to include use of Southeastern's radio and television stations, presentations, workshops, among others. In the listing of recruitment activities, the proposal stated that "special education faculty will recruit through professional associations at conferences and meetings" and then lists all special education conferences. However, the proposal and persons interviewed indicated that students entering this program will be teachers with elementary and secondary certification. <i>In the next iteration of the proposal, please describe approaches that will be used by program faculty to recruit teachers at general education conferences and meetings.</i></p> <p>2) All course descriptions in the program included listings of critical competencies and measurable objectives. The interviews revealed that faculty used CEC's Common Core and Individualized General Curriculum Referenced standards when determining competencies to be covered in each course. Moreover, interviewees noted that matrices showing alignment with state and national standards are available. <i>In the next iteration of the proposal, please provide matrices/charts that show the alignment of courses/experiences with state and national standards.</i></p> <p>3) Each syllabus listed the assessments that will be used for the courses and experiences. In addition, the program's assessment system was described in some detail, to include the electronic portfolio and other components of overall evaluation. <i>In the next iteration of this proposal, please provide matrices/charts that show the alignment of assessments with courses/experiences and standards.</i></p> <p>4) A number of field experiences are included in the program. When questioned in the interview about a culminating experience, the faculty noted that SPED 641, with 60 hours of field-based assessment experience, serves as the culminating experience. Because the description of SPED 641 seems so focused on assessment, it is unclear how this course serves as the culminating experience. <i>In the next iteration of the proposal, please (a) be specific about the culminating field experience and (b) describe systematic procedures for the supervision of candidates in field experiences especially since some candidates may be completing performance assessments in their own classroom and schools. Along with guided reflection and other forms of mentoring, direct observation of candidate performance should be incorporated.</i></p>

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>2. Master of Arts in Teaching</p>	<p>a. Early Interventionist (Birth to Five)</p> <ol style="list-style-type: none"> 1) Early Intervention Program components should be aligned with the Early Intervention Competencies. This alignment is not clear in the evidence presented. <i>Please review the Louisiana Early Intervention Competencies to determine where each will be addressed in the EI Concentration and other required courses.</i> 2) The Early Intervention certification prepares teachers to serve young children (birth to 5) with disabilities and their families. Therefore, coursework and field experiences should include competencies to address the full age range. <i>Please carefully examine and revise, as needed, all certification and degree courses to include activities, resources, and experiences, which address the birth to five-age range and settings for services. A review of the EI competencies would provide guidance in the review of courses specific to EI and those designed for additional audiences (e.g., foundations, technology, etc.)</i>
<p>3. Non-Master's/Certification-Only Alternate Program</p>	<p>a. Early Interventionist (Birth to Five)</p> <ol style="list-style-type: none"> 1) Early Intervention Program components should be aligned with the Early Intervention Competencies. This alignment is not clear in the evidence presented. <i>Faculty and redesign team members should review the Louisiana Early Intervention Competencies to determine where each will be addressed in the EI Concentration and other required courses.</i> 2) Providing a diversity of experiences for students who are currently employed is a challenge that the program is attempting to meet through a variety of formats (i.e., video taping of performance, peer evaluation). <i>In the next submission, the redesign team should seek additional opportunities for students to engage in experiences settings with master teachers and mentors who can provide immediate feedback and evaluation of performance-based competencies.</i> 3) The Early Intervention certification prepares teachers to serve young children (birth to 5) with disabilities and their families. <i>Therefore, coursework and field experiences should include competencies to address the full age range. The redesign team should carefully examine and revise, as needed all certification and degree courses to include activities, resources, and experiences, which address the birth to five-age range and settings for services. A review of the EI competencies would provide guidance in the review of courses specific to EI and those designed for additional audiences (e.g., foundations, technology, etc.).</i>

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>I. <i>Master of Education in Special Education</i></p>	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <p>1) The Louisiana Early Intervention Competencies are comprehensive and thorough. The EI Redesign Team should participate in state-level initiatives and activities to facilitate use and integration of competencies in the program. Suggested team members are the EI and EC faculty as well as the institutional assessment coordinator who is responsible for the utilization of PASSPORT.</p>
	<p>b. Concentration: Education Diagnostician</p> <p>1) Educational diagnosticians must be skilled in the administration and interpretation of evaluation tools as well as knowledge of teaching expertise and the impact of various disabilities on student learning in the classroom. University programs must be constructed and aligned with the beginning competencies CEC Knowledge and Skills.</p> <p>2) It is recommended that practicum and internship hours should be a minimum of six semester hours with products that indicate mastery of knowledge and skills set forth by CEC. During these practicum/internship hours, a method of evaluation should be stated to validate the efficacy of the candidate and the program. Designing a rubric which provides the student and faculty with a frame of reference for successful program completion would eliminate much of the confusion in present programming.</p> <p>3) Faculty instructing courses for educational diagnosticians should familiarize themselves with the National Certification Board (NCED) requirements and ensure that students in their programs will meet those requirements and be eligible for national certification.</p>
	<p>c. Concentration: Gifted</p> <p>None</p>
	<p>d. Concentration: Inclusive Practices</p> <p>1) Discussion with faculty during the interview amplified that key courses/experiences (e.g., 708, 763, 741, 703, and 767) in the Inclusive Practices Program are advanced in content and expectations. The faculties are urged to remain vigilant about the advanced nature of this program compared to other programs where courses may overlap with this program.</p>

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
I. <i>Master of Education in Special Education (Cont'd.)</i>	<p>d. Concentration: Inclusive Practices (Cont'd.)</p> <ol style="list-style-type: none"> 2) When the CEC's Advanced Common Core Standards are posted on the website, the program should review courses for inclusion of critical advanced knowledge and skills. The six CEC Advanced Standards will include the areas of Leadership and Policy, Program Development and Organization, Research and Inquiry, Student and Program Evaluation, Professional Development and Ethics, and Collaboration. These standards will relate to a variety of advanced roles that program completers may assume in the profession. 3) To prepare for future CEC/NCATE program review, the program should identify 6-8 key assessments that will show comprehensive mastery of standards. The CEC/NCATE requirements on assessment should be taken into account so that required data are collected and aggregated across candidates (e.g., impact on student achievement).
	<p>e. Concentration: Instructional and Assistive Technology</p> <ol style="list-style-type: none"> 1) It would appear difficult for one person to train special education technology teachers in a comprehensive fashion. We recommend that another faculty complement be obtained and earmarked for the program to help in this endeavor. 2) It is recommended that the program add to their recruitment plan a process that encourages culturally and linguistically diverse students to apply. 3) When questioned about the lack of a program website, the evaluators were assured that plans were in place to develop such a website. We highly recommend that this website be made a priority as it will help with recruitment efforts as well as inform future students about the design of the program. 4) Considerations should be made in the future to work with the Department of Education to develop a certificate for Special Education Instructional and Assistive Technology.
	<p>f. Concentration: Mild/Moderate Special Education</p> <ol style="list-style-type: none"> 1) Program faculties are urged to continue their efforts to assure that candidates receive ample experiences to support students with Mild/Moderate disabilities in the general education classroom.

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>1. <i>Master of Education in Special Education (Cont'd.)</i></p>	<p>f. Concentration: Mild/Moderate Special Education</p> <p>2) When Advanced Common Core Standards are posted on the CEC website, the program should review courses for inclusion of critical advanced knowledge and skills. The six CEC Advanced Standards will include the areas of Leadership and Policy, Program Development and Organization, Research and Inquiry, Student and Program Evaluation, Professional Development and Ethics, and Collaboration. These standards will relate to a variety of advanced roles program completers may assume in the profession.</p> <p>3) The program should review the variety of performance-based assessments in relation to the standards. To prepare for future CEC/NCATE program approval, the program should identify 6-8 key assessments that will comprehensively show candidate mastery of the standards. The CEC/NCATE requirements regarding specific focus of assessment should be taken into account so required data is collected and aggregated across candidates (for example, impact on student achievement).</p>
<p>2. <i>Master of Arts in Teaching</i></p>	<p>a. Early Interventionist (Birth to Five)</p> <p>1) The LA EI competencies are comprehensive and thorough. The EI Redesign Team should participate in state-level initiatives and activities to facilitate use and integration of competencies in the program. Suggested team members are the EI and EC faculty as well as the institutional assessment coordinator who is responsible for the utilization of PASSPORT.</p> <p>2) The institution should provide the necessary support to implement the continuous assessment system (PASSPORT) so that the EI field experiences and requirements are included. This additional support is necessary because of the diversity of settings and experiences which are not public school based.</p>
<p>3. <i>Non-Master's/Certification-Only Alternate Program</i></p>	<p>a. Early Interventionist (Birth to Five)</p> <p>1) The LA EI competencies are comprehensive and thorough. The EI Redesign Team should participate in state-level initiatives and activities to facilitate use and integration of competencies in the program. Suggested team members are the EI and EC faculty as well as the institutional assessment coordinator who is responsible for the utilization of PASSPORT.</p> <p>2) The institution should provide the necessary support to implement the continuous assessment system (PASSPORT) so that the EI field experiences and requirements are included. This additional support is necessary because of the diversity of settings and experiences, which are not public school based.</p>

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

SECTION II. CERTIFICATION EVALUATION

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. Master of Education in Special Education	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>1) It is indicated on page 12 that 9 hours will come from undergraduate work. <i>Please describe what provisions have been made for students coming into the program who may lack the undergraduate reading coursework.</i></p> <p>2) Praxis Education of Exceptional Students: Core Content Knowledge (0353) is required for licensure in Early Intervention. <i>Please correct test number from 0350 to 0353 on page 12.</i></p>
	<p>b. Concentration: Education Diagnostician</p> <p><i>Does meet certification requirements.</i></p>
	<p>c. Gifted Education</p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>1) No course description for EDUC 695. <i>Please provide course description for EDUC 695 Capstone Seminar.</i></p>
	<p>d. Concentration: Inclusive Practices</p> <p><i>This was not reviewed by the Louisiana Department of Education for this is not an area of certification.</i></p>
	<p>e. Concentration: Instructional and Assistive Technology</p> <p><i>This was not reviewed by the Louisiana Department of Education for this is not an area of certification.</i></p>
	<p>f. Concentration: Mild/Moderate Special Education</p> <p><i>Does meet certification requirements.</i></p>

SOUTHEASTERN LOUISIANA UNIVERSITY (CONT'D.)

SECTION II. CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
2. Master of Arts in Teaching	<p>a. Early Intervention (Birth to Five)</p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <ol style="list-style-type: none"> 1) There are nine (9) semester hours of reading coursework required for certification. <i>Please address the 9 semester hour's deficiency.</i> 2) The maximum number of hours for a Master's Alternate program is 33-39 hours. This program totals 42 hours. <i>Please address the number of hours.</i> 3) On page 13, it is implied that Elementary Education: Content Knowledge exam #0014 is taken during the program rather than prior to entrance. <i>Please clarify.</i> 4) Page 42, Portfolio Assessment of System – first paragraph appears to be a cut and paste from M.Ed. submission. <i>Please correct the identification of program.</i>
3. Non-Master's/Certification-Only Alternate Program	<p>a. Early Intervention (Birth to Five)</p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <ol style="list-style-type: none"> 1) There are nine (9) semester hours of reading coursework required for certification. <i>Please address the 9 semester hour's deficiency.</i> 2) On page 13, it is implied that Elementary Education: Content Knowledge exam #0014 is taken during the program rather than prior to entrance. <i>Please clarify.</i>

UNIVERSITY OF LOUISIANA AT LAFAYETTE

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE(S) OF PROGRAM(S)	RECOMMENDATIONS
1. <i>Master of Education in Curriculum & Instruction</i>	<p>a. <i>Concentration: Early Interventionist (Birth to Five)</i></p> <p style="text-align: center;">Recommended for Approval with Stipulations</p>
	<p>b. <i>Concentration: Mild/Moderate Special Education</i></p> <p>B1. Option for candidates entering with mild/moderate certification:</p> <p style="text-align: center;">Recommended for Approved with Stipulations</p> <p>B2. Option for candidates seeking add-on certification in mild/moderate:</p> <p style="text-align: center;">Recommended for Approved with Stipulations</p>
2. <i>Master of Education in Gifted Education</i>	<p>b. <i>Concentration: Gifted Education</i></p> <p style="text-align: center;">Recommended for Approval with Stipulations</p>
3. <i>Non-Master's/Certification-Only Alternate Program</i>	<p>c. <i>Concentration: Early Interventionist (Birth to Five)</i></p> <p style="text-align: center;">Recommended for Approval with Stipulations</p>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM (S)
<p>1. <i>Master of Education in Curriculum & Instruction – Concentration: Early Interventionist (Birth to Five)</i></p> <ul style="list-style-type: none"> a. The redesigned M.Ed. in Special Education - Early Intervention (EI: Birth to Five) program enables candidates to deepen their content knowledge through graduate level courses offered by faculty from a variety of disciplines. b. The focus is on advanced-level preparation for experienced, working professionals. c. The program redesign addresses the needs for the full-time working professional/non-traditional master's student. d. The symposium in the Capstone EDCI 591 Applied Research in Curriculum and Instruction II course provides an opportunity to share information across students, educational community, and stakeholders. e. Flexibility in the 15 hours of cognate and elective credits allows for advanced, in depth preparation of candidates.

UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D.)

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM (S)

2. *Master of Education in Curriculum & Instruction – Concentration: Mild/Moderate Special Education*

Both Programs:

- a. The course, Writing for Responsive Professional Development, has advanced objectives that are very appropriate to extend the learning of an educational professional. These include selecting and defending a scholarly position, synthesizing multiple perspectives and best practices in the literature, and using NBPTS core propositions to write a teaching philosophy.
- b. The identification of the estimated time for site-based performance activities is appropriate and will help practicing teachers who will conduct the activities in their own classroom or school to effectively gauge their time. The hours appear realistic for the proposed activities and most site-based activities are appropriate for application of knowledge and skills in the field.
- c. Inclusion of assistive technology in the SPED 540 course and the performance-based activity requirement of conducting an assistive technology evaluation are well linked to CEC standards and important for special education professionals.
- d. The program offers courses at times convenient to practicing teachers and is planning a supervised evening field experience linked to assessment and methods courses. Faculty are planning to collaborate in the teaching and supervision of these experiences
- e. In the interview, two faculties indicated they were modeling co-teaching in course associated with this program.

B.1. Option for candidates entering with mild/moderate certification:

- a. Aspects of the nine core hours will match well with components of the soon to be posted CEC Advanced Common Core Standards.
- b. The cognate options for special educators in the areas of educational technology, reading specialist, NBPTS, or adding content courses for highly qualified are very appropriate and offer choices for special educators seeking advanced skills.
- c. Designing courses with NBPTS benchmarks and viewing NBPTS as a professional development process rather than an end in it is strength.
- d. The formation of a graduate recruitment committee that includes local personnel directors is commendable.
- e. Site-based performance activities provide for in-depth application of special education concepts.

B2. Option for candidates seeking add-on certification in mild/moderate:

- a. In the interview, faculty described a potential evening field experience-tutoring clinic associated with an assessment and methods classes. This can provide access to a range of experiences across disabilities and grade levels that will be particularly helpful for candidate who will be completed many field experiences in their own classrooms.

UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D.)

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM (S)	
3.	<p><i>Master of Education in Gifted Education</i></p> <ul style="list-style-type: none"> a. The program addresses not only the CEC standards but also the new standards developed jointly by CEC and NAGC. The program director aligned each knowledge and skill with each of the measurable course objectives. b. The program is also aligned with the College of Education’s Conceptual Framework that requires expertise in knowledge and practice, reflection, professionalism, and diversity. c. The program is framed by two courses that address research. This frame focuses the candidate’s attention on the importance of outcomes. The capstone research course requires the candidate to identify a classroom problem to solve using action research. d. While candidacy for the National Board is not required of candidates, the focus on NBTS standards provides opportunities for teachers to pursue this recognition. e. With the exception of seminal texts (e.g., Torrance, Phenix), all of the textbooks and resources reflect current issues and research in the field. Well-qualified faculty teaches the courses. f. A cohort system provides support for practicing candidates. The delivery model is flexible and allows learning opportunities for practicing candidates. g. The faculty members who teach in the Gifted and Talented program have ongoing focused research agendas that are consistent with their teaching assignments.
4.	<p><i>Non-Master’s/Certification-Only Alternate Program - Concentration: Early Interventionist (Birth to Five)</i></p> <ul style="list-style-type: none"> a. Collaboration between early childhood and early intervention is evident in the program redesign. b. The lead faculty brings expertise in addressing advanced content, knowledge and skills.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. <i>Master of Education in Curriculum & Instruction</i></p>	<p>a. <i>Concentration: Early Interventionist (Birth to Five)</i></p> <ul style="list-style-type: none"> 1) Several courses need strengthening in EI content. Specifically, these courses are the required core courses in the program (EDCI 508, Research Methods to Impact Student Learning; SPED 539, Advanced Studies in Assessment; EDCI 590, Applied Research in Curriculum and Instruction-I, and EDCI 591, Applied Research in Curriculum and Instruction-II) and electives such as SPED 545, Advanced Behavioral Analysis. The existing documents focus heavily on schools and school age content. The recognition of the age range including infants, toddlers, and preschoolers who have disabilities and their families needs to be incorporated. <i>In the next reiteration of these course descriptions, please address EI in the performance objectives, empirical base, and proposed resources and materials.</i>

UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>b. Concentration: Mild/Moderate Special Education</p> <p>B1. Option for candidates entering with mild/moderate certification:</p> <ol style="list-style-type: none"> 1) Within special education course syllabi, assessment procedures are listed in a very general manner. <i>In the next iteration of this program, please link course assessments to specific objectives.</i> 2) The site based activities in SPED 540; Characteristics of Students with Behavioral and Learning Disabilities indicate that candidates “will become familiar with a variety of characteristics”. As this course is for those who already have certification in mild/moderate, a more in depth demonstration should be expected. <i>In the next iteration of this proposal, please strengthen site-based performance activities associated with this course to represent an advanced level.</i> <p>B2. Option for candidates seeking add-on certification in mild/moderate:</p> <ol style="list-style-type: none"> 1) CEC content standards are addressed within the courses of this program. Interviews provided evidence that the Common Core as well as the knowledge and skills for learning disabilities and behavior disorders were addressed. <i>In the next iteration of this proposal, please address the knowledge and skills for teachers of students in the Individualized General Curriculum.</i> 2) Candidates are required to take 492G OR 404G; 456G; 493G and 494G. The remaining coursework appears to come from electives. This does not ensure that candidates will develop the knowledge and skills needed to meet CEC standards. <i>In the next iteration of this proposal, please provide documentation that CEC standards and the Knowledge and Skills for the Common Core as well as the Individualized General Curriculum can be met within the coursework that all candidates for certification take.</i> 3) Supervision of candidates for add-on certification was reported to be through videotape and reflective writing. This does not provide opportunities for faculty to provide adequate feedback to candidates regarding the ability to implement and manage instruction. <i>In the next iteration of this proposal, please develop systematic procedures for the supervision of candidates in field experiences, especially those who are completing performance assessments in their own classrooms and schools. Along with guided reflection and other forms of mentoring, direct observation of candidate performance should be incorporated.</i>

UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>b. Concentration: Mild/Moderate Special Education (Cont'd.)</p> <p>B2. Option for candidates seeking add-on certification in mild/moderate (Cont'd.):</p> <p>4) It was unclear how candidates who were currently teaching were able to obtain experiences with a wide variety of disabilities and service delivery options. <i>In the next iteration of this proposal, please provide information regarding a formalized procedure for documenting site-based experiences that cover a range of grade levels, mild/moderate disability areas, and service delivery options. For those not employed as full-time teachers, more than one school/classroom should be identified for completion of performance-based activities</i></p> <p>5) Within special education course syllabi, assessment procedures are listed in a very general manner. <i>In the next iteration of this program, please link course assessments to specific objectives.</i></p> <p>6) The program should review the variety of performance-based assessments of candidates in relation to standards. To prepare for future CEC/NCATE program approval, the program should identify 6-8 key assessments that will comprehensively show candidate mastery of the standards. The CEC/NCATE requirements regarding specific focus of assessments should be taken into account so required data is collected and aggregated across candidates (for example, impact on student achievement). <i>Please identify 6-8 candidate performance measures, which comprehensively address the CEC standards.</i></p> <p>7) Faculty who were interviewed indicated that program completers were supported through their personal contact with faculty either through contact in their schools, email, or phone. <i>In the next iteration of this proposal, please include a more specific and systematic form of support for program completer.</i></p>
<p>2. Master of Education in Gifted Education</p>	<p>a. Gifted Education</p> <p>1) While rubrics are mentioned within the course descriptions, none are provided. This lack of specificity makes it difficult to determine the alignment between the assessments, the site-based activities, and the standards. <i>In the next submission of this program, please provide the rubrics for each of the assessments.</i></p> <p>2) For 75 percent of the candidates, their site-based experiences are in their own classroom, thus limiting their opportunities to teach gifted students who represent diverse cultures, ethnicities, languages, abilities, and nationalities. <i>In the next submission of this program, please specify the ways that the program ensures that candidates teach gifted and talented students, including those from diverse multiethnic backgrounds.</i></p>

UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>2. Master of Education in Gifted Education (Cont'd.)</p>	<p>a. Gifted Education (Cont'd.)</p> <p>3) Candidates who are not employed as teachers are placed in a private school, with a mentor teacher, and/or teach in the summer program at UL-L. These practicum placements also are limited in opportunities to teach gifted students from diverse backgrounds. <i>In the next submission of the program, please specify the ways that the program ensures that candidates who are not currently employed as teachers teach gifted and talented students from diverse backgrounds. The program director may want to describe the use of Super Saturdays.</i></p> <p>4) The collaboration involves only teacher education and public/private school teachers and administration. No mention is made of arts and science faculty or of ethnic diversity within the collaboration. <i>In the next submission of this program, please include Arts and Sciences faculty and indicate ethnic diversity of members as part of the redesign team.</i></p> <p>5) Only one course appeared to overtly address the issues related to diversity in the objectives and assessments (e.g., 510). <i>Since diversity is interwoven throughout the new standards, please identify how diversity is overtly addressed in more than one course.</i></p> <p>6) From the interviews, it appears that the only course requirement that candidates must implement in the classroom with students is a curriculum unit during the practicum course. All of the other requirements that need to be implemented in the classroom are dependent upon the nature of the candidate's placement and the timing of the activity. <i>In the next submission, please define more clearly which of the site-based performance activities are required of all candidates and ensure that differentiation activities are embedded throughout the coursework.</i></p> <p>7) Candidates should have experience with adapting, modifying, and extending the state curriculum to ensure transfer of differentiated instructional practices. <i>In the next submission, please include site-based experiences that require candidates to modify state curriculum in their classrooms.</i></p> <p>8) The brochure is more linked to the expanding knowledge base of the candidate rather than to the teaching of gifted students and should not be classified as a site-based performance activity. <i>In the next submission, please revise the number of hours required for site-based experiences to reflect this change and/or embed more activities in which the candidate is involved in actually teaching gifted students.</i></p>

UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>2. Master of Education in Gifted Education (Cont'd.)</p>	<p>a. Gifted Education (Cont'd.)</p> <p>8) The brochure is more linked to the expanding knowledge base of the candidate rather than to the teaching of gifted students and should not be classified as a site-based performance activity. <i>In the next submission, please revise the number of hours required for site-based experiences to reflect this change and/or embed more activities in which the candidate is involved in actually teaching gifted students.</i></p> <p>9) The references and resources need to be reviewed to ensure that they have an empirical base. For example, ASCD publications are not peer-reviewed and databased. <i>In the next submission of this program, please review and revise the empirical base references.</i></p> <p>10) While references are included that describe the empirical support of acceleration practices, no course objectives or activities address this topic. <i>In the next submission, please include objectives and site-based activities that address this form of differentiation.</i></p> <p>11) Assessment standards have both knowledge and skills related to identifying gifted students. No objectives are listed that address the skills in this standard. <i>In the next submission, please include opportunities for candidates to identify gifted students.</i></p> <p>12) Candidates are supervised by faculty and by mentors. No specific observation instruments were mentioned that provided a structure and consistency across sites and across supervisors. <i>In the next submission, please identify an observation instrument with specific rubrics to ensure consistency.</i></p> <p>13) In the application, the program faculty mentions that mentors receive an orientation to the program but do not discuss how the mentors will be monitored or how their professional development will occur. <i>In the next submission, please develop professional development plans for mentors that include objectives, assessments that relate to standards and activities that are aligned with the standards, an annual review, and updates.</i></p>

UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>2. Master of Education in Gifted Education (Cont'd.)</p>	<p>a. Gifted Education (Cont'd.)</p> <p>14) While the College of Education is developing a portfolio assessment system that includes artifacts that assess the candidates' acquisition of skills and the impact of the candidates on school improvement and PK-12 student achievement, no common rubric is described to evaluate individual program artifacts. In addition, it is unclear what specific artifacts will be required for the GT program. Without rubrics for specific artifacts from the GT program, it is unclear how the information will be used to improve the candidate's performance and the overall program. <i>In the next submission, please identify artifacts that will be used in the portfolio assessment system and how these artifacts are aligned with the College's overall assessment system. In addition, the program will want to describe how these assessments will be used to improve the candidate's performance and the overall program.</i></p>
<p>3. Non-Master's/Certification-Only Alternate Program</p>	<p>a. Early Interventionist (Birth to Five)</p> <p>1) The EI Competencies should drive the program redesign. This alignment is not clear in the evidence presented. <i>Please review the LA EI Competencies to determine where each will be addressed in the EI Concentration and other required courses.</i></p> <p>2) The EI certification is for children with disabilities and their families from birth to age five. <i>Therefore, please have the PreK-16 Council and redesign team members include representation from providers and consumers from the diverse service delivery systems for young children with disabilities and their families. Possible members may be recruited from the local interagency coordination council members for the Part C lead agency (Early Steps) program, Head Start and Early Start programs, Even Start program, and community child care programs.</i></p> <p>3) The EI certification prepares teachers to serve young children with disabilities and their families. <i>Therefore, please have the coursework and field experiences include competencies to address the full age range.</i></p> <p>4) Birth to five age ranges and settings for services have not been fully addressed. <i>Please examine and revise all certification and degree courses to address the birth to five age range and settings for services. A review of the EI competencies would provide guidance in the review of courses specific to EI and those designed for additional audiences (e.g., foundations, technology, etc.)</i></p>

UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D.)

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
1. <i>Master of Education in Curriculum & Instruction</i>	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <p style="text-align: center;">None</p> <p>b. Concentration: Mild/Moderate Special Education</p> <ol style="list-style-type: none"> 1) Strengthen SPED 535 and/or SPED 518 to include co-teaching and access to the general curriculum. Consider incorporation of Universal Design for Learning (UDL) and differentiation of instruction. 2) When Advanced Common Core Standards are posted on the CEC website, the program should review courses for inclusion of critical advanced knowledge and skills. The six CEC Advanced Standards will include the areas of Leadership and Policy, Program Development and Organization, Research and Inquiry, Student and Program Evaluation, Professional Development and Ethics, and Collaboration. These standards will relate to a variety of advanced roles program completers may assume in the profession. 3) The program should review the variety of performance-based assessments in relation to the standards. To prepare for future CEC/NCATE program approval, the program should identify 6-8 key assessments that will comprehensively show candidate mastery of the standards. 4) The CEC/NCATE requirements regarding specific focus of assessment (for example, impact on student achievement) should be taken into account so required data is collected and aggregated across candidates.
2. <i>Master of Education in Gifted Education</i>	<p>a. Concentration: Gifted Education</p> <p style="text-align: center;">None</p>
3. <i>Non-Master's/Certification-Only Alternate Program</i>	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <ol style="list-style-type: none"> 1) The LA EI competencies are comprehensive and thorough. The UL-Lafayette EI Redesign Team should participate in state-level initiatives and activities to facilitate use and integration of competencies in the program. Suggested team members are the EI and EC faculty as well as the institutional assessment coordinator who is responsible for the utilization of PASSPORT. 2) The institution should provide the necessary support to implement the continuous assessment system (PASS-PORT) so that the EI field experiences and requirements are included. This additional support is necessary because of the diversity of settings and experiences, which are not public school based.

UNIVERSITY OF LOUISIANA AT LAFAYETTE (CONT'D.)

SECTION II. CERTIFICATION EVALUATION

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
1. Master of Education in Curriculum & Instruction	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <p><i>Does Meet Certification Requirements</i></p>
	<p>b. Concentration: Mild/Moderate Special Education</p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>1) No course description for SPED 419. <i>Please submit a description of SPED 419 Practicum in Assessment.</i></p>
2. Master of Education in Gifted Education	<p>a. Gifted Education</p> <p><i>Does Meet Certification Requirements</i></p>
3. Non-Master's/Certification-Only Alternate Program	<p>a. Early Interventionist (Birth to Five)</p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <p>1) There are no courses descriptions for SPED 465 and EDCI 485/487. <i>Please submit course descriptions for SPED 465 Early Intervention Student Teaching and EDCI 485/487 Alternative Certification Internship.</i></p> <p>2) Nine semester hours of reading courses are required. <i>Please address how candidates will acquire the required reading courses.</i></p> <p>3) Certification requires 180 hours of field experiences. There are 110 hours listed on Form 12. <i>Please address the number of hours required for site-based experiences.</i></p>

UNIVERSITY OF LOUISIANA AT MONROE

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE (S) OF PROGRAM (S)	RECOMMENDATIONS
1. <i>Master of Education in Curriculum & Instruction</i>	a. <i>Concentration: Early Interventionist (Birth to Five)</i> Recommended for Approval with Stipulations
	b. <i>Concentration: Education Diagnostician</i> Recommended for Approval with Stipulations
	c. <i>Concentration: Mild/Moderate Special Education</i> Recommended for Approval with Stipulations
	d. <i>Concentration: Gifted Education</i> Recommended for Approval with Stipulations

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM (S)
1. <i>Master of Education in Curriculum & Instruction – Concentration: Early Interventionist (Birth to Five)</i> <ul style="list-style-type: none"> a. The assessment plan for the Early Intervention Program is clearly articulated, and aligned to the National Board Professional Teacher Standards (NBPTS) and the UL-L Conceptual Framework. b. The signature assessments provide an opportunity for students to demonstrate competencies and are integrated into the continuous assessment system. c. The enrollment of students in early intervention courses from both the early intervention and PreK – 3 programs provides opportunities for shared and collaborative learning opportunities for both groups of students and prepares them for future collaboration within schools and other early childhood settings. d. Plans for the continued engagement and support of program completers include systematic and ongoing strategies such as monthly professional development seminars, and participation in district professional development by unit faculty.
2. <i>Master of Education in Curriculum & Instruction- Concentration: Educational Diagnostician</i> <ul style="list-style-type: none"> a. Selectively comprehensive for mild/moderate disabilities. b. Site-based activities are included within the program. c. Research offered in current courses is relevant. d. Strong emphasis of diversity and recognition of overrepresentation of minorities in Special Education.

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM (S)

3. *Master of Education in Curriculum and Instruction- Concentration: Mild/Moderate Special Education*

- a. Program integrates NBPTS requirements.
- b. The program has identified a “signature assessment” for each course.
- c. The program provided a general crosswalk showing alignment of the Unit’s Conceptual Framework with various professional and state standards.
- d. The program includes a 100-hour internship semester and accompanying professional development seminar, which provides an opportunity for candidates to pull together and apply a range of knowledge and skills.
- e. Relationships with professional development schools and partnership schools are an area of strength.
- f. The program interviews candidates at the beginning of the program to gain information regarding how they were recruited and collects exit survey information from candidates to use for program improvement.

4. *Master of Education in Curriculum & Instruction – Concentration: Gifted Education*

- a. The program uses multiple performance assessments of candidate’s growth during practicum. Videotaping focuses on individual candidate’s performance.
- b. While candidacy for the National Board is not required of candidates, the focus on NBTS standards and the parallel collection of similar artifacts provides opportunities for teachers to pursue this recognition.
- c. Self-assessment is emphasized throughout the program showcasing teacher candidates as reflective practitioners.
- d. Course assessments are a combination of traditional and performance-based measures allowing for both formative and summative measures that examine candidate’s growth throughout the course of studies.
- e. Master’s candidates must complete their summer practicum with gifted students under the supervision of faculty in the gifted program.
- f. The program’s objectives and assessments are aligned to the new standards developed jointly by CEC and NAGC. Each assessment is labeled by mastery level to show a progression across courses within the sequence.
- g. Over the sequence of coursework, candidates complete over 300 clock hours in site-based performance activities.
- h. The redesign team included a diverse set of teachers, including national board certified teachers, regional superintendents, principals, supervisors, and faculty members from Arts and Sciences, Counseling, Psychology and Education.

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction</p>	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <ol style="list-style-type: none"> 1) Efforts to engage the district and community are evidenced through the broad community membership of the Redesign Team and the PK-16 Community. The Council Redesign Team and PreK-16 council members included representatives from public school partners – principals, superintendents, special education coordinators and teachers, as well as partners from the campus community – such as arts and science faculty. However early intervention agency and consumer representatives (EarlySteps) were not included. <i>In the next proposal, please include EarlySteps providers and consumers as part of the Redesign Team and should be included in the PreK-16 Council.</i> 2) Faculty have aligned program components with standards from multiple accrediting organizations and learned societies (National Board of Teacher Certification, NBTC; National Council for the Accreditation of Teacher Education, NCATE; Council for Exceptional Children, CEC; Louisiana Components for Effective Teaching, LCET; and the unit’s conceptual framework). <i>In the next proposal, please also use the Louisiana Early Intervention Competencies in guiding course development.</i> 3) The assessment plan clearly identifies the impact of the K-12 community of learners. <i>In the next proposal, please show how the assessment plan will also include the impact for infants, toddlers, and preschoolers with disabilities and their families.</i> 4) Faculty and redesign team members have included appropriate texts in course description for empirical evidence. However, the process for publishing a text is lengthy so that texts seldom contain the most recent and relevant empirical data or conceptual models. The empirical base provides students and faculty with a shared body of knowledge with which to begin study. <i>In the next proposal, please have the empirical base for each of the course include current and relevant empirical research as reported in peer-reviewed professional journals.</i> 5) Faculty have aligned program components with standards from multiple accrediting organizations and learned societies (National Board of Teacher Certification, NBTC; National Council for the Accreditation of Teacher Education, NCATE; Council for Exceptional Children, CEC; Louisiana Components for Effective Teaching, LCET; and the unit’s conceptual framework). <i>In the next proposal, please also use the Louisiana Early Intervention Competencies in guiding course development.</i> 6) The assessment plan clearly identifies the impact of the K-12 community of learners. <i>In the next proposal, please show how the assessment plan will also include the impact for infants, toddlers, and preschoolers with disabilities and their families.</i>

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>a. Concentration: Early Interventionist (Birth to Five – Cont'd.)</p> <p>7) Efforts to engage the district and community are evidenced through the broad community membership of the Redesign Team and the PK-16 Community. The Council Redesign Team and PreK-16 council members included representatives from public school partners – principals, superintendents, special education coordinators and teachers, as well as partners from the campus community – such as arts and science faculty. However early intervention agency and consumer representatives (EarlySteps) were not included. <i>In the next proposal, please include EarlySteps providers and consumers as part of the Redesign Team and should be included in the PreK-16 Council.</i></p> <p>8) Faculty and redesign team members have included appropriate texts in course description for empirical evidence. However, the process for publishing a text is lengthy so that texts seldom contain the most recent and relevant empirical data or conceptual models. The empirical base provides students and faculty with a shared body of knowledge with which to begin study. <i>In the next proposal, please have the empirical base for each of the course include current and relevant empirical research as reported in peer-reviewed professional journals.</i></p> <p>9) SPED 453, Emergent Literacy & Language Development, is a pivotal course for students in the early intervention program. In order to prepare students to understand and provide instruction to meet the language needs of infants, toddlers, and preschoolers with disabilities this course should include greater emphasis on the prelinguistic and early language development of young children with disabilities. The use of augmentative communication tools and strategies as well as opportunities for students to develop and use such devices should be embedded in this class as well to address the needs of children who do not now or may never use oral language for communication. Greater emphasis on parent-child interaction, family literacy, and the impact of culture and environment on oral language, writing, and early reading is also necessary. The empirical base included in the document does not include the most recent and salient research on language development and early literacy either for children with disabilities or their typically peers. <i>Please address these in the rejoinder.</i></p>

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <p>10) SPED 526, Methods and Practicum: Early Intervention is the capstone course for the early intervention program. It is critical that students in this course are provided the opportunity to demonstrate the state early intervention competencies within this course. Issues of individualization and differentiation of instruction must be addressed within this course; as well as the diverse service delivery options and environments. <i>Please embed the competencies included in Standards 3 (Individual Learner Differences), 4 (Instructional Strategies), and 5 (Learning Environments and Social Interaction) in the next proposal for this course.</i></p>
	<p>b. Concentration: Education Diagnostician</p> <p>1) The faculty in this course continuum are aware, to a moderate degree, of the comprehensive knowledge that educational diagnosticians must possess. <i>In the next submission of this program, please sequence course work with reference to CEC knowledge and skills listed in CEC Beginning Diagnostician Standards.</i></p> <p>2) The present faculty appears limited in the necessary expertise needed to transmit complex information regarding educational diagnostic work. <i>In the next iteration, please identify members with appropriate credentials dedicated to these courses. Faculty should include personnel that have first-hand experiences as an educational diagnostician. More than one faculty member must be assigned to guide the content of the courses. These faculty members must possess and be in agreement the knowledge and skill designated</i></p> <p>3) Courses address assessment in two areas with an over concentration of information in selected coursework. <i>Please have knowledge and skills distributed in a variety of courses that lay a strong foundation for translating evaluation into instructional practices into the classroom.</i></p> <p>4) Instruction in test administration is offered in a limited capacity. <i>In the next iteration, please identify the steps that will be taken to create a new on-site library of up-to-date tests that will be available to students throughout the program. The validity of using out-of-date instruments is unacceptable and lacks ethical reference.</i></p> <p>5) Students and graduates have limited exposure to knowledge of professional growth opportunities. <i>In the next iteration, please show how professional growth opportunities are encouraged and included within course syllabi.</i></p>

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>b. Concentration: Education Diagnostician (Cont'd.)</p> <p>6) Course work has limited information regarding intelligence testing. <i>In the next iteration of this program, please integrate information regarding testing and the integration of this information into practical use into current course work and case study analysis. CHC theory as well as other current test theory needs to be appropriately addressed so that educational diagnosticians understand the underlying basis for test construction that will enable them to interpret all assessment results to relevant parties.</i></p> <p>7) The current course descriptions are unclear in part as to content. <i>In the next iteration of this program, please designate the classes where the test theory, administration and interpretation of diagnostic instruments are taught. Include in the course syllabi a list of current, up-to-date instruments that meet ethical standards. Students should have access to these instruments during course work as well as practicum hours. The instruments should be used in conjunction with informal testing techniques to create optimal classroom instruction.</i></p> <p>8) Current instruction focuses on identification of mild moderate disabilities and the at risk population. <i>In the next iteration, please clearly identify prerequisite knowledge in order to serve the full range of disabling conditions as noted in IDEIA. The full range of categorical classification should be thoroughly addressed so that educational diagnosticians can appropriately assess and identify eligibility for special education services. Educational diagnosticians must be prepared to address educational needs across categories. Since most candidates possess a mild and moderate certification, courses in severe and pervasive needs should be included within the scope of this certification. Include persons with severe or complex needs that require pervasive supports.</i></p> <p>9) The course of studies offers limited experience in the full range of activities necessary to educate diagnosticians that will enable them to respond with professional expertise to the changing demands of their work. <i>Future programming should include experiences/internships that address initial evaluations, re-evaluations, the experience of dealing with faculty as a consultant and parents as consumers. In the next iteration, please provide information specifics on expanded programming as well as rubrics designed to provide feedback to the student regarding the depth and variety internship activities.</i></p>

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>b. Concentration: Education Diagnostician (Cont'd.)</p> <p>10) Current course work addresses collaboration and consultation. <i>In the next iteration, please address providing candidates with the information necessary to be fully informed of all aspects of evaluations in order to interpret and communicate results to all stakeholders. In the next iteration, courses need to include the following topics but should not be exclusive to the following:</i></p> <ul style="list-style-type: none"> <i>a. Assessment of students in early childhood settings</i> <i>b. Assessment of students regarding transition/vocational skills</i> <i>c. Assessment of students from low-incidence categories</i> <i>d. Assessment of students with linguistic and cultural differences</i> <i>e. Assessment of students with socio-economic challenges</i> <i>f. Assessment of students with multiple disabilities</i> <i>g. Instructional methods and strategies for students with severe and profound needs</i> <i>h. Specific issues related to assessment including selection of appropriate non-discriminatory assessments</i> <i>i. Characteristics of all IDEIA categories</i> <i>j. Instruction in and opportunities to engage in Response to Intervention activities.</i> <i>k. Instruction in and opportunities to engage in student progress monitoring.</i> <i>l. Behavioral issues across categorical eligibilities.</i> <i>m. Knowledge of current legal issues to enable their practitioners to function in an effective manner within the parameters of legality.</i> <p>11) Satisfaction with this program is limited to assessing stakeholders such as school administrators. Further information would provide greater insight into consumer satisfaction. <i>In the next iteration of this program, please include a mechanism for gaining information from parents and students regarding their satisfaction with the assessment process. In addition, a method to integrate information into future programming should be in place.</i></p>
	<p>c. Concentration: Gifted Education</p> <p>1) The first course in the series (SPED 575-Learning Characteristics of Gifted Students) makes no reference in course objectives or assessments to historical foundations, conceptions of giftedness and key theories from Standard 1. <i>In the next submission, please be explicit regarding how foundational influences affect gifted education.</i></p>

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>c. Concentration: Gifted Education (Cont'd.)</p> <ol style="list-style-type: none"> 2) While the assessment plan for the Academically Gifted program shows a P-12 impact column, the course narratives do not have any “signature” assessments that show children’s growth as it relates to candidates’ performance. <i>In the next submission, please add or substitute one of the signature assessments to include a learner-driven assessment. In addition, ensure that the assessment plan is aligned with the courses’ assessments.</i> 3) The supervision of certificate-only candidates during their site-based field experiences is not clear. A system of accountability needs to be in place to monitor the quality and growth in candidate learning. <i>In the next submission, please delineate the process and criteria for supervising candidates in their site-based field experiences to demonstrate the candidates’ application of knowledge and skills over time. Consider collaborating with school district personnel such as gifted coordinators to assist with supervisory responsibilities.</i> 4) Since most candidates are working teachers, it is unclear how all candidates have opportunities to work with students who are gifted and talented, including those from diverse backgrounds. The summer program needs to include children not only from diverse geographic locations but also from diverse cultural and economic backgrounds. <i>In the next submission of this program, please specify the ways that the program ensures that candidates teach diverse gifted and talented students and the criteria employed to select classrooms.</i> 5) The College of Education and Human Development needs to complete the development of a system of accountability so that signature assessments within the gifted courses are more tightly linked to the overall unit’s assessment of candidates’ growth. <i>In the next submission, describe more fully the rubrics that will be used to define the relationship between signature assessments and the overall unit assessment.</i> 6) The use of videotaping is evident throughout many courses but the evaluation of videotapes to improve candidate’s growth in knowledge and skills is not systematic. <i>In the next submission, please create a system (with rubrics) that shows how the videotapes are both a performance measure and a program measure of candidates’ growth.</i>

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>c. Concentration: Gifted Education (Cont'd.)</p> <p>7) While the gifted courses are placed in a logical sequence based on knowledge and skills, more evidence is needed to show how the textbooks, resources, and empirical evidence support the progression from simple to complex concepts, principles and theories. For example, the same textbook is used for both the survey course on characteristics (SPED 575) and the methods and materials course (SPED 576) and yet the course objectives require different types of knowledge and skills by candidate. <i>In the next submission, please revise your syllabi to incorporate a more rigorous curriculum and show a natural progression of knowledge and skills that ensures each candidate's growth.</i></p> <p>8) Educators of the gifted need to show effective collaboration with families, other educators, and related service providers in order to ensure meaningful learning experiences for gifted students. It was unclear in both the document and interviews the degree to which candidates are engaged in collaborative efforts. <i>In the next submission, the collaboration standard needs to be more systematic and explicitly described between candidates and teachers, parents, and other school personnel.</i></p> <p>9) Instead of using a prepared curriculum unit (PCM), the unit that is implemented in the practicum needs to match more closely the students' interests, knowledge, skills, and aptitudes. <i>In the next submission, please describe how the candidates will adapt curriculum within the summer practicum.</i></p> <p>10) Candidates should have experience with adapting, modifying and extending the state curriculum to ensure transfer of differentiated instructional practices. <i>In the next submission, please include site-based experiences that require candidates to modify state curriculum in their classrooms.</i></p> <p>11) Ensure that a variety of programmatic and curriculum models are comprehensively covered and based on empirical evidence. <i>In the next submission, describe the knowledge and skills that will address a more comprehensive approach to programming and curricular models.</i></p> <p>12) While three of the courses have specific objectives relating to assessment (574, 575, 578), none of the assessments require the candidate to identify gifted students. Since assessment, specifically identification, is one of the CEC/NAGC standards and an important role of the teacher of gifted students, it needs to be included in the assessments. <i>In the next submission, please identify how the candidate will have the experience of identifying gifted students and how they will collaborate with others in interpreting the assessment results.</i></p>

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>d. Concentration: Mild/Moderate Special Education</p> <ol style="list-style-type: none"> 1) Course alignment with CEC standards was attempted; however, information is inconsistent. Some courses are aligned with CEC standards 1-10 (SPED 501, SPED 561A), others aligned with CEC Common Core (Curriculum 545, 573), others aligned with Common Core and Individualized General Curriculum (SPED 501, 506, 507, 566), and others not aligned with any CEC standards or knowledge/skills (Ed Leadership 500, 505). <i>In the next reiteration, please align courses, course objectives, performance assessments, and scoring guides with the CEC standards. The program curriculum should be aligned with the appropriate CEC knowledge and skills, the Common Core and the Individualized General Curriculum. The chart on page 91 should also be more specifically aligned with CEC standards.</i> 2) The program provides a range of courses that address a wide range of critical knowledge and skills for teachers of students with mild/moderate disabilities. However, not all of the CEC standards are clearly articulated in the course objectives. <i>Please carefully review the program the CEC knowledge and skills for the Common Core and Individualized General Curriculum and revise course syllabi to assure these are comprehensively addressed. For example, learners from diverse backgrounds, families, assistive technology, atypical language development, evidence-based practices, etc.</i> 3) In addition to a variety of performance activities, the program has identified a “signature assessment” for each course and for inclusion in the portfolio. Including P-12 Impact on the Assessment Plan was good and relates to NCATE program requirements. NCATE/CEC program approval will be based on the implementation of 6-8 required assessments. <i>In the next iteration of the proposal, please review the identified signature assessments for their match with the 6-8 required NCATE/CEC assessments and coverage of the CEC Content Standards. In addition, scoring guides should be developed which are aligned with the standards.</i> 4) The program describes a general process for using assessment data for program improvement. Data aggregated across candidates on 6-8 performance assessments is required by CEC/NCATE and a more specific description of how, when and by whom the data will be used. <i>In the next iteration of this proposal, please develop a system for collecting, aggregating, and analyzing candidate performance data in order to make determinations about program improvement. Describe specifically when/how the various stakeholders review aggregated data and how decisions are made for program improvement.</i>

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>d. Concentration: Mild/Moderate Special Education (Cont'd.)</p> <p>5) The proposal does not provide adequate information for external evaluators to determine if sufficient faculties with necessary expertise are available to implement the program. <i>In the next reiteration, please provide detail regarding faculty availability and expertise to fully implement the proposed program.</i></p> <p>6) Numerous field experiences are included in the program. Field experiences should be supervised to assure candidates are demonstrating the expected skills in the school and classroom. Many candidates are teaching in general education classrooms and are able to complete some of the field-based activities in these settings. Since certification is 1-12, it is important for the program to provide candidates with experiences across grade levels, disability areas, and service delivery models. <i>In the next iteration of this proposal, please include a process for assuring candidates have field-based experiences that reflect this grade level range for students with mild/moderate disabilities. Program faculty should describe systematic procedures for the supervision of candidates in field experiences, especially since candidates are completing performance assessments in their own classrooms and schools. Along with guided reflection and other forms of mentoring, direct observation of candidate performance should be incorporated.</i></p> <p>7) Charts were provided showing alignment and details about courses or field experiences. <i>In the next reiteration of this proposal, please fix chart on page 8 to show credit hours, not field experience hours. Assure the alignment of field experience hours noted in chart with the descriptions of field experiences and hours noted in syllabi. Consider providing the candidates with more accurate estimates of the required hours to complete the field-based activities on page 14.</i></p> <p>8) There are references to inclusion and providing instruction in the general education classroom, however, as a whole, specific knowledge skills in this area could be more specifically referred to or enhanced. The program includes the course, Curriculum 545, Educational Techniques for Diverse Learners in Inclusive Classrooms; however there is limited reference to accessing the general education curriculum, differentiation of instruction, consultation, collaboration, or co-teaching models. <i>In the next iteration of this proposal, please provide a description of the conceptualization of the program, along with how courses and experiences will address the needs of students with mild/moderate disabilities in the general education classroom. Include specific course objectives.</i></p>

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>1. Master of Education in Curriculum & Instruction</p>	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <ol style="list-style-type: none"> 1) The Louisiana Early Intervention Competencies are comprehensive and thorough. The EI Redesign Team should participate in state-level initiatives and activities to facilitate use and integration of these competencies in the early intervention program. Suggested team members are the Early Intervention and Early Childhood or PK-3 faculty as well as the institutional assessment coordinator who is responsible for the utilization of PASS-PORT. 2) The institution should provide the necessary support to implement a continuous assessment system (e.g., PASS-PORT) so that the EI field experiences and requirements are included. This additional support is necessary because of the diversity of settings and experiences which are not public school based. 3) Redesign team members are encouraged to review the program to ensure that the needs of children from culturally and linguistically different populations (to include the English Language Learner) are addressed. 4) A number of issues (i.e., accountability, lead agency designation, delivery of inclusive and consultative services) are current challenges in the field of early intervention. Faculty and redesign team members are encouraged to address these issues within the coursework so that graduates can contribute as knowledgeable advocates and professionals in these debates. <p>b. Concentration: Education Diagnostician</p> <ol style="list-style-type: none"> 1) The main faculty member responsible for programming in this area of specialization was not available at the predetermined and specified interview time resulting in a paucity of information regarding this program. <i>A time should be scheduled in the future (if another occasion for an interview occurs) when the main faculty member is present.</i> 2) Educational diagnosticians must be skilled in the administration and interpretation of evaluation tools as well as knowledge of teaching expertise and the impact of various disabilities on student learning in the classroom. University programs must be constructed and aligned with the beginning competencies CEC Knowledge and Skills.

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>1. <i>Master of Education in Curriculum & Instruction (Cont'd.)</i></p>	<p>b. Concentration: Education Diagnostician</p> <ol style="list-style-type: none"> 3) Within each educational diagnostician preparation program, university personnel should strive to surpass the teaching of these minimum competencies while training educational diagnosticians to be reflective practitioners capable of in-depth problem solving. Clear, sequential courses that meet the CEC requirements should be provided by all universities preparing educational diagnosticians. 4) Given the complex nature of the profession of educational diagnostician, the following should be addressed by all universities: training in the law, ethics and current practices. Such training should also include but not be limited to Response to Intervention and Progress Monitoring Practices. 5) Within the current programs instruction in special education law, ethics and categorical variation are limited or non-existent in most programs. Each program for the preparation of educational diagnosticians must address IDEIA, ADA and related laws in addition to an approved standard code of ethics. 6) It is recommended that practicum and internship hours be a minimum of six semester hours with products that indicate mastery of knowledge and skills set forth by CEC. During these practicum/internship hours, a method of evaluation should be stated to validate the efficacy of the candidate and the program. Use of a rubric that delineates course expectations and program completion would enhance programming. 7) All programs should include an overview course of all disability categories. If an entering student into the educational diagnostician program has mild to moderate certification, measures need to be taken to assure that these students are abreast with knowledge and experience regarding students with severe and pervasive needs. 8) Sufficient faculty should be dedicated to instruction in the Educational Diagnostician continuum in order to provide a more comprehensive instructional basis, enrich faculty exchange of information and enable faculty to keep abreast of current trends in the assessment field. Faculty dedicated to instruction for educational diagnosticians should strive to keep abreast of the work of the National Certification Board (NCED) for educational diagnosticians in order to prepare their graduates for this national certification.

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<i>1. Master of Education in Curriculum & Instruction</i>	c. Concentration: Gifted Education None.
	d. Concentration: Mild/Moderate Special Education 1) Use person-first language throughout (replace exceptional children). 2) Update references and includes dates (for example, Educational Leadership 505). Some references are not complete (for example, SPED 505, Hallahan & Kauffman). Reading 501 is better in this respect.

SECTION II. CERTIFICATION EVALUATION

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<i>1. Master of Education in Curriculum & Instruction</i>	a. Concentration: Early Intervention (Birth to Five) <i>Does Not Meet Certification Requirements</i> <i>In order to meet certification requirements, the following must be addressed:</i> 1) There are nine (9) semester hours of reading courses required to add-on Early Interventionist to an existing LA teaching certificate. <i>Please identify nine semester hours of reading coursework.</i>

UNIVERSITY OF LOUISIANA AT MONROE (CONT'D.)

SECTION II. CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>1. Master of Education in Curriculum & Instruction (Cont'd.)</p>	<p>b. Concentration: Educational Diagnostician</p> <p style="text-align: center;"><i>Does Not Meet Certification Requirements</i></p> <p style="text-align: center;"><i>In order to meet certification requirements, the following must be addressed:</i></p> <p style="text-align: center;">1) In order to add-on Educational Diagnostician to an existing Louisiana teaching certificate, 6 semester hours in Diagnosis of Reading and 3 semester hours in Behavioral Intervention Strategies are required. <i>Please identify courses that will meet reading requirements.</i></p>
	<p>c. Concentration: Gifted Education</p> <p style="text-align: center;"><i>Does Meet Certification Requirements</i></p>
	<p>d. Concentration: Mild/Moderate Special Education</p> <p style="text-align: center;"><i>Does Meet Certification Requirements</i></p>

UNIVERSITY OF NEW ORLEANS

I. SECTION I: PROGRAM EVALUATION

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

A. PROGRAM RECOMMENDATIONS

TYPE (S) OF PROGRAM (S)	RECOMMENDATIONS
I. Master of Education in Special Education	a. Add-on Concentration: Early Interventionist (Birth to Five) Not Recommended for Approval – <i>Insufficient Information Submitted about Courses for Certification</i>
	b. Add-on Concentration: Education Diagnostician Not Recommended for Approval – <i>Insufficient Information Submitted About Courses for Certification</i>
	c. Add on Concentration: Gifted Education Not Recommended for Approval – <i>Insufficient Information Submitted About Courses for Certification</i>
	d. Concentration: Hearing Impaired/Deaf (Advanced Knowledge) Option 1: Advanced Knowledge Recommended for Approval with Stipulations Option 2: Add-on Concentration Not Recommended for Approval – <i>Insufficient Information Submitted about Courses for Certification</i>
	e. Concentration: Mild/Moderate Special Education Option 1: Advanced Knowledge Recommended for Approval with Stipulations Option 2: Add-on Concentration Not Recommended for Approval – <i>Insufficient Information Submitted about Courses for Certification</i>
	g. Concentration: Significant Disabilities Option 1: Advanced Knowledge Recommended for Approval

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I. SECTION I: PROGRAM EVALUATION (CONT'D.)

A. PROGRAM RECOMMENDATIONS (CONT'D.)

TYPE (S) OF PROGRAM (S)	RECOMMENDATIONS
1. Master of Education in Special Education (Cont'd.)	g. Concentration: Significant Disabilities (Cont'd.) Option 2: Add-on Concentration Not Recommended for Approval – <i>Insufficient Information Submitted about Courses for Certification</i>
	h. Concentration: Visually Impaired Add-On or Advanced Knowledge) Option 1: Advanced Knowledge Recommended for Approval with Stipulations Option 2: Add-on Concentration Not Recommended for Approval – <i>Insufficient Information Submitted About Courses for Certification</i>
5. Non-Master's/Certification-Only Alternate Program	a. Early Interventionist (Birth to Five) Recommended for Approval with Stipulations
	b. Significant Disabilities Recommended for Approval with Stipulations

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM (S)
1. Master of Education in Special Education – Concentration: Early Interventionist (Birth to Five) <ol style="list-style-type: none"> a. The redesigned M.Ed. in Special Education - Early Intervention (EI: Birth to Five) program enables candidates to deepen their content knowledge through graduate level courses offered by faculty from a variety of disciplines. b. Flexibility in the 18 hours of specialty and elective credits allows for advanced, in depth preparation of candidates. c. The lead faculty brings expertise in addressing advanced content, knowledge and skills, and supervising doctoral students to assist with instruction. d. The collaboration between EI and Significant Disabilities enriches support for candidates in instruction and intervention for young children with low incidence disabilities and their families. e. Stakeholders, including community agency representatives and family members, were consulted in the redesign through the use of an existing EI Advisory Board.

UNIVERSITY OF NEW ORLEANS (CONT'D.)

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM (S)	
2. <i>Master of Education in Curriculum & Instruction- Concentration: Education Diagnostician</i>	<ul style="list-style-type: none">a. The program addresses inclusion, disproportionate representation of minorities, and accountability.b. The program also addresses test administration, interpretation of test data, and communication of test results, working with parents, and using a wide variety of tests.c. The program introduces the students to a wide variety of academic tests.d. There is a strong focus on consultation and collaboration.e. The program addresses federal law and specific instruments for specific needs.f. Knowledge of laws and use of CBA and CBM are covered.g. The course sequence includes selecting informal and formal tools relative to specific needs.h. The courses include instructional programming and use of materials.i. The course of studies includes instruction regarding task analysis.
3. <i>Master of Education in Special Education – Concentration: Gifted Education</i>	<ul style="list-style-type: none">a. For the research course, the program requires an applied project in the school setting.b. The program provides flexible coursework options so that candidates may choose to become initially certified, add more specialty areas, add another certificate, or add another major.c. Given the needs created by Hurricane Katrina, the university has become more involved in public education by establishing four charter schools.
4. <i>Master of Education in Special Education – Concentration: Education of the Deaf and Hard of Hearing</i>	<ul style="list-style-type: none">a. Given that the UNO Deaf Education program is the only one of its kind in Louisiana, it provides a vital role in preparing teachers of deaf and hard of hearing students in the state.b. It is commendable that the faculty member, Dr. Reynolds and the associate dean, Dr. Sharpton participated in person during this interview.c. As a nationally recognized faculty member, Dr. Reynolds is to be commended for her commitment to the program and using innovative technologies to deliver course work. She models the use of evolving technologies in the instruction of students in her courses.d. Teacher candidates are provided with opportunities to participate in diverse types of site-based experiences integrated throughout their courses.e. Deaf community members and parents are utilized in courses to enrich the curriculum and serve as language models for students.

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B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM (S)	
4. <i>Master of Education in Special Education – Concentration: Education of the Deaf and Hard of Hearing(Cont'd.)</i>	<p>f. Textbooks and course materials are up to date and appropriate for master's level students.</p>
2. <i>Master of Education in Special Education – Concentration: Mild/Moderate Special Education</i>	<p>a. Course offerings allow candidates to strengthen expertise and develop depth in areas that they identify as needs.</p> <p>b. Program developers have utilized existing advanced standards, where available, and plan to revise program/coursework, as the profession develops additional advanced standards.</p> <p>c. The purposes of the proposed advanced program (address advanced content and build expertise within current certification area, increase candidate knowledge with advanced coursework, and build expertise to enhance ability to contribute to school improvement) are clearly tied to the program structure of major, specialty, research, and flexible credits.</p> <p>d. The four specialty area options appear appropriate to both the field (NBPTS, Positive Behavior Support, and Inclusive Education) and the State of Louisiana emphasis on Teacher Leader endorsement.</p> <p>e. Seeking external funding to recruit cohorts of teachers for the program is a positive method for increasing special educators with advanced skills.</p> <p>f. The college and program's vision for the Candidate Assessment tool in Appendix Conceptualizing a scoring guide which shows the career path of candidates from initial licensure through National Board certification is unique.</p> <p>g. Multiple stakeholders will review the candidates' portfolios.</p> <p>h. The program has developed one manageable database incorporating data from a variety of sources (PeopleSoft, PASSPORT, etc.) and which will allow data to be efficiently collected, aggregated, and reported for a variety of purposes including candidate and program improvement.</p>
5. <i>Significant Disabilities</i>	<p>a. Strong framework for advanced master's program and there is strength in the fact that all advanced programs have the same framework.</p> <p>b. Flexibility in addressing the individualized strengths and needs of program participants is a strong feature of the program. It responds to the diverse backgrounds and knowledge base of potential participants.</p> <p>c. Specialty area courses are beginning to be co-taught by faculty in general and special education.</p> <p>d. The program is creating expertise in a variety of roles, and competencies are integrated into these roles rather than being taught in isolation.</p> <p>e. Competency areas stay constant but as teachers progress competency level requirements increase to demonstrate a deeper and broader understanding.</p>

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B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM (S)	
5. Significant Disabilities (Cont'd.)	<ul style="list-style-type: none">f. The program develops teacher leaders across 10 specialty areas for the purpose of school improvement.g. Gateway reviews include a team consisting of advisor, cohort leader, school district staff, and a family member.h. Regional cohorts of program participants provide ongoing reflection, teacher support, and professional development.
6. Master of Education in Special Education - Concentration: Visually Impaired Add-On or Advanced Knowledge)	<ul style="list-style-type: none">a. The content of the courses that the reviewers were able to review appeared to be comprehensive in scope.b. The Braille II course addresses understanding how to prepare tactile graphics.c. There is a course dedicated to the educational issues of low vision.d. The program has expanded its focus with embedded content specific to early development.e. There is reference to the Expanded Core Curriculum in the instructional strategies course.f. Program faculty is tenured and holds administrative responsibilities within the department of education.g. Demonstrated support of program by the Dean and Associate Dean.
7. Non-Master's/Certification-Only Alternate Program – Concentration: Early Interventionist (Birth to Five)	<ul style="list-style-type: none">a. The program provides interdisciplinary content and experiences for students in EI across diverse settings.b. Field experiences for working professionals are designed to meet requirements so that students do not student teach in their own classrooms. Rather, the faculty assign field experiences in programs such as Early Steps, Head Start, preschool, and kindergarten; summer camp is designed to provide quality field experience demonstrating recommended practices, especially for young children with low incidence disabilities.c. EDSP 6030 Health course is team-taught so that content is addressed in common areas as well as specialized areas for EI and Significant Disabilities.d. Prescriptive plan is individualized; it can mean additional coursework, extended practice, or additional field work.
8. Non-Master's/Certification-Only Alternate Program – Concentration: Significant Disabilities	<ul style="list-style-type: none">a. Conceptualization of the program model (framework) provides a multilevel approach to demonstration of competence.

UNIVERSITY OF NEW ORLEANS (CONT'D.)

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM (S)
<p>9. <i>Non-Master's/Certification-Only Alternate Program – Concentration: Significant Disabilities</i></p> <ul style="list-style-type: none"> b. Field-based experiences are embedded in courses and aligned with knowledge and skills addressed in courses. c. The many different competency lists are well aligned with courses and program experiences. d. The program is designed to respond to the significant needs of the school districts for addressing the lack of appropriately certified practicing teachers. e. The program faculties have developed innovative ways of providing program participants with experiences with diverse groups of students (ages, cultural, abilities) across different contexts (urban-rural, inclusive-segregated). f. Program has made an attempt to address general education curriculum standards. g. Dr. Sharpton is highly respected and has extensive expertise in significant disabilities and creativity in program design.

C. PROGRAM STIPULATIONS

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. <i>Master of Education in Special Education – Add-on Concentrations</i></p> <ul style="list-style-type: none"> - <i>Early Intervention</i> - <i>Educational Diagnostician</i> - <i>Gifted Education</i> - <i>Hearing Impaired</i> - <i>Mild/Moderate</i> - <i>Significant Disabilities</i> - <i>Visually Impaired</i> 	<p>a. <i>Add-on Concentrations</i></p> <p>The external evaluators reported that the university did not submit course descriptions for all courses required for add-on certification. Therefore, the evaluators did not have essential information to make decisions regarding whether all professional standards had been met. In addition, the Louisiana Department of Education reported that they were told during the University/District Interviews by University of New Orleans personnel that the programs were not to be reviewed for certification purposes. During the review process, the University of New Orleans was the only university to not submit descriptions of all courses required for special education certification in the designated areas when listing the special education areas as concentrations. It was not possible for the external evaluators or the Department of Education personnel to review or approve the concentrations for certification purposes without having descriptions of the required special education courses.</p>

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C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>b. Add-On Concentration: Early Interventionist (Birth to Five) – Other Comments</p> <p>1) Submitted courses need strengthening in EI content. Specifically, these courses are two required core courses in the program (new course, EDSP 6XXX, Concepts and Issues in Special Education and EDSP 6060 Advanced Applied Behavior Analysis) and two elective courses (EDSP 6XXX Special Education Applications of Technology and EDSP 6781 Consultation and Collaboration in Special Education). The existing documents focus heavily on schools and school age content. The recognition of the age range including infants, toddlers, and preschoolers who have disabilities and their families needs to be incorporated. Also, the variety of alternative settings and service delivery models (e.g., home, community agencies, etc.) need to be addressed. For example, in the discussion of inclusion in classrooms for school-age students, the natural environments for young children aged birth to five are identified. <i>In the next reiteration of these course descriptions, please address EI in the performance objectives, empirical base, and proposed resources.</i></p>
	<p>c. Add-on Concentration: Educational Diagnostician – Other Comments</p> <p>1) EDSP 6XXX includes concepts in special education related to inclusion and disproportionate representation of minorities which do not appear to be directly relevant or related to diagnostic work. <i>In the next iteration, the program must relate these vital issues to assessment including alternate assessment measures and intervention methods.</i></p> <p>2) The sequence of course work does not follow a clearly delineated path related to national standards. <i>In the next iteration, please have the program clearly delineate a progression of intensity that addresses both state standards and CEC knowledge and skills.</i></p> <p>3) The sequence of coursework is limited to academic/achievement testing. <i>In the next iteration, please have the program address integrating knowledge of cognitive assessment into course work to provide the educational diagnostician with background necessary to interpret test results to multiple stakeholders. Knowledge of these cognitive factors would also enable the educational diagnostician to interpret results, help design individual IEPs, and recommend possible modifications and accommodations in the general education curriculum.</i></p>

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C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>c. Add-on Concentration: Educational Diagnostician – Other Comments (Cont'd.)</p> <ol style="list-style-type: none"> 4) Knowledge of current law is limited to general course work. <i>In the next iteration, please address legal issues on an ongoing basis in order to inform educational diagnosticians of changes in the law recent litigation issues and interpretation of the law.</i> 5) Current course descriptions do not address topical assessment methodologies. <i>In the next iteration, please include research-based response to intervention programs employing current documented and published works.</i> 6) Course content should be expanded to address data collection methods in order to provide students with up to date information. <i>In the next iteration, please include instruction in progress-monitoring with a focus on accurate data collection and its application to improve programming.</i> 7) Reliance on one text to represent the ideology of the total program is limiting in terms of the breadth and depth of knowledge needed for diagnostic work. <i>In the next iteration, please include expanded text requirements for all course work. Texts such as Sattler's work would provide a balance of assessment information. Additional text should expand knowledge of tests available, principles of assessment and report writing in addition to collaboration, and test interpretation.</i> 8) Both EDSP 6780 /6785 indicate course offerings which address psycho-educational assessment of individuals with exceptionalities and prescriptive strategies for individuals with exceptionalities. While covering a significant amount of material, the coursework does not indicate inclusion of psycho-metrics as applied to educational diagnostic work nor does any attention to integrating results of assessment into report writing appear to be addressed. <i>In the next iteration, please address these issues and include programming that offers both psychometrics for educational diagnosticians in addition to integrating results of comprehensive assessments into report writing and interpretation.</i> 9) Course work as describes is limited. <i>In the next iteration, please add assessment courses to increase the skills for advanced problem-solving in diagnosis and intervention.</i> 10) The foundation courses in assessment were grouped into flexible hours that minimizes the importance of assessment principles and ethics. <i>In the next iteration, please address making the assessment course part of the core foundation requirements. These courses should be clearly delineated with syllabi, appropriate faculty, and CEC knowledge and skills.</i>

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C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>c. Add-on Concentration: Educational Diagnostician – Other Comments (Cont'd.)</p> <p>11) Contact hours are limited to state requirements. <i>In the next iteration, please address CECs recommendation for contact hours which exceeds your current state standards. For the program to gain NCATE approval the number of contact hours will need to be increased.</i></p> <p>12) EDSP 6970--PRACTICUM IN PSYCHO EDUCATIONAL DIAGNOSIS is limited in scope and sequence. <i>In the next iteration, please include the following:</i></p> <ul style="list-style-type: none"> a. <i>a clear focus,</i> b. <i>evidence of course requirements,</i> c. <i>documentation of progress,</i> d. <i>successful completion of the program and</i> e. <i>a well-designed rubric which assesses progress and provides a clear, equitable understanding for the student and evaluator regarding skills that must be in place to complete the certification process.</i>
	<p>d. Add-on Concentration: Gifted Education – Other Comments</p> <p>1) No course narratives indicated that Standard 1, Foundations, was addressed. In addition, there is not enough specificity in the course narratives or within the references to indicate that the knowledge and skills of other standards are addressed in the overall program. <i>Please specify clearly the objectives, topics, assignments, and related assessments that will be addressed in each of the courses. Align these with the standards and the assessments to show how courses build on one another.</i></p> <p>2) Only five texts in the field of gifted education are used throughout all of the courses, with copyright dates of 1982, 1986, 1988, 1993, 2001 and one journal article dated 1999. <i>Please update and expand the references to indicate that all standards are addressed.</i></p> <p>3) Alignment to standards is addressed globally in each course narrative with multiple standards related to broadly stated objectives and titles of assessment strategies (e.g., objective examination, essay, etc.). No alignment is made with the unit's assessment or with site based activities. <i>The alignment between the standard, the objective, the unit's assessment, and the course assessments need to be more clearly defined so that each of the national standards is clearly addressed. Please address this.</i></p>

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C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>d. Add-on Concentration: Gifted Education – Other Comments (Cont'd.)</p> <p>4) Assessments within course narratives that focus on gifted and talented education are mostly paper-pencil (e.g., essays, exams, reflective journals) and do not address the complexity of the performance required. For example, EDSP 6550 requires the candidate to “develop and evaluate appropriate curriculum for the gifted and talented” and yet the assessments for the course do not require the development of a unit, only an essay and an objective examination. <i>Please redesign assessments and align them with the course objectives and the required performances.</i></p> <p>5) Since the primary location of field experience is in the candidate’s current teaching assignment, it is unclear if candidates have experiences with gifted students. In addition, only 60 clock hours are required (e.g., two weeks). <i>Please specify how candidates will have expanded opportunities to teach gifted and talented students. Also indicate how the sites will be selected for the field experiences.</i></p> <p>6) During the interview, it was mentioned that doctoral students are the primary means for supervising the candidate’s practicum. These doctoral students meet every other week to debrief. No mention was made of specific observation tools that might be used in observing candidates in the field. <i>In the next submission, please describe how supervisors will be prepared to observe candidates, what observation instruments will be used, and how these observation instruments will relate to the program and the College’s portfolio rubric.</i></p> <p>7) There is currently no full-time faculty member that coordinates the gifted program. <i>In the next submission, please describe how the university will be proactive in recruiting full time faculty with credentials in gifted education.</i></p> <p>8) In examining the rubric for the portfolio assessment, it is unclear what specific qualities differentiate performance at each level and how the rubrics are related to the characteristics. For example, in Evidence Set VIII, is “accurate assessment” measured by “involvement” or “achievement.” Does “accuracy” relate to “validity”? <i>Please clarify the portfolio rubrics so achievement.” that candidates receive useful information for growth.</i></p>

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C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>e. Concentration: Deaf/Hard of Hearing (Advanced Knowledge)</p> <ol style="list-style-type: none"> 1) It is extremely difficult for one person to prepare teachers of students who are deaf and hard of hearing in a comprehensive fashion. Most deaf education programs across the U.S. are nationally accredited by CEC/CED which requires the equivalency of two full time faculty members. One full time faculty member cannot fully implement a comprehensive deaf education program; therefore we recommend that another faculty complement be obtained and earmarked for the deaf and hard of hearing focus area. <i>In the next reiteration please provide a description of a plan to hire full-time faculty to build the capacity of the department to deliver course work and to mentor and monitor students as they progress through the program.</i> 2) During the interview, the faculty member stated that courses were aligned with CEC/CED standards; however, not all of the CEC/CED standards were addressed in the materials provided. In addition to alignment, courses should include the objectives, performance assessments, and deaf/hard of hearing student outcome connection as required by the State, CEC/CED and NCATE. Further, the curriculum design was confusing and the diagram explaining the differences in major, flexible course work, specialty area, and research seemed obscure. <i>In the next reiteration please provide an overview of the comprehensive curriculum and indicate course progression (from initial certification to add-on and advanced master's). Include an explanation related to the assessment process for teacher candidates as required by CEC/CED.</i> 3) Some of the courses submitted for the advanced Master of Education degree in Deaf/Hard of Hearing appear to be courses that teacher candidates would need to obtain add-on certification (e.g., Language Development and Instructional Strategies). <i>Please explain in the next reiteration how the advanced master's courses differ from courses taken for add-on certification and how they advance the knowledge base of master's degree teacher candidates.</i> 4) Course content from multiple courses appears to have been merged into single courses in the advanced master's degree program. For example, EDSP 6460 Methods of Teaching Speech and Speech Reading to Deaf and Hard of Hearing Students is typically offered as three separate courses (e.g., speech development, aural rehabilitation, and auditory training and speech reading). <i>Please provide in the next reiteration an explanation of the rationale used to merge multiple content areas into single courses.</i>

UNIVERSITY OF NEW ORLEANS (CONT'D.)

C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>f. Concentration: Mild/Moderate Special Education (Advanced Knowledge)</p> <ol style="list-style-type: none"> 1) The alignment of courses with CEC standards and knowledge and skills was not clear and consistent throughout the program. Some courses, e.g. EDSP 6781, showed no alignment with CEC standards. <i>The program should align courses and course objectives with standards to assure the standards are comprehensively addressed during course and field experiences.</i> 2) Form 16 lists four courses with site-based performance activities. These activities are not clear. <i>The next iteration of this proposal should provide more complete descriptions of these activities, on both Form 16 and syllabi, and align activities to specific course objectives.</i> 3) The program indicates that candidates will self-select 6-8 assessments that show mastery of CEC standards for inclusion in their portfolio. The flexibility in demonstration will also be problematic in aggregating data to show evidence of demonstration of these standards. <i>The next iteration of the proposal should include a rubric or rubric description to show how this will be monitored, so that there will be an assurance that all candidates will actually provide artifacts to demonstrate these standards in a way that can be systematically collected.</i>
	<p>g. Concentration: Significant Disabilities (Advanced Knowledge)</p> <p>None.</p>
	<p>h. Concentration: Visually Impaired (Advanced Knowledge) and Other Comments for Add-on</p> <ol style="list-style-type: none"> 1) Information about the CEC Standard tied to each performance objective is incomplete. There is missing information as to whether it is CEC Core Knowledge and Skill Standard or a CEC-VI Knowledge and Skill Standard. <i>In the next reiteration, please provide a full reference of the CEC Standard(s) tied to each objective for each course listed in the Focus Area of the section of the proposal.</i> 2) There were courses included in the Focus Area of the proposal that have no direct tie to visual impairments such as <i>Advanced Applied Behavior Analysis</i>. It appears that the general special coursework should be placed in the Flexible (elective) Coursework category or Specialty Area rather than in the Major Category. <i>In the next reiteration, please move the non-vision specific coursework out of the Major category.</i>

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C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>h. Concentration: Visually Impaired (Advanced Knowledge) and Other Comments for Add-on (Cont'd.)</p> <p>3) The names and course descriptions for all of the vision courses were not included in the documentation that was available to the reviewers prior to the interview. Therefore the reviewers cannot verify that all of the CEC and LCET standards have been included in the vision sequence of courses. Additionally, the reviewers had no basis to determine if the three vision courses listed in the Focus section are actually providing deeper knowledge in vision beyond the basic content in certification coursework. <i>In the next reiteration, please include ALL of the vision specific courses.</i></p> <p>4) Assessment strategies that were described were very general in nature. The reviewers needed additional descriptions of student assignments and course activities along with the corresponding assessment rubrics to determine the rigor of the program. <i>In the next reiteration, please expand the information in the Assessment Strategies category to clarify the types of "assigned products," "assignments in portfolio," etc. Provide sample rubrics for different types of assignments.</i></p> <p>5) There are Louisiana State Competencies specific to Braille competency. The Louisiana Department of Education requires their two-university programs specific to visual impairment to ensure Braille competency. Such competencies were not outlined in the redesigned program content. <i>In the next reiteration, please include a performance objective that the teacher candidate will demonstrate proficiency of Braille reading at the required 70 words per minute.</i></p> <p>6) Children with disabilities in addition to visual impairment make up over sixty (60) percent of the VI students served in educational settings. No objectives related to children with additional disabilities were found in the vision courses. During the interview, faculty indicated that they would refer interested students to coursework in severe disabilities. The reviewers were looking for evidence that the faculty teaching the vision courses include specific information about modifying and adapting methods, materials, and assessments to meet the visual needs of students with additional physical, hearing, and or cognitive impairments. <i>In the next reiteration, please include objectives in 2 or more courses that directly address educational needs of students with visual and multiple disabilities and visual impairments (VI/MI). Add appropriate student assignments to document knowledge and skills necessary to serve children with VI/MI. Include additional textbooks and resources specific to this topic so that exiting students have information that they can use for reference to support their work in the classroom.</i></p>

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C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>1. Master of Education in Special Education (Cont'd.)</p>	<p>h. Concentration: Visually Impaired (Advanced Knowledge) and Other Comments for Add-on (Cont'd.)</p> <p>7) Reading instruction is mandatory for all students in educational settings. Program completers should be able to support the students with visual impairments in becoming readers and read on grade level. <i>Please determine the minimum acceptable reading foundation for incoming students. Create a step in the initial advisement process to evaluate reading coursework completed by new students. In the next reiteration, please modify degree plan to assure acceptable level of knowledge in reading instruction. Add reading courses to the Specialty Area or Flexible Coursework sections.</i></p> <p>8) Content related to broad-based assessment of children with visual impairments was not evident to reviewers. Instruction related to 10 9. Functional Vision Assessments and Learning Media Assessments were documented in the course objectives and activities. <i>In the next reiteration add the <u>Learning Media Assessment</u> book from the Texas School for the Blind as a textbook for the course. Add specific course objectives and student assignments related to assessment of students with visual impairments. Clearly address appropriate instruments for all evaluations that are required for state mandated testing, program planning documentation of present levels of performance for program planning and demonstration of progress.</i></p> <p>9) A description of a broad based planning group that included representatives from outside the university is included in the narrative section of the proposal. However, at the interview, no teachers, parents, consumers, or administrators were available to provide additional perspectives or verification of faculty reports. University representatives did not refer to any recent substantive contributions to the program development activities by outside advisors. <i>In the next reiteration, list the members of a convened Vision Program Advisory group that includes consumers, parents, teachers, and administrators from Louisiana that were gathered to inform university faculty about the scope and sequence of the vision content coursework and practicum.</i></p> <p>10) The program documentation did not address number and qualification of faculty for the program on visual impairment. During the interview, it was reported that one tenured faculty member and adjunct faculty with specific content knowledge teach the courses in the VI-related course sequence. It is not evident to the reviewers the degrees held by the adjunct faculty. The reviewers remain unclear about the exact number of courses in the vision sequence and the frequency the courses are offered. <i>In the next reiteration, please provide names of faculty teaching each course and include faculty vitae in an appendix.</i></p>

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C. PROGRAM STIPULATIONS (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
<p>I. Master of Education in Special Education (Cont'd.)</p>	<p>a. Concentration: Early Interventionist (Birth to Five)</p> <ol style="list-style-type: none"> 1) The EI Competencies should drive the program redesign. This alignment is not clear in the evidence presented. <i>Faculty and redesign team members should review the LA EI Competencies to determine where each will be addressed in the EI Concentration and other required courses.</i> 2) The EI certification is for children with disabilities and their families from birth to age five. <i>Therefore, the PreK-16 Council and redesign team members should include representation from providers and consumers from the diverse service delivery systems for young children with disabilities and their families. Possible members may be recruited from the local interagency coordination council members for the Part C lead agency (Early Steps) program, Head Start and Early Start programs, Even Start program, and community child care programs.</i> 3) The EI certification prepares teachers to serve young children with disabilities and their families. Therefore, coursework and field experiences should include competencies to address the full age range. <i>The redesign team should carefully examine and revise all certification and degree courses to address the birth to five age range and settings for services.</i> A review of the EI competencies would provide guidance in the review of courses specific to EI and those designed for additional audiences (e.g., foundations, technology, etc.). <p>b. Significant Disabilities</p> <ol style="list-style-type: none"> 1) Evidence of program components addressing curriculum content needs to be in written program documents in course descriptions and performance objectives (e.g., EDSP 4010 and 6040). Perhaps course titles should read "Curriculum and Instruction". <i>Please address.</i> 2) More evidence of how students are acquiring expertise in curriculum content areas (reading, math, science, social studies, social and emotional development, motor skills, functional and independent living skills, employment skills, self advocacy, transition, etc.) is needed. <i>Please address.</i> 3) Literacy competencies need to be aligned with program courses and experiences. <i>Please address.</i>

UNIVERSITY OF NEW ORLEANS (CONT'D.)

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
1. Master of Education in Special Education (Cont'd.)	<p>c. Concentration: Early Interventionist (Birth to Five)</p> <p>None.</p>
	<p>d. Concentration: Educational Diagnostician</p> <p>1) Educational diagnosticians must be skilled in the administration and interpretation of evaluation tools as well as knowledge of teaching expertise and the impact of various disabilities on student learning in the classroom. University programs must be constructed and aligned with the beginning competencies CEC Knowledge and Skills.</p> <p>2) It is recommended that practicum and internship hours be a minimum of six semester hours with products that indicate mastery of knowledge and skills set forth by CEC. During these practicum/internship hours, a method of evaluation should be stated to validate the efficacy of the candidate and the program.</p> <p>3) Sufficient faculty should be dedicated to instruction in the Educational Diagnostician continuum in order to provide a more comprehensive instructional basis, enrich faculty exchange of information and enable faculty to keep abreast of current trends in the assessment field. Dedicated faculty should familiarize themselves with the ongoing work of the National Certification Board for Educational Diagnosticians (NCED) in order to prepare their graduates for national certification.</p>
	<p>e. Concentration: Gifted Education</p> <p>None.</p>
	<p>f. Concentration: Hearing Impaired/Deaf</p> <p>1) Council on Education of the Deaf (CED) accreditation at the national level strengthens programs and increases their ability to recruit high quality students. CED accreditation should be considered a viable goal for this program. We strongly recommend that UNO pursue CED accreditation at the national level.</p> <p>2) In reviewing the sequence and listing of courses it is apparent that information regarding post cochlear implant therapy would enhance the program and provide information on new technologies in the field. We recommend adding additional course work to cover this content.</p>

UNIVERSITY OF NEW ORLEANS (CONT'D.)

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>1. <i>Master of Education in Special Education (Cont'd.)</i></p>	<p>f. <i>Concentration: Hearing Impaired/Deaf (Cont'd.)</i></p> <p>3) Children with disabilities in addition to hearing loss make up over 35% of the deaf and hard of hearing students served in educational settings. The evaluators were looking for evidence that the faculty teaching the deaf education courses included specific information about modifying and adapting methods, materials, and assessments to meet the needs of students with additional disabilities had been threaded sufficiently through course work. One course, EDSP 6480, did have language within its objectives that cited the need to address deaf and hard of hearing students with multiple special needs. However, it is recommended that teacher candidates have multiple opportunities to experience content that directly addresses the educational needs of deaf and hard of hearing students with additional disabilities over several courses.</p> <p>4) Content related to early identification (EI) of infants and toddlers with hearing loss and strategies and resources for serving very young children were not observed in the material reviewed. It is recommended that UNO add course objectives related to the developmental impact of hearing loss, the importance of early identification and intervention, strategies for early intervention, resources for serving infants and young children birth to 3 who are deaf or hard of hearing and their families and collaboration with other EI professionals.</p> <p>5) Although UNO appears to have a process to monitor the admission, retention, and exit criteria of teacher candidates, the actual process of recruitment of students into the deaf education focus area was unclear. A website that clearly described the deaf education program was not found on the UNO homepage. We understand that there were disruptions created as a result of hurricane damage; however, we would like to emphasize the importance a program websites in student recruitment. We recommend that the development of a website specifically for the recruitment of students into the deaf education program area be made a high priority.</p>
	<p>g. <i>Concentration: Mild/Moderate Special Education</i></p> <p>1) When Advanced Common Core Standards are posted on the CEC website, the program, as the faculty indicated, will review courses for inclusion of critical advanced knowledge and skills. The six CEC Advanced Standards will include the areas of Leadership and Policy, Program Development and Organization, Research and Inquiry, Student and Program Evaluation, Professional Development and Ethics, and Collaboration. These standards will relate to a variety of advanced roles the program has identified that completers may assume in the profession.</p>

UNIVERSITY OF NEW ORLEANS (CONT'D.)

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>1. <i>Master of Education in Special Education (Cont'd.)</i></p>	<p>g. Concentration: Mild/Moderate Special Education (Cont'd.)</p> <p>1) The program should review the variety of performance-based assessments of candidates in relation to standards. To prepare for future CEC/NCATE program approval, the program should identify 6-8 key assessments that will comprehensively show candidate mastery of the standards. The CEC/NCATE requirements regarding specific focus of assessments should be taken into account so required data is collected and aggregated across candidates (for example, impact on student achievement). The program should provide consistent alignment of standards within course descriptions.</p>
	<p>h. Concentration: Significant Disabilities</p> <p>1) The Louisiana Department of Education and UNO should consider building a stronger, more comprehensive, infrastructure (including faculty, adjuncts, and school personnel) to deliver and support the program components. While Dr. Sharpton is well respected faculty member in significant disabilities, with his new role as Associate Dean and the fact that he is only one person, he cannot do it alone. At this time, the program is dependent on external funds from grants. Soft money can be used to enhance a program but should not be used to provide the program.</p> <p>2) The distinction between initial, intermediate, and advanced courses in content areas could be made clearer. Perhaps, the advanced courses could be more research based and could incorporate more teacher inquiry and reflective practices.</p> <p>3) Program participant reflection on the impact of their teaching might incorporate data on school and student outcomes.</p> <p>4) Program evaluation might include an analysis of the impact of program graduates on school change and student outcomes.</p>
	<p>i. Concentration: Visually Impaired</p> <p>1) Review textbook selection to assure that students taking the VI-related sequence of courses have an up-to-date set of resources that can be useful in work settings.</p>

UNIVERSITY OF NEW ORLEANS (CONT'D.)

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

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED WITHIN THE INSTITUTION WHEN FURTHER DEVELOPING THE PROGRAM (S) FOR IMPLEMENTATION	
<p>2. <i>Non-Master's/Certification-Only Alternate Program (Cont'd.)</i></p>	<p>a. Early Interventionist (Birth to Five)</p> <ol style="list-style-type: none"> 1) The LA EI competencies are comprehensive and thorough. The UNO EI Redesign Team should participate in state-level initiatives and activities to facilitate use and integration of competencies in the program. Suggested team members are the EI and EC faculty as well as the institutional assessment coordinator who is responsible for the utilization of PASSPORT. 2) The institution should provide the necessary support to implement a continuous assessment system (e.g., PASS-PORT) so that the EI field experiences and requirements are included. This additional support is necessary because of the diversity of settings and experiences, which are not public school based. <p>b. Significant Disabilities</p> <ol style="list-style-type: none"> 1) The Louisiana Department of Education and UNO should consider building a stronger, more comprehensive, infrastructure (including faculty, adjuncts, and school personnel) to deliver and support the program components. While Dr. Sharpton is well respected faculty member in significant disabilities, with his new role as Associate Dean and the fact that he is only one person, he cannot do it alone. At this time, the program is dependent on external funds from grants. Soft money can be used to enhance a program but should not be used to provide the program. 2) The program appears to be limited in what it can provide by the state's limit on the maximum number of credit hours that a program can require. A more effective model would be to ask programs to address competencies with no discussion of credit hours. This would allow programs to create components that best prepare highly qualified teachers in accordance with NCLB and IDEA. 3) Find more ways to give students field experiences in diverse settings, across age groups, disabilities, contexts, and settings. 4) Provide more evidence of preparation on collaborative decision making in curriculum development and instructional planning. 5) The outcomes of this alternate certification program should be evaluated to determine the longitudinal impact of these teachers on student learning as compared to graduates of more traditional teacher education programs or similar alternate certification programs in other states that provide for acquisition of greater depth and breath of knowledge and skills in teaching students with significant disabilities.

UNIVERSITY OF NEW ORLEANS (CONT'D.)

SECTION II. CERTIFICATION EVALUATION

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

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>1. <i>Master of Education in Special Education</i></p>	<p>a. Concentration: Early Interventionist (Birth to Five) Program not reviewed for certification purposes.</p>
	<p>b. Concentration: Education Diagnostician Program not reviewed for certification purposes.</p>
	<p>c. Concentration: Gifted Education Program not reviewed for certification purposes.</p>
	<p>d. Concentration: Hearing Impaired/Deaf Program not reviewed for certification purposes.</p>
	<p>e. Concentration: Mild/Moderate Special Education Program not reviewed for certification purposes.</p>
	<p>f. Concentration: Significant Disabilities Program not reviewed for certification purposes.</p>
	<p>g. Concentration: Visually Impaired Program not reviewed for certification purposes.</p>
<p>2. <i>Non-Master's/ Certification-Only Alternate Program</i></p>	<p>a. Early Interventionist (Birth to Five) <i>Does Not Meet Certification Requirements</i> <i>In order to meet certification requirements, the following must be addressed:</i></p> <ol style="list-style-type: none"> 1) There are nine (9) semester hours of reading courses required in this program. <i>Please address how candidates will acquire the nine hours required for certification.</i> 2) Form 12 indicates there are 98 hours of field experiences. Alternate certification programs require 180 hours of field experiences. <i>Please submit documentation that 180 hours of field experiences will be acquired by candidates.</i>

UNIVERSITY OF NEW ORLEANS (CONT'D.)

SECTION II. CERTIFICATION EVALUATION (CONT'D.)

AREAS THAT MUST BE ADDRESSED TO MEET STATE CERTIFICATION REQUIREMENTS	
<p>2. <i>Non-Master's/ Certification-Only Alternate Program (Cont'd.)</i></p>	<p>b. Significant Disabilities</p> <p><i>Does Not Meet Certification Requirements</i></p> <p><i>In order to meet certification requirements, the following must be addressed:</i></p> <ol style="list-style-type: none">1) Nine semester hours of reading courses are required in the Non-Master's program. <i>Please address how candidates will acquire the required reading coursework.</i>