Southeastern Louisiana University

2014 Institutional Report

***Continuing Accreditation Visit for Initial and Advanced Programs***



Submitted for review by the

National Council for Accreditation of Teacher Education

August 19, 2014

**Overview and Conceptual Framework**

**Institutional Mission, Historical Context, and Unique Characteristics**

Southeastern Louisiana University (Southeastern) is located in Hammond, Louisiana, a suburban area approximately 50 miles north of New Orleans and about 45 miles southeast of Baton Rouge. Hammond is considered the crossroads of the Gulf South and the cultural and business center of Tangipahoa Parish. Bordering parishes include Washington, St. Helena, St. John, St.Tammany, and Livingston.

Southeastern began as a grass-roots movement by the people of Hammond and the surrounding area who recognized the need for an institution of higher education in order to further the educational, economic and cultural development of southeast Louisiana. What began as a junior College supported by local taxes developed into a major University. Southeastern is the outgrowth of the Hammond Junior College established in 1925 with the main objective to provide a two-year curriculum in teacher education and the basic undergraduate work in arts and sciences. Act 136 of the 1928 State Legislature made Southeastern part of the state educational system and granted the College the right to establish a four-year curriculum and grant baccalaureate degrees. The first baccalaureate degrees were conferred in 1939.

By 1946, the campus expanded to 365 acres and was organized into Divisions of Liberal Arts, Education, and Applied Sciences. That same year, Southeastern was accepted into full membership in the Southern Association of Colleges and School Commission on Colleges (SACSCC). Currently, Southeastern is accredited by SACSCC to award associate, baccalaureate, masters, and doctoral degrees. In 1954, Southeastern was granted accreditation by the National Council for the Accreditation of Teacher Education (NCATE) but chose to withdraw in 1960. Southeastern then reapplied for accreditation in 1974 and has been continuously accredited by NCATE to the present.

The mission of Southeastern is to lead the educational, economic, and cultural development of southeast Louisiana. As primarily a teaching institution, Southeastern serves residents of the region who are seeking either a College degree or continuing professional education; transfer students; regional employers seeking technical assistance and applied research; entrepreneurs; and local citizens through academic and cultural activities. Programs include baccalaureate of arts and science programs, as well as masters and doctoral programs. The University also provides support to area K-12 schools and others services specifically designed to meet the needs of regional economics.

 The University's Vision 2017 strategic plan was developed by the University Planning Council in 2012. Core Values are the underpinning of a University’s culture and character and serve as the foundation on which everything else is built.

Southeastern’s core values are excellence and caring. Excellence is continually striving for the highest level of achievement and overcoming challenges with reflection, improvement, innovation and reinvention. Caring is serving the needs of others with respect, understanding and compassion and affirming the differences among individuals, values and ideas.

Guided by its core values, Southeastern creates engaging learning opportunities such as residential, distance education and international experiences that extend knowledge and its application beyond the classroom. Southeastern uses technology to provide access to global ideas and information, an interactive world of knowledge creation and sharing, and a wealth of online collaboration and communication.

The Strategic Priorities for Southeastern include engaging a diverse population of learners; spearheading collaborative efforts with business, community, and educational groups; fostering a climate that nurtures relationships and engages people in the University; preparing the University to thrive in a global society; increasing, diversifying, and managing funds; and communicating the University’s identity and value.

**Professional Education Unit and Preparation of Professional Educators**

The College of Education (COE) is committed to providing a student friendly community; to help students gain knowledge and skills by active involvement in the learning process; to empower students to continue learning and to improve the lives of individuals, families, communities and the workplace throughout their lifetime. The Vision of the COE is to set the standard for excellence through best practices. The Mission of the COE is to serve the regional, state, national, and global communities by developing effective professionals through implementing innovative and progressive programs.

The COE administratively is composed of the Departments of Educational Leadership & Technology (ELT) and Teaching and Learning (T&L). Only faculty teaching professional education courses in degree programs and areas of concentration in partner Colleges are included as part of the Unit. The professional education Unit includes the Departments of Teaching & Learning, Educational Leadership & Technology; Visual Arts, Mathematics, Biological Sciences, English, Foreign Languages and Communication, History and Political Science, Kinesiology and Health Studies, and Fine and Performing Arts ([I.5.a 1](https://www.southeastern.edu/acad_research/colleges/edu_hd/about/overviewandconceptualframework.html)).

**Initial and Advanced Preparation Programs**

Southeastern offers 24 programs and/or concentrations to prepare candidates to work with students in PK-12 schools. Twenty-two of the programs were submitted to Specialized Program Associations (SPA) or accrediting bodies for review, of which 15 are nationally recognized/accredited, and seven have been revised and re-submitted with an expected decision date of September 2014. Two will be resubmitted September 2014. Two programs, the Master of Education in Curriculum and Instruction and the Educational Doctorate in Educational Leadership, have state approval, and two programs, School Counseling and Speech Pathology, are accredited by other accrediting agencies. School Counseling and Speech Pathology programs will only be included in Standards 1 and 6, since NCATE does not require reporting and evidence for Standards 2, 3, 4, and 5 for these two programs ([I.5.a 2, I.5.d 1 & 2](https://www.southeastern.edu/acad_research/colleges/edu_hd/about/overviewandconceptualframework.html)).

Southeastern offers a variety of courses 50% and 100% online, but no programs in the COE are offered in their entirety as off-campus or greater than 50% online with the exception of the Master of Education in Educational Leadership and the Educational Doctorate in Educational Leadership. Courses are offered at the St. Tammany Center and the Livingston Literacy & Technology Center as well as at other SACS-approved sites (Bogalusa, East Baton Rouge Parish, Lafourche Parish, and St. Charles Parish).

Southeastern also participates in the State of Louisiana Alternative Post Baccalaureate Certification Program. This program is substantially shorter than a second bachelor's degree. A complete explanation of the current non-degree alternative program, including curriculum sheets, is located on the website for Alternative Certification. Admission requirements are a bachelor's degree with a 2.5 GPA and successful completion of PRAXIS I and PRAXIS II content area tests. The program requires supervised student teaching or a year-long internship in a state approved school ([I.5.a 3](https://www.southeastern.edu/acad_research/colleges/edu_hd/about/overviewandconceptualframework.html)).

**Tenets of the Conceptual Framework**

The College of Education's Conceptual Framework (CF) provides direction for the development of effective professionals ([I.5.c](https://www.southeastern.edu/acad_research/colleges/edu_hd/about/overviewandconceptualframework.html)). It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of the Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity, Technology, and Professional Dispositions are included in the assessment process as themes that are integrated throughout all programs in the educational Unit.

The following definitions are offered to help the reader understand the conceptual framework:

* Mission Statement: The College of Education exists to serve communities, develop effective professionals, and implement innovative programs.
* Vision Statement: The faculty of the College of Education sets the standard for excellence through best practices.
* Diversity: All forms of differences among all levels of learners.
* Technology: Access and delivery for assessment, problem solving, and productivity.
* Dispositions: Values, beliefs, attitudes the foundation of the profession.
* Knowledge of the Learner: The cognitive, physical, emotional, social development of the learner.
* Strategies and Methods: The tools and processes for effective pedagogical practice.
* Content Knowledge: The core concepts, ideas, and theories of the specific content area being taught.
* Professional Standards: The valued goals and outcomes in a specific content area to be mastered by the learner
* Learner: A broad meaning of the term "learner" is intended to include all levels and types of learning.

Knowledge of the Learner is the candidates' understanding of the learner, which is necessary to provide effective and equitable instruction. The educational Unit prepares candidates to demonstrate and value sensitivity to the needs of all learners. Candidates acquire an understanding of learners as individuals and incorporate this knowledge as they progress through their educational experiences at Southeastern as evidenced by such examples as portfolio reflections and assessment plans. The use of appropriate technology is integrated in lessons to address the needs of learners and enhance the lesson. As effective professionals, they continue that practice throughout their careers.

Strategies and Methods appropriate to each program within the educational Unit are necessary to develop effective professionals. The effective professional demonstrates best practices through inquiry, creativity, and reflective thinking. Constructive and reflective problem-solving processes require the effective professional to consider and integrate complex information as evidenced by the examples of implemented lesson plans as well as personal self-assessment. Students are assessed during methods courses and student teaching on their questioning skills, lesson activities, and presentation and communication skills.

Content Knowledge is gained by candidates' thorough understanding of the content appropriate to the area of specialization. Candidates exhibit depth of knowledge in their area of specialization and breadth of understanding of general subjects within the educational Unit. Students are required to successfully complete all PRAXIS II content area tests appropriate for the content they plan to teach prior to student teaching. Students are also assessed on their knowledge of the content on evaluations during methods courses and student teaching.

Professional Standards are established criteria that guide effective professionals in each discipline area. The educational Unit is based on professional standards that enable candidates to develop the knowledge, skills, and dispositions to become effective professionals. University course objectives and learner outcomes are aligned with national, state, and institutional standards as indicated in portfolio artifacts. Candidates incorporate professional standards as they progress through their educational experiences at Southeastern and continue that practice throughout their careers.

**Standard 1**

**Candidate Knowledge, Skills, and Professional Dispositions**

Teacher Candidates in the College of Education have opportunities to develop knowledge, skills, and dispositions at the initial and advanced levels. These areas are assessed using Portal Portfolios, including assessments on candidates' reflections, professional development, and dispositions.

Assessment data inform the Unit that candidates meet professional, state, and institutional standards in the following ways:

* The College of Education's undergraduate and graduate programs have been very successful in all twenty SPA reviews with 11 nationally recognized programs and nine programs nationally recognized with conditions. Of the nine programs recognized with conditions, all but two resubmitted in March 2014. Two are resubmitting in September 2014. Four additional programs are accredited by the appropriate accrediting body. (See [AIMS](http://aims.caepnet.org/AIMS_Login.asp) and [I.5.a](https://www.southeastern.edu/acad_research/colleges/edu_hd/about/overviewandconceptualframework.html) [2](https://www.southeastern.edu/acad_research/colleges/edu_hd/about/overviewandconceptualframework.html).)
* The Master of Education in Curriculum and Instruction (M. Ed. in C&I) is a state approved program ([1.4.a](https://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)). The M.Ed. in C&I is aligned with the core propositions of the National Board of Professional Teaching Standards (NBPTS). The propositions indicate that teachers are committed to students and learning; know the subjects they teach and how to teach those subjects; are responsible for managing and monitoring student learning; think systematically about their practice and from their experience; and are members of learning communities. This is evidenced by candidate key assessments (portfolio artifacts) using a rating scale based on these five propositions. In fact, all graduate programs in the Department of Teaching and Learning demonstrate alignment with Standards via portfolios. See Key Assessments/Data as they relate to Standards ([1.4c/d](https://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).
* The Educational Doctorate in Educational Leadership (EDD in EL) is a state approved program and is part of a consortium agreement with the University of Louisiana at Lafayette (ULL). As such, the program has adopted the six Carnegie Project for the Education Doctorate Principles, which have been aligned with the consortium goals. The goals and principles speak to the preparation of informed ethical leaders who cherish diversity, promote professional growth, and are able to identify and solve complex educational problems. The program is in the process of developing rubrics to measure program progress utilizing these goals and principles.
* The College of Education has created a crosswalk to correlate the NBPTS core propositions, InTASC standards, LASS, ELCC standards, the EdD's standards and the Unit’s Conceptual Framework. The crosswalk shows how the programs is meeting one set of standards relates to meeting all the others ([1.4c 1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).
* All programs in the Unit prepare a detailed Outcomes Assessment Report to meet Southern Association of Colleges and Schools (SACS) accreditation requirements. All of the reports have been reviewed by Southeastern who has judged them to meet SACS criteria. See SACS ([1.4 d 6](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

Candidates in all programs are immersed in the Conceptual Framework. This framework is embedded in course work, and student's experiences are documented in Portal Portfolios. This Conceptual Framework is correlated with all national, regional, and state standards used by each program ([1.4 c 1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

Candidates in all programs in the Unit demonstrate knowledge, skills and dispositions through completing comprehensive portfolios (i.e., introductory, developing, competency, emerging, proficient, and capstone) at different points in their programs. Artifacts in undergraduate portfolios are linked to at least one appropriate Interstate Teacher Assessment and Support Consortium (InTASC) standard. Artifacts in the M.Ed. in C&I and the M.Ed. in EL are linked to at least one NBPTS Standard or Educational Leadership Constitute Council (ELCC) standard as appropriate to the program ([1.4.c/d/e/f](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)). The faculty in the doctoral program have drafted standards that are hybrids of the Ed. D. Consortium goals and the Carnegie Project for the Education Doctorate principles. Adopted in April 2014, these standards will be used to evaluate the Ed. D. program. The faculty will develop indicators and rubrics in the Fall 2014 ([1.4.c 6/7](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

 In their portfolios, all candidates demonstrate a commitment to having a positive impact on students and their learning (Element 1d, 1f) . Some examples are as follows:

* Candidates across programs in T&L assess student learning through an assessment plan ([1.4.g 1/2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)) included in the candidate’s portfolio as well as reflections of lesson components and student responses. A variety of assessments are included in each Unit of instruction.
* Candidates across programs participate in professional development hours that address timely topics about which they are able to apply professional and pedagogical knowledge (e.g., "Put Yourself in the Shoes of a Person with Dyslexia" simulation, "Stewards of Children: Darkness to Light" Child Abuse prevention professional development) to impact learning.
* Candidates across programs participate in multiple field experiences in diverse settings and understand student, family and community diversity.
* Candidates across programs in Teaching and Learning demonstrate an understanding of their own dispositions ([1.4.e/f](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)) as they relate to teaching through pre- and post-dispositions: Candidate Self-Assessment questionnaires. Candidates are also evaluated regarding dispositions such as classroom behaviors consistent with fairness and the belief that all children can learn (e.g., faculty evaluations of dispositions, disposition evaluation summaries).
* Candidates in the M.Ed. in Educational Leadership demonstrate an understanding of their own dispositions as they impact learning by the measurement of dispositions after twelve hours of coursework.
* Ed.D. students conduct research to identify, document, and resolve problems impacting learning. This research affects schools, students, families and communities.

Candidates across programs demonstrate competence in positively impacting students of different cultures, language abilities, community contexts, and other factors that identify diversity in the schools. See Portfolio Data ([1.4 h 1-6](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

Examples include the following:

* All undergraduate candidates: Immersion in concepts of diversity in EDUC 212: Diversity in Education.
* Candidates in graduate programs in the Department of Teaching and Learning: Cultural Plunge Artifact.
* Candidates in M.Ed. in Leadership: Case study of the assigned school which includes a profile of their school, a statement of the problem, and the linkage of the problem to ELCC Standards 1 and 2.
* Ed.D. in Leadership: Memorandum of Understanding- between the University and the parish school in which the doctoral students work to insure diversity of cultural impacts as well as original dissertation research in diverse settings.

Candidates across programs demonstrate competence in planning assessments and using data to impact learning through the following:

* Candidates in undergraduate programs: Student learning is assessed using Assessment Plans completed in multiple methods sections and Student Teaching.
* Candidates in graduate programs in T&L: Demonstrate their knowledge of major concepts and theories of student learning using Action Research Projects.
* Candidates in the M.Ed. in EDL programs: Demonstrate competency in collection and analysis of data throughout their program to drive course projects such as School Improvement Plans and Faculty Development Plans.
* Students in the Ed.D. in EDL programs demonstrate competency in data collection and analysis, while making data-driven decisions about learning through original dissertation research.
* In addition, candidates across all programs demonstrate their impact upon student learning in additional ways. See examples of candidates' assessment and analysis of P-12 Learning; examples of candidates' work (e.g., portfolios at different proficiency levels) from across programs in Unit ([1.4g, 1.4h, 1.4K](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

Employer Feedback Surveys indicate that employers hiring graduates from our programs are satisfied, or very satisfied, with the quality of our instruction in all areas across all programs. ([1.4j](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html))

Exit surveys of graduates indicate that they are satisfied or very satisfied with our quality of instruction regarding standards and ethics in their major fields ([1.4.i 1-4](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

In order to student teach, all candidates must pass the content and other licensure exams required in their disciplines; therefore, at the time of graduation, the passing rate on PRAXIS exams is 100% ([1.4 d 1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

Southeastern's teacher education programs have maintained the acceptable and/or target level by continuing to address the Louisiana Supplemental Standards (LASS). We have continued to collect LASS data at both the Initial and Advanced Levels, using that data to plan improvements in our programs ([LASS](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/louisianasupplementstandards.html)). Ongoing feedback and planning with school districts has taken place this academic year. Subsequent revision of the LASS Survey as a portal assessment (pre-post) at both the Initial and Advanced Levels, is on-going to meet the Compass Standards. Data documented in our Assessment System provides evidence of these ratings as well as data from the Exit Surveys generated by the University Office of Institutional Research.

The three programs that are considered to be "other professionals" are the Masters in School Counseling, accredited by the Council for Accreditation of Counseling and Related Education Programs; the Masters in Communication, Science, and Disorders, accredited by the American Speech-Language-Hearing Association; and the Ed.D. in Educational Leadership as described in the above narrative. ([I.4.d](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/overviewandconceptualframework.html)).

**Continuous Improvement**

Significant changes have been made in relation to Standard I to provide for continuous improvement including:

Each graduate and undergraduate program developed a Degree Program Review for 2010-11, 2011-12, 2012-13 as well as detailed changes as a result of data in the SACS report. In these documents, programs detailed specific changes and justifications ([2.4 g](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html)).

Some examples are listed below:

* M.Ed. in C&I– Due to data from the Cultural Plunge in the Emerging portfolio and faculty input showing candidates needed more experience with diversity, the book Black Like Me for reading and reflection in EDUC 660 was added.
* M.Ed. in Sped M/M–Added an analytic rubric to SPED 770 and increased focus on writing/APA style due to Capstone Artifact data.
* M.Ed. in Sped EI and MAT in EI–As a result of data from the Student Teaching Addendum, a behavior management component was added to SPED 688.
* M.Ed. in Leadership–Modified EDL 612 to provide more emphasis on educational mission and vision after data indicated that these concepts were confusing to students.
* Ed.D. in EDL As a result of a program audit conducted one year ago, courses have been added (EDL 824 –Special Education Law; EDL 899 –Prospectus Proposal Seminar), an improved admissions process and criteria have been implemented, and selection of goals and principles by which to measure the Ed.D. program for continual improvement have been developed. The goals and principles have been cross-walked with the courses, indicators/outcomes have been developed, and rubrics are being crafted.
* B.S. in Elementary Education - Revised the Compass/LCET assessment instrument to reflect the COMPASS wording and support candidates as they are assessed on their performance on the components of effective teaching. This was due to change in the state teacher evaluation instrument.
* B.S. in Early Childhood Education -As a result of data relating to understanding of child development, added a mentoring service learning project at local elementary schools to EPSY 304 to provide candidates with an opportunity to see child development and growth over time.
* B.S. in Middle School Education -As a result of data from the Student Teaching Addendum and recommendation by the National Middle School Association SPA review, established a separate section for EDUC 328 (Methods for 4-8 Middle School)
* B.S. in SPED with a concentration in 1-5 - As a result of data indicating additional exposure to assistive technology was needed, added course content to SPED 366 to enhance knowledge and performance of assistive technology.
* B.S. in SPED with a concentration in 4-8 - SPED 441 - As a result of data that show instruction was needed in assessment, enhanced instruction in assessment principles and opportunities in the Assessment Practicum has been implemented in the course.
* B. A. in English Education - Original "Implementation of English/ELA Pedagogy" outcomes concerning Diversity, Technology and Media, Assessment, and Standards and Benchmarks were reformulated as "General Pedagogy" outcomes, as distinguished from the "Content Area Pedagogy" outcomes (Teaching Literature and Teaching Composition), which we teach specifically within the English Department. From observations in EDUC 490, 100% of ENGE students met target for Standards in "Gen: Pedagogy."
* B. S. in Health and Physical Education – Program completers continue to meet or exceed expectations for HPETE professionals in the areas of instructional feedback for skill acquisition, student learning, and motivation.

**Standard 2**

**Assessment System and Unit Evaluation**

Since 2001, the Unit at Southeastern Louisiana University has maintained an assessment system through PASSPORT technology that regularly collects and analyzes data on applicants and subsequent candidate performance at the initial and advanced levels, as well as Unit evaluation for continuous improvement in candidate performance, Unit operations and program quality. The assessment system reflects our Conceptual Framework (CF), professional standards and is reviewed by the professional community and educational partners.

Exhibit [2.4.a/d](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html) provides an overview of the Unit's assessment system. Exhibit [2.4.b 1-4](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html) provides admission criteria indicating entry and progression through portals with key assessments at the transition points for which candidate performance is monitored for initial and advanced programs. Candidate performance is based on multiple assessments at program entry, portal transition points, and program completion.

The Unit continuously uses its assessment system to improve candidate performance, program quality and Unit operations. Exhibit [2.4.c 1-5](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html) delineates policies, procedures and practices for ensuring that key assessments of candidate performance and evaluations of program quality and Unit operations are fair, accurate and free of bias. In 2010-2011 there was a change in the CF requiring a revision of the instrument that evaluates candidates' attainment of the CF elements. A pilot study that tested the new dispositions instrument for reliability and construct validity was carried out for two semesters in 2011-2012. Faculty members teaching methods courses complete the dispositions instrument for all candidates. The Unit examines the validity and reliability of data produced through Unit assessment instruments annually. The Director of Assessment and the Standard 2 Chair communicate regularly, and in turn - communicate with the Director of the Office of Institutional Research (IR) to manage activities and initiate changes ([1.4.i/j](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)).

The Unit studies data to establish the fairness, accuracy, and consistency of assessments and Unit operations. The assessment system considers fairness and accuracy, as well as the avoidance of bias and regularly examines validity, reliability, scoring, and bias analysis of the assessment instruments. Validity was addressed in the development of the assessment system, as well as the development of criteria for assessing artifacts for each program. Since all content and procedures are based on standards, construct validity is assured. The Unit assessment framework includes artifacts unique to the academic programs. For example, the capstone artifact for the advanced programs (M.Ed C&I & M.Ed. EDL ) is an action research project, with content and procedures unique to each program ([2.4.a](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html)). Content in candidates’ electronic portfolios demonstrate the strong relationship of performance assessments to candidate success.

As described in Exhibit [2.4.a](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html), the assessment system is an ongoing process for improving the Unit programs and candidate achievement, and provides a framework for evaluating and refining Unit assessments. The procedure for change begins with a request to the Standard 2 Committee. An addition or change can be initiated at any step. The Standard 2 Committee reviews submitted documents (e.g. rubric). After a review, it moves to the NCATE Steering Committee. The DAC is informed by the Unit assessment coordinator. If approved, the document is sent to the Council for Teacher Education (CTE), faculty members, and the professional community (e.g., principals). Written comments are forwarded to the Standard 2 Committee to finalize the document which may include further revision, or including an addendum and resubmits it to the Steering Committee for final approval. At each point, reviewers decide if the proposal should move forward or if clarification or additional information is needed. The NCATE Steering Committee Chair informs the DAC.

The assessment system includes criteria to assess each candidate's achievement. Considered collectively, results of the assessment criteria also indicate program strengths and areas for improvement (e.g., an element of Compass/LCET). The assessment system provides the means for collecting data on initial and advanced candidates as they progress through a series of portals ([2.4.a/d](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html)). The Unit ensures that the assessment system collects information on candidate proficiencies by aligning program curricula, course requirements, and assessments with the Conceptual Framework (CF), state standards, and professional standards. Data are collected on candidates' knowledge of state and national standards, the Compass/LCET, the CF, and dispositions. Objectives for all professional courses are aligned with the CF, a description of which is included on all syllabi, and notations for the CF elements accompany each objective. Artifacts and assessments included in candidate portfolios must reflect relevant standards. In addition, the Selective Admission and Retention in Teacher Education (SARTE) committee decides whether an applicant is to be retained in the program and moves forward ([2.4.c 5](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html)). Meeting criteria, one moves forward through each portal toward graduation or the completion of requirements for certification.

In both initial and advanced programs, candidates progress through portals by meeting a set of criteria that are standardized across levels, programs, and areas of concentration. For example in initial level programs, candidates are admitted to EDUC 203 by meeting [SARTE](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html) requirements.

PASSPORT, the electronic assessment system, provides the means for the collection, aggregation, disaggregation, and analysis of both individual and program data. These data provide information to the Unit head and program coordinators for forming, redesigning, or terminating programs. Based on results of evaluations, program changes are initiated. By reviewing IR and Unit reports, committees and individual administrators and faculty identify effective and ineffective aspects of the Unit and its programs from formative and summative evaluation reports. Therefore, from the outset, decisions to maintain or change programs or procedures are data-driven, as evidenced in examples in Exhibit [2.4.g](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html) 1-5. Suggested changes are formalized and linked to the CF and SPAs and state standards and follow procedures outlined in the Unit assessment system.

Data are collected from internal sources (i.e., faculty evaluating candidate artifacts). Data are also derived from external sources include cooperating teachers and supervisors at field sites for practicums, student teaching, and internships. It also indicates data from external sources of the first year of a completer's practice (e.g., principal evaluating new teacher). Data can be disaggregated by program for candidates taking an alternative route, off-campus, and distance/online courses and programs.

COE committees are involved in changes and approval of assessment elements invite the professional community (e.g., principals) to participate in the process. For example, the DAC disseminates the proposal, with a request for feedback, to three groups: the CTE, faculty members, and the professional community (e.g., principals). Another way the professional community is involved is through assessment of candidates participating in field experiences for methods courses, practicums, student teaching, and internships. Primarily teachers but also principals, for instance, observe and evaluate candidates' teaching or participation in other capacities (i.e., educational leaders in technology). The Unit has the capacity, through its framework and platform, to effectively evaluate the system's operations and effectiveness. The electronic management information system is maintained in PASSPORT, and modifications are made, as changes in the assessment technology are needed.

Both faculty and candidates review their performance and develop plans for improvement. Faculty are annually observed and evaluated by a peer or administrator. They also develop a professional performance plan for the academic year. Faculty assess their own accomplishments based on performance and meet with the department head for the annual evaluation which summarizes faculty performance and provides guidance. Candidates reflect throughout their programs on their knowledge, skills, and dispositions. For example, as part of senior-level methods classes, candidates engage in self-evaluations with feedback from their instructors. Candidates may be referred by faculty to the Teacher Development Program for a variety of needs (e.g., PRAXIS, dispositions, planning or lesson implementation) and develop professional improvement plans.

The system for filing complaints and maintaining these records including the resolutions are described in Exhibit [2.4.e](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html). Formal candidate complaints are documented in each relevant department office in the University by email or on a departmental form for student issues which are documented and kept on file ([2.4.f](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html)) . These complaints are reviewed by the department head and/or as appropriate with partner Colleges in the Unit. Upon review, the appropriate course of recommended action is taken with a resolution or outcome. In the COE, these data are then reported on a spreadsheet to the Dean for a comprehensive College report which is submitted to the Provost. Complaints and resolutions are reviewed by the Dean, who then forwards the information to the DAC for discussion. Actions are taken as deemed appropriate and necessary. In addition to the formal complaints and resolutions procedure, candidates can voice concerns or lodge complaints anonymously on the Student Opinion of Teaching (SOT) each semester. Records of candidate complaints and outcomes are kept on file in the individual department offices as well as the Dean's office.

Also, data are collected by Institutional Research on faculty performance, and a report on each faculty member is forwarded to the faculty member and the respective department head. The faculty member and department head review the documents and use information for each faculty member's end-of-year performance assessment.

The procedure for grade appeals of candidates is outlined in the University catalogue. Procedures for specific complaints (i.e., sexual, racial, and gender harassment; disability discrimination; and academic issues) are also outlined in the student handbook.

**Moving Toward Target**

 The Unit assessment system reflects the definition of continuous improvement as an organizational process by which data are collected on all aspects of Unit, program, and course activities. Furthermore, data are analyzed to determine patterns, trends, and progress for improving the quality of programs, faculty, candidates, policies, procedures, and practices for candidates' preparation for professional roles in schools and communities.

The Unit is currently performing at target level in the following ways with regard to the assessment system. In 2010-2011, our CF was revised based on discussions in the CF Committee, with input and approval by faculty and committees, as noted in the Unit Assessment flowchart and description. While the components were retained, descriptions were updated and the theme of candidate dispositions was added to the existing diversity and technology themes. The Unit continues to ensure that the assessment system collects information on candidate proficiencies by aligning program curricula, course requirements, and assessments with the revised CF and professional standards. Data are also collected on candidates' knowledge of state standards (Compass/LCET) and dispositions. Multiple data sources continue to be used to improve Unit programs.

 The Unit continues to examine the validity and usefulness of data produced from the assessments as well as makes modifications to the assessment system regarding data. In January 2012, the Unit re-evaluated our current electronic management system considering several commercial systems which were discussed by the DAC. However, the final decision was made to maintain use of PASSPORT, our current assessment technology through 2014-2015.

 Activities that have impacted candidate performance and program quality demonstrate the Unit’s movement to target performance. In our initial programs, the Field Experience Coordinator and Student Teaching Director communicate on a regular basis with partner schools/districts to manage FXs and clinical placements which have increased in number. Unit faculty/administrators are frequently in contact/respond to the needs and concerns of our educational community. Methods faculty work closely with clinical faculty in making decisions about candidate performance. The Unit and our school/district partners continuously evaluate our courses and programs including FXs as well as the assessment system to use data-based decision making for continuous improvement. In our advanced level programs, the FX Coordinator facilitates placements in M.Ed. C&I and M.Ed. SPED programs while the Coordinator of the M.Ed. Educational Leadership program facilitates FXs in that program.

 The Ed.D. in Leadership was new at the time of the last accreditation review, so did not have evaluation tools in the assessment system. Since that time, the decision on what kind of data was needed to assess program quality was made and is being reviewed as the program matures and student needs are more evident. Faculty have been basing decisions and actions on program quality and improvement from data collected through the Unit assessment system as well as data collected from an internal audit in which all faculty associated with the program provided input in relation to where the program was in its development. In an effort to continually assess program quality, more data will be collected from focus groups of current and former students as the faculty move through the improvement process. Program faculty continue to discuss what other sources of data would be useful to inform our decisions about the program and how to continue to improve it.

 Southeastern graduates are widely recruited by school districts in this region. During student teaching, they are frequently identified as potential new teachers or employed showing a strong relationship to candidate success and program performance data.

 Multiple assessments from both internal (e.g., ACEI, NAEYC & other addendums, Compass/LCET) and external (e.g., final supervising teacher’s evaluation, employer surveys) measures are systematically collected. The IR office then follows the candidates into the first years of practice through follow-up employer surveys. Data are disaggregated by program and used by program faculty to identify strengths and areas for improvement. The Employer Survey requests information on the importance of and graduates’ level of professional traits and attitudes, one of which is working with persons from diverse ethnic and cultural backgrounds. Graduates have an opportunity to assess programs through an Exit Survey. One question included on the survey for all initial and advanced programs asks graduates to rate the effectiveness of the faculty as teachers. The survey is not static; faculty in any program can add items. For example, the special education faculty included an item for initial and advanced level candidates on their understanding of assessment principles and practices for students with special needs. Faculty in the M.Ed. Curriculum and Instruction program added a question on advanced candidates’ preparation for understanding and implementing assessment principles and practices for meeting the diverse needs of all learners.

 Since 2008, the Standard 2 Committee, with ongoing guidance and support from the Unit Steering Committee, has focused on the use of data for the improvement of the Unit assessment system and program evaluation. Specifically, it was through an analysis of instruments and data that needed revisions were identified. All faculty have access to the data from PASSPORT. They can create reports in a variety of ways to view aggregated data.

 Through the years, faculty and administrators continued to review the assessment system to determine whether data were being used productively**.** As a result, some artifacts, assessments, or procedures were added, changed or eliminated. The Conceptual Framework questionnaire from Portals 2 and 7 was removed since the Reflective Summary provides an opportunity for similar data to be collected more objectively and systematically. Also deleted was the Conceptual Framework pre- and post-assessment at both the initial and advanced levels. The reflective summary replaced this and is completed by candidates to finalize each portal (e.g., final item for Introductory Portfolio). In the reflective summary, candidates assess their own achievements, which is a better indicator of the candidates’ professional growth, by commenting on the value of the evaluated artifacts that candidates select to demonstrate their growth. The reflective summary assignment and rubric were piloted, and it was determined that the change met its intended purpose.

 Other examples of data-driven change are contained in SPA and SACS reports. In addition to these, a change in which many faculty members were involved at some point was the development and/or approval of the new disposition instrument that replaced the Professional Attributes and Characteristics instrument in courses and the Unit assessment. A pilot study was conducted on the inter-rater reliability of the rubric. The disposition instrument was found to be reliable. It also is valid because it is based on standards, research, and examples from other universities around the country.

 The ACEI and other SPA standards were added as addendums ([1.4.c 2/d 2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard1.html)) to the Final Report on Student Teaching instrument. Evidence shows that candidates are meeting the standards and are able to apply the standards. Results of candidates’ achievement on PRAXIS II Content Knowledge and PLT have generally improved, but there is evidence of some declines in sub-categories of social studies, science, and mathematics. Even so, candidates are meeting standards.

 The Standard 2 Committee has common interests with other groups. The current dispositions document and assessment instrument was influenced, early in this cycle, by the Conceptual Framework Committee that reflected on placing more emphasis on candidate dispositions as they relate to the Unit’s Conceptual Framework. Since that time, members of other committees offered ideas and reviewed drafts of the candidate dispositions document during its development. A major effort of the Standard 2 Committee, in cooperation with the Methods Program Committee, was the development of a document for better assessing candidate dispositions in initial and advanced programs. Following a pilot study (2010-2011), the revised document was adopted by the Unit and replaced the Candidate Attributes and Characteristics form included at each portal. However, the SPED program committee developed a separate list of dispositions and an instrument that best assesses dispositions appropriate for teachers of students with special needs.

 In 2010-2011, candidates in advanced programs were required to complete the Exit Survey prior to graduation. The Graduate Program Committee also suggested additional questions for collecting data, and the committee added one artifact to PASSPORT for each graduate class. These evaluated artifacts are available to candidates in the development of their portfolio. Additionally, the advanced program rubric was included in the Graduate Handbook. Gathering data for Follow-up Surveys is enhanced by the collection of permanent e-mail addresses for advanced program graduates in both departments. The Employee/Employer Survey was also updated in 2010. New or revised rubrics were introduced for assessing field experiences (FX) and Professional Development artifacts.

 The Ed.D. program is not a licensure program, so faculty had to consider what standards it wanted to assess program quality. In the intervening time since the last review and the forthcoming one, faculty had opted to use the eight consortium program goals and the six Carnegie Working Principles for the Education Doctorate. There continues to be substantial program modifications based on the adoption of these “standards,” including identifying appropriate indicators/student outcomes for selected courses that align with the standards and constructing rubrics with which to assess student outcomes. Likewise, assessment of student outcomes in the dissertation process (prospectus, proposal, and final dissertation) continues to evolve as changes in the program are put in place to improve program quality.

 The Unit uses data from well-developed evaluations at both initial and advanced levels. Across all degree programs, the Unit annually and systematically reviews programs and candidate data in evaluating its courses, programs and clinical experiences. A snapshot of our comprehensive review can be accessed through the annual program reports developed for addressing the assessment requirements at the University level in WEAVE ([2.4.g](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html)).

 The following examples provide clear and compelling evidence that the Unit is performing at the Target Level in the use of data for improving our programs. The Dual Language Collaborative PK Program was established in 2008-2009 to provide an additional FX to work with diverse populations of student and clinical faculty. In 2012-2013, the Unit identified content knowledge PRAXIS areas that appeared problematic for candidate progression. The Unit faculty across partner Colleges worked more closely to examine candidate performance and progression in initial-level programs (e.g., middle school & secondary) in light of PRAXIS data and performance in the secondary capstone methods course EDUC 490. Secondary program meetings (e.g., Social Studies, Sciences) were held to make program improvement for candidate progression and success.

 An increased number of PRAXIS professional development sessions for the PRAXIS I, II and PLT with some content areas were offered in 2013-2014. In addition, Constant Contact was implemented to register, monitor and directly communicate with all education majors on professional development opportunities such as PRAXIS workshops. The analysis of low ACT scores led to the addition of a 5-hour mathematics course to improve candidate achievement.

 Candidates in initial programs now complete two assessment assignments before graduation. Linked to one of the methods courses, candidates complete an assessment assignment that is posted on PASSPORT as an artifact for the Developing portfolio. Then, in student teaching, candidates are required to construct pre- and post-assessments and analyze their students’ results to indicate student achievement. This assignment is posted on PASSPORT as an artifact for the Competency portfolio.

 As a result of an internal audit of the Ed.D. program, positive attributes, concerns, areas of opportunity, and potential barriers were identified. This, in combination with data collected through course artifacts and evaluations of dissertation documents through PASSPORT, has assisted faculty in identifying and prioritizing program elements that need strengthening and other elements that can be used as a foundation on which to extend our capacity for quality programming. These data sources and the regular scheduling of faculty meetings, during which data are reviewed and actions are taken in concert with the findings, have been instrumental in moving the Ed.D. program from acceptable to target in its efforts to continually improve program quality.

 The Unit has clear plans ([2.4.h](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html)) for sustaining target level performance for Standard 2. Plans have been developed overtime for continuous improvement with input from the Unit and the educational community. Plans are discussed by faculty, CTE, DAC, and program advisory councils, and are purposefully directed toward sustaining target performance. One example, is a response to St. Charles Parish Public Schools in 2012, requesting that Southeastern place initial level teacher candidates in the school district for a longer period than one semester. The collaboration has resulted in an apprenticeship model pilot for 2014-2015 which was recognized by the state department as 1 of 7 Innovation Preparation models currently underway for preparing Louisiana educators.

 In addition to data on degree programs ([2.4.h 2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard2.html)) the 2014 Data Dashboard will be provided on undergraduate programs from the Louisiana Board of Regents which will become part of the assessment system at Portal 5 for the First Year Induction. Thus, improvement at the program level will be continuous and improvement based on data which is expected September 2014. In anticipation of this external data, an action item has been included in the plan and timeline for moving toward target.

 The doctoral faculty are engaged in regularly scheduled meetings, which usually occur 2-3 times monthly, to progress through the program elements that are under revision for the purpose of program improvement. Some courses have been modified and others have been added to keep content current and relevant to current educational leader needs in their practice and in their preparation for conducting original research. Careful review of program policies has been conducted and changes have been made where there were discrepancies with consortium policies. Admission policies and procedures have been updated and strengthened. Courses that are dedicated to the three stages of the dissertation process have been updated so that students who need more time to prepare for and conduct their research have it and receive support they need from faculty. Opportunities to receive feedback have been extended, such as special Saturday seminars in which students may practice their defense of dissertation documents.

# STANDARD 3

The Directors of Student Teaching and Field Experience (FX) work directly with school districts in the recommendation and selection of qualified teachers and administrators who provide the most diverse settings. Those identified serve as cooperating teachers for FXs, supervising teachers for student teachers, mentors for advanced candidates, and principals of cooperating schools. The Director of Student Teaching consults with school principals and supervising teachers to determine placement of student teachers and interns ([3.4C4](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). The Director of FX consults to determine placement opportunities for FXs throughout coursework ensuring candidates have experiences from diverse environments. The directors often participate in principal meetings, informal meetings, or direct telephone conversations with partners.

Unit faculty and school partners contribute to the design, implementation, and evaluation of programs through the Council for Teacher Education ([3.4A4](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). This council formulates policies for teacher education that deal with philosophy, objectives, organization and administration, evaluation, and curricula ([3.4A5](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). School partners complete end-of-year questionnaires and results are analyzed to determine the effectiveness of the Unit's program design ([3.4A8/9](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).

Field assignment lists noting districts, sites, and contact information are provided to Unit faculty for candidate distribution ([3.4A1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Candidates communicate via email with school partners. The email request form contains contact information, professor/instructor name, course name(s), FX purpose, candidate availability, and specific course requirements allowing partners to better understand candidates' needs and learning outcomes for FXs ([3.4E9](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Specific instructions on visitation protocol are established with each site and presented to candidates at the Field Experience Orientation ([3.4E10](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Faculty members work with local school personnel to integrate resources and expertise in order to support candidates' learning in field experiences and clinical practice. The Unit serves as a consultant to local schools and collaborates with teachers and administrators to design FXs based on course content.

The CF influences field experiences in all programs. The Unit and school partners recognize the importance of establishing course requirements that focus on activities and time candidates spend in the field. Field time varies according to program, level of field experiences, and course requirements ([3.4B1,2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Initial and advanced FXs provide for one or more of the following: 1)Competency in demonstration of Compass/The Louisiana Components of Effective Teaching ([3.4F1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)), 2)Intensive study in the advanced candidates' selected area of concentration, 3)Foundations for school administrators to assume the role of instructional leaders for effective school improvement in diverse settings, 4)Preparation of optimal leadership for the education of all learners, both young and adult, and/or 5)Portfolio assessment of candidate's FXs in relation to the Unit's CF and program outcomes.

FXs include observation and participation of pedagogical practices in a variety of settings with different age groups, learning needs, rural to suburban schools, and diverse ethnic backgrounds ([3.4B3-10](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Candidates conduct interviews, attend school board meetings, and complete service learning projects that involve interaction with PK-12 students. As candidates advance through the program, they become more involved in the teaching process. Candidates progress from small group to whole group teaching under the guidance of a cooperating teacher. The initial program culminates with the student teaching experience where candidates plan and implement lessons as well as participate in school meetings and daily classroom routines.

In advanced programs, candidates complete activities involving interviews, observations, action research projects, schools comparison studies, case studies, diverse classroom teaching, linguistic/collaborative projects, assessment and instruction for diverse populations, and school improvement. A minimum of fifty hours of FX is required in degree programs with activities ranging from one hour of observation to as many as 125 hours in school improvement. FXs are documented in an electronic portfolio and are guided by the CF, state and national standards enhancing the candidates' potential for serving students, parents, colleagues, and others in the educational community. For examples, the Master of Education in SPED includes an assessment case study and a behavior change project. Observations, participation in team interactions and simulations, and the implementation of an integrated Unit are required for FXs with individuals with disabilities. Additionally, candidates must link instruction to assessment by completing a Teacher Work Sample.

In the Educational Leadership Program, site mentors plan and supervise activities. Technology is used to research existing school data. Leading teams, developing a school crisis plan, developing a marketing plan, creating a shared vision, and developing a budget are examples of FXs. The internship allows candidates to demonstrate competence in an administrative position and to be actively involved in practice ([3.4E5](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).

The Doctor of Education in Educational Leadership enhances the knowledge and competencies of leaders so they are able to address complex educational problems in their school, district, or agency. They are given opportunities to connect theory and research to practice in the field. The primary FX is the original research conducted for their dissertation where candidates identify a problem, collect/analyze data, and describe findings.

It is imperative that school partners provide candidates with a technology rich environment where teachers and administrators model the use of technology. Initial and advanced courses provide candidates with skills and knowledge necessary to effectively and ethically infuse technology into the classroom and facilitate the application of technology in leadership skills and techniques in a school setting. In collaboration with school partners, professional development for the integration of technology into the classroom is offered to teacher candidates. The use of technology by candidates in the field is observed and evaluated by Unit faculty on the Compass/LCET.

 Partner teachers complete documentation of their qualifications and performance and provide information by which clinical faculty are selected. Criteria for cooperating field experience teachers include 1) three years of teaching experience, 2) Louisiana certification, and 3) recommendation by the school principal. In order for a classroom teacher to serve as supervisor of student teaching he/she must satisfy the conditions set forth by the LDOE. To qualify, a teacher must meet one of the following eligibility criteria: 1)valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment; 2)valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete the three semester-hour course in the supervision of student teaching; 3)valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successfully complete assessor training through the Louisiana Teacher Assistance and Assessment Program; or 4)valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and National Board Certification in the field of the supervisory assignment. Supervising teachers, cooperating teachers, and mentors attend a two hour workshop during each academic year addressing the conceptual framework, assessment instruments, and forms ([3.4D1,2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). First time supervising teachers review the Student Teaching Handbook and cooperating teachers review the FX Handbook. An orientation session is required for first time University supervisors and addresses assignments, responsibilities, portfolio requirements, and the Student Teaching Handbook ([3.4D3/4](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Each semester, two additional sessions are held for University supervisors to review assessment instruments and student teaching requirements. Workshops for school partners are held and ongoing dialogue with methods instructors and cooperating teachers addresses candidate expectations. The Teacher Development Center provides support for all candidates through professional development activities and resources needed to be successful in individual courses, as well as program completion ([3.4E12](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Evidence of support specific to student teachers is found in the Supervising Teacher's Journal and evaluation form ([3.4E8, D1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). In addition, the Teacher Development Center provides additional support for student teachers who are referred for another opportunity ([3.4E3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Advanced level examples of support can be found in professional development opportunities and resources that are provided to area classroom teachers such as Library of Congress: Teaching with Primary Sources.

Candidate assessments determine knowledge of the discipline and the dispositions that reflect diverse issues aligned with the Unit's CF. Candidates are assessed on lesson planning, teaching performance, and student assessment plans during field experiences and clinical practice ([3.4F1-11](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Plans are evaluated by the appropriate Unit faculty and school partners. Three Unit level portfolios are submitted by candidates exemplifying their best work indicating program outcomes have been met. Candidates' dispositions are assessed upon admission to the program, prior to student teaching, and upon completion of student teaching ([3.4F2, 6,10/11](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).

Advanced level candidates in all degree programs are required to submit three Unit level portfolios: 1)Emerging, 2)Proficiency, and 3)Capstone. Each folio requires documentation of FXs in diverse environments and are assessed using the advanced folio rubric. Advanced candidates in T&L are required to plan and implement an Action Research Project evaluated as a course- based assignment and placed in the Capstone Portfolio for summative evaluation of knowledge and skills in a field setting ([3.4F3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). The action research project is presented as a culminating activity and assessed by a diverse team of professors.

The Master in Educational Leadership requires both course-based FXs and an internship where assessments are used in the field ([3.4E5/7](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). FXs that are part of individual courses and the culminating internship, serve as vehicles through which candidates' learning and performances are evaluated jointly by school and Unit faculty. The Capstone Portfolio is presented a culminating activity and assessed by Unit faculty.

In initial programs, assessment criteria, evaluation forms, and FX reflections constitute ways that candidates reflect and give feedback on experiences ([3.4A8/9, 3.4D1-3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Written reflections of FXs are documented and entered into PASS-PORT. Student teachers are required to complete a self-evaluation after each lesson taught and enter comments in the Supervising Teacher’s Journal ([3.4E10](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Student teachers respond to the Reflection of Learning questionnaire and discuss response in a final seminar with the University supervisor. A reflective summary is required in each of the three portfolios submitted by all initial certification candidates.

All advanced candidates include Reflections of Learning that address the CF, national standards, and program specific standards in relation to FXs in each of the three portfolios submitted. In each portfolio, candidates are required to describe an effective professional in reference to the CF, critically analyze lessons learned, reflect on performance strengths and weaknesses, and describe the impact on learning environments and future performance.

# CONTINUOUS IMPROVEMENT

Data based decisions and/or changes have been made in relation to Standard 3 which have led to continuous improvement including the following:

* Based on results from the end of year questionnaire completed by the candidates, data revealed the need for additional sites as well as a greater variety of settings ([3.4A9](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Thus, the FX Director acquired a contract with an additional school district ([3.4A2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). In addition to the public school district, Southeastern now collaborates with private and parochial schools since they serve a large sector of the area, and many teacher education candidates work in these schools and/or seek employment in their sector ([3.4A3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). It has been documented that the additional district and inclusion of the private and parochial sector has enabled candidates to more easily schedule FXs as well as provided more diverse environments, specifically for advanced level candidates (e.g., Educational Leadership, Speech Therapists, Counselors) where they may not be training to work only in a public school.
* The COE began using the electronic system in 2003 to document candidate FXs on a limited basis and has progressed to full implementation of all FXs being placed in PASS-PORT. Since that time, it has become evident through surveys and data collection from PASS-PORT that one template did not meet the needs of candidates in each program since experiences varied based on program content and expected outcomes. Thus, a template for FX documentation was created for each FX level and reflects the academic and demographic data need of its level. Data can now be disaggregated by FX and program level for more accurate and specific analysis.
* Originally field based assignments were scheduled according to districts and schools contracted with Southeastern and the list made available to Unit faculty to distribute to candidates. Candidates were given the responsibility of selecting the site and ensuring over time they had completed FXs with diverse populations. Written and oral feedback indicated that often-times some schools would be inundated with requests from candidates to schedule FXs and other may seldom be selected by candidates. To eliminate this dilemma, procedures were established whereby the FX Director selects a sampling of specific schools for individual courses requiring FXs. This is now distributed to Unit faculty in the form of a "Field Assignment List." Field Assignment Lists consisting of school districts, school sites, contact information and e-mail addresses are provided to each class that requires field experience as a required component ([3.4A1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). Initial and advanced level candidates use technology as the sole method of communicating with school administrators, contact personnel, and teachers. Form E or email form is used for the fifth consecutive year. This allows schools and teachers to understand the needs of the candidates and course requirements. This request form contains contact information, professor/instructor name, course name(s), purpose of the FX, times of candidate availability, and specific information required for the course. It is then emailed to the school contact personnel and FX is then scheduled per request. Survey results indicate that faculty members, school personnel, and candidates agree that communication with schools is faster and more effective in meeting their needs. Some schools have decided to provide a list of faculty members/teachers and their e-mail addresses who accept undergraduate candidates so that the process runs smoother and more efficiently, thus, eliminating contact personnel.
* Community programs, where cooperating teachers are available to monitor teacher candidates’ FXs, are also part of the Field Assignment Lists ([3.4A1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)). These programs are after regular school hours which allows for more flexibility when scheduling FX.
* Information and materials utilized in the FX component of course have been better organized and are updated annually to better inform candidates of FX requirements in courses and program. The Field Experience Handbook located on the Southeastern FX website provides a list of initial certification courses reflecting the number of FX hours required so that teacher candidates are aware of the hours required per course. This list contains courses within the COE as well as content courses such as math, English, social studies and science required from other partner Colleges. The FX Handbook being accessible electronically allows candidates to plan time needed in each course outside of classroom instruction when scheduling/registering for upcoming semesters. There were occasions in the past where candidates struggled to complete FX hours outside of classroom scheduled instruction due to lack of information prior to enrolling in a course. Access to the detailed handbook has eliminated this issue in many circumstances and allows candidates to plan for time needed to complete FXs during school hours of operation.
* During the 2011-2012 academic year, the major topic of discussion or improvement was the initiation of service learning as part of 180 hours of undergraduate field experiences and graduate field experiences. The Standard 3 committee formulated a survey which was placed on line using Survey Monkey and distributed to the faculties of the Department of Teaching and Learning and other Colleges across campus which teach education-connected, content courses. The data identified the significance of service learning already required in classes and the potential of increasing service learning activities. The survey identified approximately 40% of classes already using service learning or some type of service learning as part of their field experience. Thus, two approaches were taken in selecting appropriate service-learning experiences that align with NCATE: Teacher candidates as leaders of service learning experiences and as tutors of K-12 students. A template was developed for documentation of service learning in the PASSPORT called Form D. Service learning officially became part of FX during the Fall 2012 semester.
* In order to enhance candidate performance in the field, professional development opportunities are provided on a regular basis. Professional Development Workshops attended by initial teacher candidates, student teachers, and advanced level candidates provide instruction in areas in which candidates are interested beyond the classroom (e.g., dyslexia, autism, and differentiated instruction). Some PD, such as The Library of Congress- Teaching with Primary Sources, is attended by in-service teachers and administrators. Additionally, candidates are required to document professional development activities in PASS-PORT to be submitted in each of the three required portfolios for both initial and advanced programs. Data are generated documenting the total hours of professional development in which candidates are engaged. It is believed that required PD hours at each level positively impact practice in the field.
* During the 2013-2014 academic year, Constant Contact was implemented to register, monitor and directly communicate with all education majors on professional development opportunities such as PRAXIS workshops.
* Based on data from PRAXIS, Professional Development Workshops are offered to address initial teacher candidates' areas of weakness.
* During the 2011-12 academic year, a collaboration between the College of Education, College of Business, Non-Credit Programs and the Louisiana Council for Economic Education began with Financial Literacy workshops on "How Money Works." Registration for these workshops is through Southeastern's Non-Credit program. Candidates register on-line for each of the three- one hour financial literacy workshops offered every semester. The topics are as follows: Financial Success on a Teacher's Salary; Budgeting on a Teacher's Salary; and Saving and Investing on a Teacher's Salary.
* Field Experience Orientations are conducted each semester to ensure candidates are familiar with the procedures for requesting and documenting FX ([3.4E10](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).
* Each academic year, the Director of Field Experience conducts three Supervisory Personnel

Workshops for school-based faculty ([3.4D4](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).

* Orientation meetings are provided to new supervising teachers. During these meetings, the Director of Student Teaching reviews items from the Student Teaching Handbook along with assessment instruments ([3.4D5, E8](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).
* Each semester, three sessions are held for University Supervisors at which the Director of Student Teaching reviews assessment instruments and student teaching requirements ([3.4D5](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).
* At the end of each academic year, principals, teachers, COE faculty members, and candidates evaluate the success of field experience for that academic year. All data is collected to assist in the improvement of the process ([3.4A8/9](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).
* The Department of Teaching and Learning developed a collaborative partnership with Child Advocacy Services (CAS) of Hammond beginning summer of 2012. Through the collaborative partnership with this external community partner there is a mutual benefit to our community and Southeastern’s teacher educator preparation program. The *Stewards of Children* training program is an evidence-based child abuse prevention program that is a promising practice for teacher education programs in supporting a diverse group of learners. The pre-service teacher candidates have a greater knowledge of Child Sexual Abuse (CSA) as teachers in keeping children safe.

Each semester four two-hour training sessions are offered at no cost to the University students. The training materials are purchased through a generous donor to CAS. During the summer- two sessions are offered, also at no cost. Professionals with CAS of Hammond and/or the Counseling Program in the College of Nursing and Health Sciences facilitate the training program each session. To date, June 2014, over 1000 teacher candidates have participated and completed the *Stewards of Children* training program which is available through Darkness to Light, a national non-profit organization.

* In Spring 2013, St. Charles Parish School District requested that Southeastern place initial level teacher candidates in the school district for a two-semester senior level experienced rather than a semester of student teaching; the two-semester experience was initiated as a pilot in Fall 2013. In Spring 2014, the University-district collaboration responded to the LDOE Believe and Prepare Request for Application for a year-long apprenticeship program; the proposal was selected as 1 of 7 leading models for preparing Louisiana educators ([3.4A6/7](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard3.html)).

**Standard 4**

**Diversity**

The promotion of diversity is extremely important in the overall mission of Southeastern. Through the variety of faculty recruitment efforts and exposure of candidates to diverse thought, cultures, and ways of looking at the world, Southeastern continues its commitment to promote and foster diversity as a cornerstone of the University ([4.4.a)](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html).

Instructors acknowledge the importance of diversity as evidenced by their inclusion of activities and assignments that promote an awareness of diversity and give rise to the knowledge, skills, and dispositions to adapt instruction with diverse populations in mind. For all education majors, a diversity course (EDUC 212) is required early on in their program, and T&L advanced candidates must take EDUC 660 (Dimensions of Diversity for Education: Students, Families, Cultures, and Communities) as a part of their graduate program. With respect to the EDL advanced programs, diversity is integrated in a number of courses. For example, master's level candidates address diversity, culture, and climate in all EDL course seminars. In EDF 610 & 612, advanced students examine data from the School Improvement Plan and identify diversity issues. Then, in EDF 662 they develop a professional development plan including data from the school’s diversity issues. In EDF 664, the School Improvement Plan is implemented. An environmental scan is completed in EDL 811 by doctoral candidates. Candidates in the special education initial program (SPED 363) develop a Start-Up Plan where they must identify how the classroom can be organized to meet the diverse needs of students with respect to ethnicity, race, language, SES, gender, and exceptionalities. Candidates in the special education advanced program instruct students in classrooms that are different from their own teaching assignments (e.g., rural/urban, high SES/low SES, primarily African-American/primarily Caucasian ([4.4.b1/2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html)).

Several assessment instruments in initial programs measure proficiencies related to diversity, such as the Lesson Plan Rubric, the Compass/LCET, the Dispositions Checklist, and the Assessment Plan Rubric. Of special interest are the instruments created to measure diversity proficiencies at the initial and advanced levels (e.g.,Prospective Education Candidate (PEC) Surveys). In reviewing data from these instruments, it is clear that candidates increase in their ability to design instruction and select approaches for a diverse student population, assess services and resources for them, and create equitable learning communities ([4.4.c](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html)).

The Unit makes a concerted effort to afford candidates many opportunities to interact with diverse speakers on a variety of topics and themes. The series of Conversations on Diversity, Black History Month speakers, Women's History Month speakers, and various other guest speakers provide topics of interest to make candidates aware of diversity issues. Since the guidelines for portfolios and many education classes require professional development activities, candidates selectively attend these functions to complete that part of the requirement. Moreover, these lectures are offered during the day and in the evening so both initial and advanced candidates can attend. As well, professors of individual classes have invited ethnically diverse guest speakers to their classes to broach such topics as ELLs and the investigation of cultures of other countries. These types of opportunities instill efficacy and achievement while also promoting multicultural awareness and understanding ([4.4.i 1-4](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html)).

 Candidates also work with diverse clinical faculty ([4.4.d1/2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html)). Form A completed by cooperating teachers of FXs allows the Director of Field Experiences to assign a candidate to schools of differing levels of faculty diversity. Candidates have opportunities to study abroad with Southeastern faculty who are familiar with a particular country and with local professors of that country. These classes in music, foreign languages, history, and literature foster that sought-after global perspective. The International Graduate Fellow position provides candidates opportunities to interact with international educators. Faculty demographics indicate that 14% of the professional education faculty in initial teacher preparation programs and 8% of faculty for the advanced programs are Black, non-Hispanic. Initial program faculty representation is 10% higher than the Black, non-Hispanic representation in the entire institution, and advanced program faculty representation of diversity is double that of the institution. Black, non-Hispanic school-based faculty represents 9% of the total reported race/ethnicity. With the U.S. Census Bureau's estimated average percentage of Parishes greatest service areas being 13%, professional education faculty numbers are comparable, and clinical faculty approaches that percentage with 8.8%. Female faculty for initial and advanced programs are 82% and 80% respectively. School-based faculty are composed of 92% female teachers. The institution employs a 55% female faculty.

 Candidate demographics reveal that most candidates at Southeastern are White, non-Hispanic (83%), 12% Black, non-Hispanic, 2% Hispanic, and less than 1% each of American Indian/Alaskan Native and Asian/Pacific Islander ([4.4.e](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html)). These percentages coincide closely with the demographics of the geographical area served by the University.  This is not the case for gender.  Females dominate teaching, especially in the elementary school setting.  The same is true in the teacher education program with 15% of the candidates being male.

 Southeastern offers several opportunities for interaction with diverse candidates in an academic and socially diverse environment.  At the University level, Multicultural and International Student Affairs helps to create a campus environment that welcomes diversity.  This program is in collaboration with academic departments, student-led organizations, and a wide range of programs and services located on campus.  Sponsors and candidates design activities to assist all candidates in academic achievement as well as promoting personal, group, and self-direction with an emphasis on celebrating new cultures and developing a diverse way of thinking.  Some of the activities incorporated with this program include Project Pull Mentor Program, Let’s Get Acquainted, Minority Seminar, and leadership conferences.

 Candidates may also participate in student organizations and Greek life programs.  These programs are an integral part of campus life and constitute one of the best opportunities for candidates to integrate knowledge from the classroom with everyday experiences of living and working in a society with people of varied interests, ideas, and values.  These organizations include Black Student Union, International Student Association, and Italian Club, as well as others.  The Student Government Association (SGA) is available to all students in order to promote fairness, diversity and the University mission for excellence.
 In the Department of Teaching and Learning, candidates can join service organizations as well as honor societies.  Kappa Delta Pi and Southeastern Education Association for Students (SEAS) are open to candidates in education and the Student Council for Exceptional Children (SCEC) is open to all academic majors.  Each of these organizations allows candidates to interact with other individuals from diverse backgrounds with a common interest to serve students in education.

Lecture series for Black History Month and Women’s History Month bring together speakers who expertly deal with issues in Black history and politics and in women’s issues.  Presentations share valuable insights, and many of the speakers belong to minority groups.  These lectures provide occasions for candidates of all races, ethnicities, and genders to come together for a single purpose ([4.4.i3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html)).

 The Unit strives to recruit and retain minority candidates.  Departments work with programs across campus to attract and retain candidates from diverse backgrounds.  Informally, faculty members identify qualified minority candidates within the initial programs and inform them of the availability of advanced programs with the College.  The Minority Affairs Advisory Committee’s first goal is to recruit minority candidates.  The committee also develops programs that will address problems that any candidate may encounter, plus those that are unique to minorities, in an effort to assist them in completing a successful course of study ([4.4.h1/2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html)).

 A major effort in retaining all candidates is the Professional Development Program.  Instructors recommend candidates for remedial help in many areas.  Also, the program provides workshops on a variety of subjects that help candidates attain the required professional development hours.  Many of these workshops deal with PRAXIS preparation.  Programs such as these offer support and aid in the retention of minority candidates ([4.4.i3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html)).

**Moving Toward Target**

The Faculty Handbook makes clear that the Southeastern Louisiana University shall not engage in unlawful discrimination in employment against any person because of race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran status. Southeastern also takes affirmative action to employ underrepresented groups.

The commitment to a diverse faculty includes good faith efforts to recruit and retain faculty in the COE, as well as in the partner Colleges ([4.4.g1-6](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html)). Each College works diligently using a variety of strategies. Vacant positions are advertised in various media in an effort to attract candidates from diverse backgrounds. In addition to advertising in state, local, and community newspapers, the College advertises in national journals such as the *Chronicle of Higher Education.* Specific to the recruitment of qualified minority candidates, the Unit advertises open jobs quarterly in *Black Issues in Higher Education* and *Hispanic Outlook*. The College also attempts to attract faculty through various listserves and uses specific language in recruitment materials and job descriptions intended to entice underrepresented professionals. In addition, departments channel vacancy notices to Historically Black Colleges and universities. The faculty is proactive in recruiting by communicating via e-mail and informal conversations with faculty from doctoral universities who may be aware of recent minority graduates searching for an available faculty position.

Partner Colleges also make cultural diversity a goal in the hiring of faculty. Within the College of Nursing and Health Sciences, the Department of Kinesiology and Health Studies advertises all positions in the Chronicle of Higher Education and on higheredjobs.com. The call specifically indicates that Southeastern is an AA/ADA/EEO employer. The College of Arts, Humanities, and Social Sciences utilizes several vehicles for attracting minority faculty. University personnel visit selected doctoral institutions that historically have drawn their enrollment predominately from minority groups with the goal of encouraging graduate students to consider applying to Southeastern upon completion of their graduate programs. Departments groom successful undergraduate and master's level minority candidates at Southeastern to apply for positions here after completing a doctoral program. Such candidates work as instructors. The departments are ever mindful of affirmative action guidelines when searching to fill vacancies. Efforts are continuously made to endow a chair for a minority faculty member and to foster a faculty exchange program with historically Black and Hispanic universities such as the one currently underway with the Universidade Federal de Lavras, Departamento de Ciências Humanas in Brazil.

Demographics on Clinical Sites for Initial and Advanced Programs ([4.4.f](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html)), indicates that racial composition differs in each parish with the highest percentage of minority students being 95.4% and the lowest concentration being 6.9%. Because of the vast differences in distribution, we ensure candidates have experiences in different environments and add sites to support diversity. For example, the Dual Language Preschool site in Livingston Parish was added since the last accreditation visit to provide linguistically and ethnically diverse interactions for our teacher candidates through a unique field experience with a school district, Head Start program and Southeastern.

Southeastern is committed to the belief that to be prepared to meet the many challenges in today's ever-changing world, candidates must experience working with as many diverse groups as possible. Prior to being approved to work with candidates during FXs, clinical faculty must complete and submit Form A. The data on Form A allows the COE to select a diverse group of clinical faculty to work with candidates. Additionally, cooperating teachers must complete Form B. Forms B and C list demographics of the class. Using this data, Southeastern instructors can ensure that candidates have experience working with students from diverse racial, ethnic, cultural and linguistic backgrounds, among others.

To ensure that candidates have the basis to develop and practice knowledge, skills, and dispositions related to diversity during their FXs and clinical practices, candidates must include these elements in lesson plans during their two methods courses. Instructors teach candidates to plan their lessons according to Compass/LCET, which includes several areas of diversity ([4.4.a](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html)). Candidates must submit lesson plans to instructors during FXs. Instructors evaluating the progress of a candidate must reflect on the plans submitted by candidates, stating how the plan includes diversity elements and how the candidate can improve. Comparing the assessment of lesson plans submitted in the first methods course to the assessment of lesson plans submitted in the second methods course, one can see significant improvement.

Following the second methods course, the coordinator places candidates in student teaching positions. Daily lesson plans are reviewed and assessed by supervising teachers, supervising school administrators, and University supervisors. Skills are assessed and data reveal candidate competency in addressing diversity proficiencies ([4.4.c](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html)).

To ensure that candidates are reflecting on and incorporating recommendations to improve their skills in working with students from diverse groups, the Unit provides for the following:

* Methods courses require peer evaluations and peer debriefing sessions for lessons candidates teach in diverse field settings.
* Form C: Class instructors review Form C submitted by candidates during FX's, make suggestions if needed, and follow-up to determine if candidates implemented any suggestions during subsequent visits.
* Lesson Plans: Methods instructors, University supervisors, and supervising teachers review lesson plans and give suggestions for improvement. They look for implementation of these suggestions in subsequent lessons.
* Seminars: University supervisors hold two seminars with candidates during their clinical experiences. Diversity dominates part of the discussion as supervisor and candidates share ideas for working with a diverse population.
* Supervising Teacher Journal: In a journal, supervising teachers note candidates' strengths, weaknesses, and ways to improve. These sometimes include issues concerning working with diverse students. Candidates reflect on the entries and may suggest other ways to improve.

 Recognizing the fact that classrooms are becoming increasingly diverse, numerous new endeavors have been undertaken to move toward target (e.g., Dual Language Preschool field site, department scholarships for historically under-represented groups, faculty exchange programs, diverse program speakers in the Unit) which provide extensive and substantive experiences, including field and clinical experiences, supporting candidates’ knowledge, skills, and dispositions to interact with P-12 students representing diverse populations ([4.4.j](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard4.html)).

**Standard 5 Report**

**Faculty Qualifications, Performance, and Development**

On January 1, 2013, the College of Education and Human Development was reorganized from three departments to two departments, with the Department of Human Development moving to the College of Nursing. Two departments remained intact and currently comprise the College of Education - the Departments of Teaching and Learning and Educational Leadership and Technology. The information presented in this report reflects those faculty in the current, two-department configuration of the College along with the larger Unit faculty from across the University that provide instruction to teacher candidates.

The governance structure for the College of Education (COE) includes a Dean of the College and two Department Heads along with a number of program coordinators. Also included in this structure is shared oversight by the Dean of the COE and the Tangipahoa Parish School District for the Southeastern Laboratory School (Grades K-8).

Although student credit hour production has remained relatively constant over the past 5 years due to state budget cuts, the number of full-time faculty in the COE has been reduced by approximately 20% from 60 to 46 full-time teaching faculty. The COE at Southeastern is truly doing more with less.

The faculty in the COE at Southeastern includes 46 full-time teaching faculty and 9 part-time faculty for the 2013-2014 academic year. All full-time tenure-track faculty in the College of Education possess earned doctorates. Among all full-time faculty, including instructors, 39, or approximately 85%, hold earned doctorates. The Unit includes cognate faculty with content-specific disciplines and adjuncts with strong teaching and professional experience. All faculty teaching in graduate programs have earned doctorates. A list of faculty in the College and Unit may be found in Exhibit [5.4b](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard5.html). The COE tenure-track faculty consists of 9 Full Professors, 13 Associate Professors and 11 Assistant Professors.

Yearly a Faculty Performance Survey is given to faculty to document their professional practices in teaching, scholarship and service. This survey informs section 5.4.b, c, d, and e and

5.1.b of this report, and results are reported in Exhibit [5.4.c1,d,e1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard5.html).

The Unit’s Conceptual Framework reflects a dedication to best practices by focusing on the Professional Standards, Content Knowledge, and Strategies and Methods that support development of the Knowledge of the Learner. This is additionally supported through the focus on dispositions, diversity and technology integration. A commitment to professional standards is demonstrated through continued accreditation by NCATE and SACS.

Faculty syllabi are aligned with the Conceptual Framework and provide documentation of course objectives with Conceptual Framework notation to insure faculty focus and inform students of guiding principles for academic work.

Faculty employ myriad teaching strategies in their professional practice. Assessment is utilized and modeled through both traditional and authentic assessment strategies. Technology is integrated in various ways and at differing levels to support in-classroom instruction. Exhibit [5.4.c 1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard5.html) demonstrates the various forms of professional teaching practices. Included in this exhibit is a comprehensive listing of Instructional Strategies, Assessment Strategies and Technology Integration techniques. The information is presented in percentages of faculty employing each technique and strategy.

 In modeling best professional practices in scholarship, the professional education faculty members engage in scholarly work in their fields of specialization based on the Unit's conceptual framework and the mission of the University. Specifically, faculty members demonstrate scholarly work related to teaching, learning, and their fields of specialization. They summarize their achievements in scholarship (as well as teaching and service) on their vita and in their end-of-the-year reports as part of the faculty evaluation process. Publications and presentations are two means of exhibiting their scholarly work. For example, in 2012, a faculty member from the Unit received the President’s Award for Excellence in Research. Scholarship is also demonstrated through submission of grant proposals, action research in courses, and work as leaders and consultants with school systems and the greater community. ( [5.4.d](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard5.html))

Faculty have written grants which have directly impacted students and mentors (e.g. Department of Education Grant to fund TeachLivE Avatar Project with the Gates Foundation Grant and the University of Central Florida). Faculty have also written grants and made presentations to support Literacy (Phi Kappa Phi Literacy Grant). Faculty have published books and book chapters that directly relate to professional teaching practice, and have presented at a variety of conferences to showcase their research.

Unit faculty model best professional practices in service. As a requirement of the University, all professional faculty members are required to demonstrate service relevant to their professional expertise to the University, their College, and their community at large. This service is evaluated during the Annual Evaluation process. Exhibit [5.4.e 1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard5.html) presents faculty involvement as part of our University through membership and leadership on University, College, and departmental committees. Additionally, Unit faculty provide service to area stakeholders in area PK-12 schools and the community. This information is also presented in the attached Exhibit. Faculty in the Unit provide service though a variety of activities that include service on Value-Added Committees, Student Professional Organizations, Dual-Language Advisory work, and generally assisting with school and community requests for participation and expertise. In 2011, a faculty member from the Unit was the recipient of the President’s Award for Excellence in Service.

Unit faculty also serve in leadership roles to Professional Organizations, which include officer positions in AERA, ISTE, Phi Kappa Phi, the Louisiana Council for Exceptional Children, and the Louisiana Regional Creole Association.

The Unit evaluates professional education faculty performance. The University of Louisiana System requires universities under its jurisdiction, which includes Southeastern, to evaluate each faculty member on an annual basis and file the evaluation in appropriate personnel files. Southeastern has a comprehensive faculty evaluation system that includes regular and comprehensive reviews of teaching, scholarship and service ([5.4.f 2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard5.html)). The Annual Review guidelines for faculty are articulated with Tenure and Promotion Guidelines for Tenure-Track faculty ([5.4.f 1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard5.html)). Observations of non-tenured and part-time faculty are performed by each department head annually. Completed reviews of faculty performance for 2012-2013 may be found in the offices of the department heads. For University clinical faculty, individual evaluations are completed at the end of the Fall and Spring semesters by the student teachers and the Director of Student Teaching. Records are maintained in the Office of Student Teaching.

Annual faculty reviews are used to inform tenure and promotion decisions, needs for faculty development and to reflect the Conceptual Framework of the College of Education. This information is also used to determine course assignments and teaching loads. The review process includes assessment of curriculum vita, summary of activities, course syllabi, forms of classroom assessment, grade distributions and Student Opinions of Teaching.

The Unit facilitates professional development. Consistent with Vision 2017 and the College of Education Vision and Mission, professional development is supported by the University, the Unit and the College of Education. The Center for Faculty Excellence (CFE) is the campus-wide Unit created to assist faculty by providing opportunities for personal and professional growth, innovation and experimentation, and for change and renewal. The Center accomplishes this by sponsoring workshops, info-sessions, one-on-one consultations, and webinars on a variety of topics in the areas of teaching and learning and in addressing differing needs as teachers and scholars. Workshops and training activities in the 2012-13 academic year may be found in Exhibit [5.4.g 1/2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard5.html). The Unit offers professional development for faculty, teacher candidates, and school personnel on a variety of topics that include classroom management, Common Core, and assessment. During the 2012-2013 academic year, the College of Education hosted the Summit on the Conditions of Children, Families, Schools, and Society in southeast Louisiana ([5.4.e 3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard5.html)), inviting area stakeholders. Sessions ranged from teaching strategies in specific content areas to bullying to educational policy in Louisiana.

The Center offers Certificates of University Teaching and Learning (CUTL). This program allows faculty a structured, concentrated way to expand the practice, art and scholarship of teaching and learning. The CFE additionally provides faculty interchange through the Faculty Conference on Teaching, Research and Creativity which consists of faculty-led, interactive presentations or demonstrations open to all faculty to provide a forum for sharing their successful practices, projects, creative endeavors, and research.

The CFE provides funding support to all full-time University faculty members holding academic rank, excluding those currently holding administrative appointments above the level of department head, with the ability to apply for Enhancement Grants that are designed to increase faculty productivity and effectiveness as a scholar and teacher. The Center also provides Travel Grants to assist full-time faculty with travel expenses while making professional presentations. Additionally, the Orr Research Endowment provides an additional source of research funding which is available to offset certain costs associated with the research, scholarly or creative activities of tenured faculty.

**Continuous Improvement**

The University and College take the commitment to continuous improvement seriously and highly value the accreditation process. For a number of years, the College of Education at Southeastern has been accredited by NCATE. To maintain this accreditation, ongoing data collection has become the rule for all departments and programs. Over the years and with the increasing availability of computer database software, various data collection processes have been implemented.

At the College level, the PASSPORT electronic portfolio system is required for all students and programs. PASSPORT is a web-based system that provides candidates, faculty, and administrative staff a tool to gather, demonstrate, and evaluate performance data. PASSPORT provides candidates a tool for the creation of standards-based portfolios and for sending and receiving feedback on portfolios, and it provides University faculty a system to collect data, and evaluate candidate performance based on coursework, experiences, and clinical practice. University faculty members use these data to improve their teaching, scholarship, and service. Programs and courses develop rubrics for evaluating student work products at the course level and across each program.

At the University level, in 2012 the electronic database program, WEAVE, was implemented to demonstrate Institutional Effectiveness. Through this database, the University requires each academic program to identify goals, objectives and outcomes based on professional standards. Throughout the Unit, faculty serve as assessment coordinators for the various programs. Each year they are required to review programs and determine if specified outcomes have been reached. Additionally, programs must identify assessments that are to be submitted as findings to determine attainment of program goals. At the end of each academic year, Program Coordinators are required to input data, respond to whether goals are met or unmet, and create action plans for identified areas of concern within their program. The University has collected 2 years of assessment data and refined the process to support the continuing improvement of academic programs. Exhibit [5.4.e 4](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard5.html) is an example program report that demonstrates the type of data collected and analyzed through this program.

Academic Programs in the College of Education meet regularly to review PASSPORT and WEAVE data to identify program strengths and any area of concern to consider any program revisions. Additionally, as part of the NCATE accreditation process, SPA reports are developed to demonstrate the relationships between professional standards and planned academic endeavor. These SPA reports allow the Professional Organizations to endorse quality academic programs. Currently in the Unit, all academic programs require a national review and enjoy national recognition. The endorsements are renewed at the intervals dictated by the professional organizations.

All faculty in the Unit are required to become certified in Quality Matters at Southeastern and all hybrid and 100% internet classes are reviewed by an evaluator for quality.

In an effort to improve the quality of faculty evaluations, the Unit revised all assessment instruments for tenure and promotion as well as annual evaluation in 2013. All faculty members participated in this process and voted on the final documents. These revised instruments will be used beginning Fall 2014.

**Standard 6 Report**

**Unit Governance and Resources**

Unit Leadership and Authority

 In January 2013, the College of Education and Human Development at Southeastern was reorganized and renamed the College of Education (COE). The Department of Counseling and Human Development became a part of the College of Nursing and Health Sciences, Department of Health and Human Sciences. The COE coordinates all programs and departments that prepare teachers and school personnel in grades P-12 and delivers curricula for degrees in teacher certification. Management is provided through the Dean's Advisory Council (DAC) and the Council for Teacher Education (CTE). In Spring 2013, changes in key personnel occurred in the positions of COE dean, assistant dean, Educational Leadership and Technology Department Head, directors of Office of PK-12 Field Experiences and the University Laboratory School ([6.4.b 1/2)](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard6.html).

Representatives from departments offering degree/certification programs, public schools and students comprise the CTE which reviews and approves all teacher education curricula and program changes. For example, in Fall 2012 the Department of Teaching and Learning proposed a new concentration, Master Teacher Leader in the existing C&I Master's program. The Department of Mathematics sought approval for MATH 277 to fulfill the General Education requirements. Both changes impacting teacher candidates.

 Unit policies for recruiting, admitting, and retaining candidates are monitored by the Selective Admissions and Retention in Teacher Education Committee (SARTE [6.4.d 2/3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard6.html)) explained on pages 197-199 of the 2013-2014 Southeastern General Catalogue. Some recruiting efforts for the Unit are Lion Pride Preview Days, STAR Shadow days and Rock n Roar. To continue improving opportunities for students in Fall 2013, the Paul Candies Professional Learning Scholarship for senior-level methods students was established with St Charles Parish schools to offer professional learning and teaching opportunities.

 The University provides an academic and event calendar, exam schedule, and catalogue, all of which are accessible from the home page. The Unit's curriculum committees and the CTE continuously update the accuracy of the general catalogue. Advertising occurs on the University's News and Events link and Lion's Roar, a University publication ([6.4.e 1-3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard6.html)).

All freshmen are advised by "senior advisors" in the Center for Student Excellence for the first 30 hours of courses and are then assigned a faculty advisor in their academic department. Advising occurs face-to-face and online through Leonet. Student and faculty advising handbooks are annually updated, the latest being Fall 2013. Faculty refer students to the Teacher Development Program or the University Counseling Center regarding issues related to dispositions or academics ([6.4.c 1-5](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard6.html)).

The COE Department Curriculum Committees, composed of department faculty, review proposals for new programs, new courses and changes in course descriptions submitted by program faculty. Approved proposals then move to the COE Curriculum Committee (composed of faculty, administration and student representatives) and the CTE. Successful proposed changes then go to the University Curriculum Committee.

During program meetings, faculty discusses new programs, courses, revisions and assessment alignment with standards. For example, in Fall 2012, the Dispositions rubric revised by the Methods Program Committee from the Department of Teaching Learning was approved and placed in PASS-PORT. In Spring 2014, to address the data provided by the AMLE SPA report and the concerns of the 4-8 program committee members, faculty used AMLE standards to craft a rubric assessing 4-8 majors in developing their Middle School Program Philosophy/Autobiography.

 Faculty are encouraged to collaborate on professional endeavors as evidenced by the Faculty Performance Survey and the End-of-Year Faculty Evaluation used to award Levels of Achievement & Corresponding Rank according to Tenure and Promotion Guidelines. For example, in Fall 2013, faculty members in the Department of Teaching and Learning and an instructor in the Department of Computer Science & Industrial Technology collaborated to provide an Environmental Workshop for senior methods students.

Unit Budget

State support for the University has been cut by nearly $40 million since FY 2009 resulting in the elimination of programs and termination of faculty and staff causing changes in funding sources to supplement the operating budget. In FY 2012-13, the College received Academic Enhancement (A&E) funds from the University to enrich classroom instruction. In FY 2013-14, the COE was budgeted Quality/Performance (Q&P) funds from the University of Louisiana System which are awarded for efforts to raise academic quality and student performance.

 In Exhibit [6.4.g 1/2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard6.html) the COE is compared to other Colleges per student credit hour for FY's 2011- 2014. In the previous two FY's only the College of Nursing and Health Sciences received a higher amount of funding per student credit hour than the COE. For FY 2013-2014, the COE ranks highest among the five Colleges on campus.

Personnel

 Faculty workload policies, procedures and practices at Southeastern are in the University Faculty Handbook Parts III and IV and the COE follows these guidelines. The COE tenure track graduate faculty teach 9 hours, receive a one course reduction in assignment and have 3 hours of release time for research and supervision of theses ([6.4.h 1-5](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard6.html)).

 The COE faculty supervise student teachers and interns as part of their workload. The NCATE standard for supervision is no more than 18 students per full time equivalent faculty member or 4.5 students per three semester hour section. Over the last 3 years, the ratio has been above and below the recommended ratio due to fluctuation of qualified faculty ([6.4.h 3](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard6.html)).

 The COE hires full and part time faculty. Full-time faculty are the primary providers who teach the majors of the College. Part-time faculty teach classes in emergency situations if full-time faculty members have full teaching schedules. Graduate assistants are assigned to faculty and are evaluated. Administrative assistants support faculty.

 The COE faculty continue to supplement funding for professional development from internal travel grants provided through the Center for Faculty Excellence. External grants are awarded by such entities as the Library of Congress and the Louisiana Department of Social Services ([6.4.f 2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard6.html)).

Unit Facilities

To ensure that all candidates have access to resources, University policy and course syllabi require that students with disabilities self-identify with the Office of Disability Services each semester and provide faculty with an accommodation letter and medical documentation to ensure implementation of accommodations. The Departments of Educational Leadership and Technology, Teaching and Learning and the Southeastern Laboratory School are located in the Cate Teacher Education Center (TEC). The lab school houses the Learning Resource Center which provides library/media materials for use by the lab school and teacher candidates. Candidates attend classes in TEC and six other buildings on campus, accessed easily by a campus shuttle service ([6.4.i 1](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard6.html)).

The St Tammany Center and the Livingston Parish Literacy and Technology Center continue to offer off-campus sites for undergraduate and graduate courses through the COE. The Turtle Cove Environmental Research Station remains a site for field research.

The COE has partnerships with seven parishes and courses are offered annually at two of these sites for cohorts seeking graduate credit. A consortium exists with the University of Louisiana at Lafayette for students seeking an Ed.D in the Department of Educational Leadership and Technology ([6.4.i 2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard6.html)).

Each classroom in the TEC has a SMART Board, document camera, in-focus projector, television, DVD, VHS player and printer. An iPad cart, a compressed video conference room, four computer labs and one lab where candidates teach real-time middle school avatars are available. The Department of Kinesiology and Health Studies houses symposiums, laptops, heart rate monitors, pedometers and motor learning equipment. The Office of Technology supports the Unit. Faculty offices house personal computers and telephones.

Resources including Technology

 In addition to the technology described above, the COE recognizes that distance learning is becoming a preferred mode of delivery. For example, in Fall 2013, the Department of Teaching and Learning offered over 50% of its courses entirely or partially online. Moodle has replaced Blackboard as the online course platform. Courses are also taught via compressed video and as telecourses. The Library and Office of Technology offer support services. Computer labs and electronic classrooms are available at the Baton Rouge Nursing Facility, the St. Tammany Center and dormitories and offices of student organizations and is supported and maintained by an Electronic Course Fee. Faculty must successfully complete a Quality Matters course described in the DISTANCE EDUCATION Policy to be qualified to teach an online class ([6.4.i 3; 6.4.j 1/2](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard6.html)).

 The Unit's assessment plan is supported by the Professional Accountability Support System using a Portal Approach ([Pass-Port](http://www.southeastern.edu/acad_research/colleges/edu_hd/student_success/passport/index.html)). Candidates purchase a license in their first EDUC course. Moodle supports course-based management.

 The Sims Memorial Library provides materials and support, housing a Media department, the Center for Southeast Louisiana Studies, computer lab, three new classrooms, and a practice presentation studio. Reference assistance is provided face-to-face, via telephone, texting, 24/7 online chat, access to ERIC online through EbscoHost, Primary Search, the Teacher Reference Guide, ProQuest, and full text eBooks. Accommodations are provided through accessible work stations, and adaptive software such as JAWS and Naturally Speaking.

**Continuous Improvement**

 In January 2013, the College of Education and Human Development at Southeastern was reorganized and renamed the College of Education (COE). The Department of Counseling and Human Development (CHD) had three programs with a health focus. Health is broadly defined in the health sciences and encompasses physical, mental, social, spiritual well-being. The merger of CHD and CSD housed in the College of Nursing and Health Sciences, is based on the belief that inter professional collaboration will be promoted. These collaborations will result in scholarship and professional development opportunities among a diverse group.

In 2013, the Student Retention Task Force was appointed by the Provost to develop and recommend specific strategies aimed at further improving student retention based on data collected at the University level. [Progression and retention rates for 2011-2013](http://www.southeastern.edu/admin/ir/rpg/index.html), enrollment statistics and surveys completed by students are found on the Institutional Research webpage. In an email sent March 6, 2014, President Crain outlined additional strategies regarding existing courses, advising, registration, student housing and issues directed at making freshman more comfortable when entering the University.

 To provide equal access to resources for all candidates, disabled students must self-identify with the Office of Disability Services each semester. Student requirements are included in course syllabi. To promote excellence in on-line courses, faculty must successfully complete a Quality Matters course described in the [DISTANCE EDUCATION](http://www.southeastern.edu/acad_research/colleges/edu_hd/student_success/passport/index.html) Policy. Currently, the Academics subcommittee of the Faculty Senate is proposing handbook revisions.

Due to Louisiana’s move to the Common Core and the new accountability evaluation for teachers (COMPASS), the COE is using data available on the LADOE website to align rubrics and assessments. Common Core State Standards now guide planning and instruction during coursework and field experiences. To address the data provided by the 2008 NCATE SPA report and the concerns of the 4-8 program committee members, all 4-8 majors must align self-reflections submitted in PASS-PORT with AMLE standards. In conjunction, faculty complete an addendum of the standards to assess competency in middle level practices and skills.

Since 2008, several new courses have been proposed consistent with perceived needs in the schools, including a new concentration, Master Teacher Leader in the existing C&I Masters programs. Removal of prerequisites, reduction of credit hours to 120 as dictated by the Board of Regents and sequencing of courses were proposed and implemented in the COE. For example, increased enrollment in early intervention, accreditation requirements for SPA (CAEP/NCATE) assessments and SAC's review data resulted in a new course, SPED 680 to begin Fall 2013. Restructuring of the doctoral requirements for two 900-level courses in the Department of Educational Leadership and Technology has been proposed to address the time variance to complete and defend dissertations impacting the course needs of students who are required to remain continuously enrolled in the University to access resources, including faculty. The new course descriptions are included in the 2014-15 University catalogue. Course content is also modified based on data. For example, in 2012-13, SPED 465 incorporated more behavior management strategies based on results of the Compass/LCET which indicated candidates needed more training managing behaviors in the classroom with large groups. (Refer to Standards 1 and 2 for detailed information.)

In Fall 2013, the Paul Candies Professional Learning Scholarship was offered to seniors in methods courses to provide classroom and professional development experiences in St Charles' Parish Schools before student teaching. In Spring 2014, the College wrote a grant proposal for Believe and Prepare, which was submitted to the LA Department of Education. To address the innovation directives of LADOE for teacher preparation, three new courses were proposed and approved that support the apprenticeship requirements accompanying the grant.

Professional development opportunities are continuously offered through the COE that include workshops on Praxis preparation based on data reported to the COE by the Educational Testing Service (ETS). Based on data from the Professional Attributes Scale, Faculty/Program Meetings and the Mandated Reporting State Law, all candidates participate in Darkness to Light training to meet the needs of reporting child abuse.

Regarding budget issues, the COE continues to use Quality/Performance funding provided by the University of Louisiana System and the Southeastern Development Foundation.

Internal and external grants received by faculty, supplement funds to support programs and enhance resources. Alternative sources such as summer camps, scholarships, endowed professorships and funding for the AVATAR Project also enhance the learning environment.

Embedded in [Vision 2017](http://www.southeastern.edu/acad_research/colleges/edu_hd/about/accreditation/standard6.html) Southeastern Louisiana University's Strategic Plan, are the COE's procedures for sustaining and enhancing excellence. Each department in the College reviews existing degree programs at the graduate and undergraduate levels to align with current needs in the education system examine the workforce needs of the region, and propose new concentrations or delete outdated concentrations. The COE appoints a College committee to develop a recruiting campaign aligned with the recruiting plan that includes but is not limited to high school recruitment of STAR students in established STAR programs; high school collaboration to develop STAR programs through inviting STAR students to campus each semester to Shadow Day; revision of UG and Grad degree program brochures; identification of graduate program challenges and solutions to increase numbers of graduate students; implementation of two new concentrations in C&I - Master's - Library Science Administration and Master Teacher Leader. Departments in the College participate in at least one recruiting activity each year. An electronic brochure describing programs, admission requirements, work force opportunities, and opportunities for advancement have been developed by the Department of Teaching and Learning and the Department of Educational Leadership and Technology. These brochures are provided to service region counselors.

Regarding advising, faculty increase office hours during registration periods and each department develops a resource list for advisors to include names and numbers of on and off campus resources for students. Forms and e-mail replies (within 24 hours) are completed in a timely manner.

To continually promote the COE, web pages are updated regularly. Each department communicates with students and alumni regularly to highlight faculty, students, and events. The College utilizes LA Connect to enhance communication with educators across the state. Each program in the COE identifies a "signature" activity to showcase that program. COE faculty and students are encouraged to submit nominations for awards and recognition annually.

To maintain and sustain student access to courses and promote diversity and collaboration, partnerships with schools in Tangipahoa and Livingston parishes and other sites is preserved. Faculty in the COE volunteer to attend career fairs at area schools, discuss careers in education at junior Colleges and invite area principals to speak to methods classes and student teachers regarding job opportunities in the school districts. The Department of Educational Leadership and Technology conducts leadership workshops for local school administrators. The COE pursues the continuation of on-line courses offered to other countries such as Panama and Columbia initiated by Dr. Guidroz.

The COE continues to use Quality/Performance funding if provided by the University of Louisiana System, increase and diversify funding by increasing and/or maintaining alternate sources of revenue (i.e., grants, Institutes, Summer Camps, Summer School); explore funding opportunities with the Southeastern Development Foundation such as student scholarships and endowed professorships; serve as a good steward of the funding established through the Guidry Family for the AVATAR Project and the funding established through the Paul Candies Professional Learning Center with St. Charles Parish; and to increase number and dollar amount of external funding proposals.