2008 Part C of the AACTE / NCATE Annual Report

Section 1 - Institutional Information

NCATE ID:	10144	**AACTE SID:**	3470
Institution:	University of Louisiana at Monroe		
Unit:	College of Education and Human Development	**Deadline to Submit Final Version of Part C:**	02/16/2009
Next Accreditation Visit:	F09	**Last Accreditation Visit:**	F04

Section 2 - Individual Contact Information

Unit Head Name:	Dr. Sandra M. Lemoine	**Unit Head Title:**	Dean
Unit Head Email:	slemoine@ulm.edu	**Unit Head Phone:**	(318) 342-1235
Unit Head Fax:	(318) 342-1240	**Institution Unit Phone:**	(318) 342-1235
2nd Unit Head Name:		**2nd Unit Head Title:**	
2nd Unit Head Email:		**2nd Unit Head Phone:**	
2nd Unit Head Fax:			
1st NCATE Coordinator:	Dr. Thillainatarajan Sivakumaran		
1st Coordinator Title:	Assistant Dean	**1st Coordinator Email:**	sivakumaran@ulm.edu
1st Coordinator Phone:	(318) 342-1242	**1st Coordinator Fax:**	(318) 342-1361
2nd NCATE Coordinator:			
2nd Coordinator Title:		**2nd Coordinator Email:**	
2nd Coordinator Phone:		**2nd Coordinator Fax:**	
3rd NCATE Coordinator:			
3rd Coordinator Title:		**3rd Coordinator Email:**	
3rd Coordinator Phone:		**3rd Coordinator Fax:**	
CEO Name:	Dr. James E. Cofer		
CEO Title:	President	**CEO Email:**	Cofer@ulm.edu
CEO Phone:	(318) 342-1010	**CEO Fax:**	(318) 342-1019

Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2007-2008 academic year?

242

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2007-2008 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. change in Title II data that indicates the unit no longer meets the required state pass rates on licensure exams

2. change in the state-approved status (e.g., probation or low-performing) of the professional education unit as identified by the state licensing agency

3. change in institutional accreditation status

4. the addition or removal of programs.

5. changes in program delivery, particularly when traditionally delivered programs become distance learning programs. NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face.

6. addition or removal of a level of preparation (e.g., a master's degree)

7. change in status of institution (i.e., merged, separated, etc.)

8. increased offering for the preparation of education professionals in off-campus sites

9. increased offerings for the preparation of education professionals outside the United States

10. changes in institutional and unit leadership

11. significant change in budget, which is defined as a 25 percent decrease in the overall unit budget from the previous reporting year

12. significant change in the size of the full-time faculty, which is defined as a 25 percent decrease from the previous reporting year

13. delivery of a program in whole or in significant part by a non-profit or for-profit partner

14. change in institutional control or ownership

15. significant change as a result of unforeseen conditions such as a natural disaster

Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

No changes were made to the conceptual framework this past academic year. However we are currently tweaking the conceptual framework in the areas of diversity and technology. In our next annual report this will be addressed

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

No significant changes were made to standard 1. However minor changes were made to help our teacher education candidates progress through the program more smoothly. The teacher education faculty worked in collaboration with Arts and Science faculty to help our candidates meet the content standards in their program. Another area in which we made changes was the evaluation of our candidates during their student teaching. Based upon feedback we received from our student teachers, university and classroom supervisors we needed to have a more detailed description of what is meant by unacceptable, acceptable and target. So to facilitate their request, we made changes to the rubric over the summer and have implemented it for this year. Modification to certain key assessments in courses were made to meet program standards that were changed by the various SPA programs.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1.	The reading specialist program has not been nationally recognized.	(ADV)

Please indicate how the unit has addressed these Areas for Improvement (Optional).

We no longer offer a reading specialist program. We currently offer an M.Ed. in Reading.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate

and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit's plans for and progress in meeting this standard.

A new Director of Research and Data was hired. This person works directly under the Assistant Dean of Assessment and Accreditation. No changes were made to the assessment system. However, we are looking at various ways to improve our return rate on employer satisfaction and candidate follow up surveys. We have in the past sent out the survey using regular mail, however the return rate was very low, therefore we are considering using an online survey for the upcoming year.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

No significant changes were made to the field experience and clinical practice. We are currently in the process of centralizing and keeping track of field and clinical placement using our electronic assessment system. Currently the data was maintained by each instructor but TaskStream (our electronic assessment system) has a new functionality that will allow us to keep all information in one centralized location online. This will make the placement process more efficient. We worked very closely with the schools to increase our pool of classroom teacher (especially in the area of diversity) for field and clinical experience.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

No significant changes occurred in standard four. However, in the summer we did evaluate our candidates interaction with ESL students and have designed a new program to help our candidates be better prepared to teach ESL students. The Diversity in the Classroom Collaborative is a program that works closely with our surrounding school systems ESL coordinators, our foreign language department, and the international studies office. The program provides our teacher education candidates with an opportunity to interact with students from a foreign country on our campus, allows them to also teach in a classroom with an ESL student, and also exchange communication (via forum, electronic pen pal) with a teacher from another country. Also, during our reading and professional block classes our candidates are prepared to go into their field experience to work with ESL students.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

| 1. | Candidates have limited opportunities to interact in classroom settings on campus with professional education faculty from diverse ethnic and racial groups. | (ITP) | (ADV) |

Please indicate how the unit has addressed these Areas for Improvement (Optional).

As noted in the data below our university has made great strides in the past three years to increase the ethnic, racial diversity on campus.

| Race | 2006-2007 Total | 2007-2008 Total | 2008-2009 Total |

Asian	16	13	13
American Indian	1	0	0
Black	20	21	28
Hispanic	6	5	1
Non Resident Alien	0	13	14

Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

No significant changes were made in standard 5

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

No significant changes were made in standard 6

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement (Optional).

If you have another comments, use the space below: