

**RESPONSE TO SENATE RESOLUTION NO. 81 OF THE 2010
REGULAR SESSION OF THE LOUISIANA LEGISLATURE**

LOUISIANA BOARD OF REGENTS

JANUARY 2011

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INTRODUCTION

Senate Resolution No. 81 of the 2010 Regular Session of the Louisiana Legislature (SR 81) urges and requests the Board of Regents, in consultation with certain others, to

study the feasibility of establishing a program at certain public colleges and universities that will allow students in colleges of education to earn college credit for providing tutoring and study skills assistance to students in elementary and secondary schools situated in poverty stricken areas of the state where such services are not readily available.

A copy of the resolution can be found in Appendix A.

PROCESS AND FINDINGS

The first step in the process was to gather information pertaining to previous and current expectations for college of education undergraduate teacher candidates pertaining to tutoring and teaching experience with elementary and secondary students in schools situated in poverty stricken areas of the state. The second step was to meet with college of education deans from all public and private universities in the state to collect data pertaining to the number of hours teacher candidates are engaged in teaching experiences in schools in the state. The third step was to examine the existing teacher preparation curriculum and determine if additional hours were available for teacher candidates who would want to earn additional college credit for tutoring and study skills assistance to elementary and secondary students that would extend beyond the number of hours teacher candidates are already involved in field-based experiences. The last step was to ask each college of education dean to respond to a series of questions pertaining to field-based experiences, student teaching, and service learning at their universities.

It was determined that new certification requirements were established by the Board of Elementary and Secondary Education in response to recommendations that were made by the Blue Ribbon Commission for Teacher Quality during May 2000. The new certification requirements changed the grade spans for teacher certification from Elementary (Grades 1-8) and Secondary (Grades 6-12) to Early Childhood (Grades PK-3), Elementary (Grades 1-5), Middle School (Grades 4-8), and Secondary (Grades 6-12). A minimum of 124 credit hours were required for teacher certification, more rigorous content courses were required, and teacher candidates were required to pass a greater number of Praxis examinations to become certified to teach. In addition, the Board of Elementary and Secondary Education required all teacher candidates to be provided actual teaching experience (in addition to observation) in classroom settings during the sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It was recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching. In addition, teacher candidates were required to spend a minimum of 270 clock hours in student teaching, with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours were required to be on an all-day basis. See Appendix B for an excerpt from Bulletin 746 – Louisiana Standards for State Certification of School Personnel that cites the requirements.

In response to the new certification requirements, the Board of Regents developed a series of guidelines for the redesign of teacher preparation programs and required all universities to address the new certification requirements. See Appendix C for an excerpt from one of the guidelines and Appendix D for a form that directs universities to identify how teacher candidates will be engaged in teaching experiences in schools during their sophomore, junior, and senior

years. All public and private universities were required to develop proposals for their redesigned teacher preparation programs and the proposals underwent an evaluation by State and national experts. Universities whose programs did not meet the expectations of the State and the national experts were issued stipulations that had to be addressed before the programs were approved for implementation by the Board of Regents and Board of Elementary and Secondary Education. Programs that did not have a minimum of 180 clock hours of teaching experience prior to student teaching and 270 clock hours during student teaching received stipulations and were not recommended for approval until the requirements were addressed.

All public and private universities were also expected to meet State and national content and teaching standards and be nationally accredited by NCATE or TEAC. At the same time, university systems were encouraging their campuses to limit the number of credit hours in the total program to 128 or fewer credit hours. As a result of these requirements, all universities required their teacher candidates to take more than the minimum 124 credit hours required for teacher certification and some universities required more than 128 credit hours. No electives remained in the curriculum once the universities addressed all State and national teacher and content standards for accreditation purposes.

During fall 2010, all college of education deans were required to submit information to the U.S. Department of Education to comply with new requirements for the Higher Education Act. As part of the new requirements, universities were required to submit the average number of clock hours of supervised clinical experience required prior to student teaching and the average number of clock hours of clinical experience required for student teaching. The average number of hours prior to student teaching ranged from 180 clock hours to 273 clock hours. The average number of hours during student teaching ranged from 225 clock hours to 600 clock

hours. Appendix E provides a listing of the number of clock hours at each public and private university.

To receive State and national accreditation from NCATE, all public and private universities also had to demonstrate that their teacher candidates were teaching in diverse schools that had high percentages of students living in poverty. Programs were required to track the number of hours teacher candidates taught students in high poverty schools for reports that had to be compiled for the accreditation of the universities. During 2008-09, the percentage of undergraduate teacher candidates who spent time teaching diverse students in high poverty schools during student teaching ranged from 23% to 100%. In regards to the six parishes cited in the resolution with high poverty rates in the northwestern part of the state (e.g., East Carroll, Morehouse, Tensas, Madison, Franklin, and Concordia), Louisiana State University at Alexandria has previously placed student teachers in Concordia Parish and the University of Louisiana at Monroe placed student teachers in Franklin, Madison, and Morehouse Parishes during 2008-09. Other student teaching placements occurred in previous years. It was noted by both universities that teacher candidates were not placed in the six parishes during 2008-09 for field based experiences prior to student teaching for two specific reasons: (1) Teacher candidates take a full load of courses while completing their field based experiences and do not have sufficient time to travel to the six parishes for teaching experiences and return to the university to attend their other classes during the same day; and (2) Funds are not available to pay the travel costs for teacher candidates or their university supervisors to drive to schools in the six parishes and return to the universities after the field-based experiences. Due to the amount of time that teacher candidates in the redesigned teacher preparation programs work with children in high poverty schools prior to student teaching and during student teaching, all public

and private universities in Louisiana have met State and national accreditation requirements with the exception of Tulane University who is currently undergoing initial accreditation from TEAC.

Data collected from the College of Education deans indicated that all but two of their universities provided opportunities for undergraduate students (education majors and non-education majors) to engage in service learning. Students involved in service learning were provided opportunities to apply knowledge gained in the courses while involved in real-life activities in communities and the State. The service learning was embedded into university courses, and university students did not receive separate credit for just the completion of service learning activities. The University of Louisiana System produced a document entitled “*ULS Serves – Service Learning Report 2006-2009*” which outlined specific types of service learning that occurred on campuses within the University of Louisiana System during 2006-09 as a result of a three-year grant from the Corporation for National Community Service’s Learn and Serve America Division (http://ulsystem.edu/assets/docs/searchable/grant/service_report%20final2.pdf). Examples of service learning that involved education and mentoring can be found on pages 24-27. Due to the lack of ongoing grant funds, it was not possible to continue all of the service learning activities described in the document; however, various types of service learning activities are occurring on the campuses.

During spring 2010, the Board of Regents examined the number of credit hours in baccalaureate degrees across Louisiana, and it was determined that colleges of education had a greater number of programs with more than 120 credit hours than other colleges. A committee comprised of university, district, and State personnel was formed to identify ways to reduce the number of credit hours in teacher preparation programs. During May 2010, recommendations to reduce credit hours to 120 were made to the Board of Regents and they approved a motion to

offer support for the Board of Elementary and Secondary Education to reduce the number of credit hours for the grade spans of PK-3, 1-5, 4-8, 6-12, and K-12. Please see Appendix F for a listing of the recommendations. During June 2010, the Board of Elementary and Secondary Education approved as Notice of Intent revisions to Bulletin 746, Louisiana Standards for State Certification of School Personnel, Chapter 2, Subchapter A., regarding a minimum of 120 credit hours for approved undergraduate regular education programs. The Board of Elementary and Secondary Education approved the change in policy during December 2010. Universities are now identifying courses that can be deleted or combined to create 120 credit hour programs that will continue to address State and national content and teacher standards for accreditation.

CONCLUSIONS AND RECOMMENDATIONS

A review of all findings indicate that all colleges of education have increased the number of clock hours that teacher candidates are providing tutoring and teaching to elementary and secondary students due to the new teacher certification requirements approved by BESE and the redesign of all teacher preparation programs in Louisiana. Teacher candidates are now involved in 180 to 273 clock hours of clinical experiences that occur in a variety of courses that they complete during their sophomore, junior, and senior years before their enter student teaching. Once they enter student teaching, they are involved in 225 to 600 clock hours of additional clinical experiences. In order for the universities to receive State and national accreditation, teacher candidates must have experiences within high poverty schools with culturally diverse students. All colleges of education are providing opportunities for teacher candidates to work with students in high poverty schools across the state, have met this requirement, and are nationally accredited. The only exception is Tulane University who is currently pursuing initial national accreditation. Thus, teacher candidates are already receiving college credit as they

provide tutoring, study skills assistance, and other types of teaching to culturally diverse students in schools with high levels of poverty.

Six parishes in the northeastern part of the state were identified in the Resolution that have a high percentage of high poverty schools. The University of Louisiana at Monroe and Louisiana State University at Alexandria have reported providing student teachers for these parishes. However, both universities have indicated that it is difficult to provide field-based experiences for teacher candidates prior to student teaching in the six parishes due to the distance that teacher candidates and faculty supervisors must travel to reach the schools. Teacher candidates are involved in field-based teaching experiences in high poverty schools during their sophomore, junior, and senior years while they are taking a full load of other classes; however, there is not sufficient time during a day or sufficient funding for them to travel long distances to the schools and return to the campus for other courses during the same day.

As a result of the need to address State and national content and teacher standards in the redesigned programs, colleges of education currently have no elective courses in their curriculum. Due to the recent reduction by BESE of credit hours for teacher preparation programs from 124 to 120 credit hours for baccalaureate degrees, universities will be deleting or consolidating existing courses to create 120 credit hour baccalaureate degrees. Thus, they will continue to have no electives within their curriculum. The creation of a new course for tutoring of elementary or secondary students would result in the teacher candidates taking more hours than the required hours for completion of a baccalaureate degree in teacher education.

Therefore, after consideration of all facts, the Board of Regents recommends that colleges of education continue to address the existing BESE requirement of a minimum of 180 clock

hours of teaching experience prior to student teaching during sophomore, junior, and senior years and a minimum of 270 clock hours for student teaching. In addition, universities should continue to provide all teacher candidates with opportunities to teach culturally diverse students in high poverty schools. These experiences will broaden the teaching expertise of the candidates and result in them demonstrating greater effectiveness in improving the achievement of their students once growth in student learning is assessed during their initial and subsequent years of teaching.

The Board of Regents also recommends that a liaison with the school board in each of the six parishes (East Carroll, Morehouse, Tensas, Madison, Franklin, and Concordia) cited in the Resolution be identified and that the Board of Regents help to link the district liaisons with the service learning liaisons and college of education deans at each university in the State. As tutoring needs are identified in the six districts, it may be possible to identify ways in which tutoring to students can be provided via technology or other mechanisms. It may also be possible to identify alternative times for university students to complete service learning or other courses that would not be a conflict with the university students' full schedule of classes each week (e.g., summer, breaks, etc.). Since service learning and field based experiences are embedded within courses as knowledge is applied, university students would automatically receive college credit while completing the courses.

APPENDIX A

Regular Session, 2010

ENROLLED

SENATE RESOLUTION NO. 81

BY SENATOR THOMPSON

A RESOLUTION

To urge and request the Board of Regents to study the feasibility of establishing a program at certain public colleges and universities that will allow students in colleges of education to earn college credit for providing tutoring and study skills assistance to students in elementary and secondary schools situated in poverty stricken areas of the state where such services are not readily available.

WHEREAS, improving academic outcomes and affording children the opportunity to reach their potential and succeed in society is a responsibility of government and each educational institution, and students who do not develop the minimum foundation of skills necessary to learn are at risk of dropping out of school and being unemployed or underemployed as adults; and

WHEREAS, a coordinated program to improve student achievement in the most impoverished areas of Louisiana is a means through which the state might increase the likelihood of student academic success, reduce the instances of drop outs, and ultimately lift our poor out of poverty; and

WHEREAS, according to statistics reported by the United States Census Bureau in 2008, more than seventeen and a half percent of Louisiana's population lives below the poverty level, compared to the national average of approximately thirteen percent; and

WHEREAS, the *2009 Kids Count Data Book on Louisiana's Children* indicates that a family's income has a tremendous impact on a child's overall well-being, and research shows that "experiencing poverty during early childhood is closely correlated with poorer educational outcomes in later years"; and

WHEREAS, Louisiana has one of the highest rates of child poverty in the country, second only to Mississippi; and

WHEREAS, although child poverty rates vary widely across Louisiana, the parishes with the highest poverty rates are located in the northeastern part of the state, including the parishes of East Carroll (fifty-six percent), Morehouse (fifty-one percent), Tensas (fifty percent), Madison (forty-nine percent), Franklin (forty-six percent), and Concordia (forty-five percent); and

WHEREAS, the academic achievement of the neediest children in the state may be positively impacted by a tutoring program which utilizes future teachers enrolled in colleges of education within universities located in areas of the state where impoverished children do not have access to such tutoring services; and

WHEREAS, providing such additional education support opportunities will not only offer valuable outreach to the community but should also benefit students by improving their understanding of course material and test scores, as well as improving personal motivation and attitudes toward school work; and

WHEREAS, future teachers will also benefit through participation in such a program by gaining practical experience in individualized instruction, including experience with lesson planning, communication, and classroom management prior to entering student teaching in a classroom setting; and

WHEREAS, access to equitable educational opportunities for all children is a valid predictor of future success and such access will enable at-risk students to benefit from these opportunities by leaving poverty behind to become productive workers and contributing members of society.

THEREFORE, BE IT RESOLVED that the Senate of the Legislature of Louisiana does hereby urge and request the Board of Regents to study the feasibility of establishing a program at certain public colleges and universities that will allow students in colleges of education to earn college credit for providing tutoring and study skills assistance to students in elementary and secondary schools situated in poverty stricken areas of the state where such services are not readily available.

BE IT FURTHER RESOLVED that the Senate of the Legislature of Louisiana requests the Board of Regents to submit a written report of its findings and recommendations, together with any specific proposals for legislation, to the Senate Committee on Education, not later than sixty days prior to the beginning of the 2011 Regular Session of the Legislature.

BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the commissioner of higher education.

APPENDIX B

TITLE 28

EDUCATION

Part CXXXI. Bulletin 746—Louisiana Standards for State Certification of School Personnel

Chapter 1. Introduction

§101. Purpose

A. Certification is a licensing process whereby qualified professionals become legally authorized to teach or to perform designated duties in K-12 schools under the jurisdiction of the Louisiana Board of Elementary and Secondary Education (BESE). The certification process provides a systematic and nondiscriminatory procedure for the credentialing of teachers and other school personnel.

B. Certification policies and statutes are designed to identify and support high quality teachers in all Louisiana classrooms; promote higher standards in the teaching profession; and provide for growth and development of the teaching profession. The Louisiana Department of Education, Division of Teacher Certification and Higher Education, implements and maintains teacher certification procedures as mandated by legislation and BESE policy.

C. Certification policies are adopted and implemented in a manner, and with a timeline, that allows for smooth transition from old to new requirements. Any certification change made by the BESE shall include implementation dates to be specified at the time of recommendation to the BESE for action. In particular, changes in Praxis exam scores will allow for a 12-month period from the date of adoption by the BESE to the effective date.

D. When revised certification policy requirements necessitate a program change at the college level, a notice shall be given to those institutions of higher education that have teacher preparation programs so that catalogs can be revised and incoming freshman can be notified of the changes.

E. This bulletin will serve as a reference for current state policy relative to initial certification and to certification endorsement options for those who wish to become teachers, those who are practicing teachers, personnel from both school districts and institutions of higher education, and anyone else who may seek certification assistance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1782 (October 2006).

Chapter 2. Louisiana Teacher Preparation Programs

Subchapter A. Traditional Teacher Preparation Programs

§201. Overview

A. Louisiana Revised Statutes 17:7 provides for the duties, functions, and responsibilities of the board of Elementary and Secondary Education (BESE). Specifically, 17:7(6)(a)(i) states that BESE shall prescribe qualifications and provide for certification of teachers in accordance with applicable law, and that such qualifications and requirements shall ensure that certification shall be a reliable indicator of minimum current ability and proficiency of the teacher to educate at the grade level and in the subject(s) to which the teacher is assigned.

B. Louisiana teacher preparation programs are jointly reviewed by the Louisiana Board of Regents and by the BESE in a program approval process that culminates in formal adoption of each approved program. The BESE first approves certification structures that specify minimum semester hours, types of coursework, and other guidelines to be included in a teacher preparation program. Louisiana institutions of higher education and private program providers then propose programs designed to these specifications for official approval by the state through the program approval process. For a listing of state-approved teacher preparation programs by grade level and content area, see the Teach Louisiana website at teachlouisiana.net.

C. When a candidate has successfully completed a state-approved program and met state testing and grade point average certification requirements, the program provider recommends the candidate for certification.

NOTE: The Louisiana Department of Education will accept no final grade below a "C" in coursework within the approved undergraduate program, with the exception of the general education requirements. All coursework used for certification purposes must be for regular credit and not of a remedial or developmental nature.

D. There are two types of teacher preparation programs:

1. A *traditional teacher preparation program* is a Bachelor of Arts or Bachelor of Science degree program that includes general education courses, a certification focus area, professional education courses, field experiences, and student teaching in a school setting.

2. An *alternate teacher preparation program* is a pathway designed for candidates with a minimum of a baccalaureate degree earned at a regionally accredited institution. Applicants must demonstrate content mastery for admission to an alternate program, which combines professional knowledge with field experiences, including a student teaching experience or a one year supervised internship in a school setting.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1783 (October 2006).

§203. Introduction

A. For the traditional teacher preparation program certification structures that BESE has adopted, the following notes apply.

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

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

3. Three of the flexible hours allowed in the program structure must be in the "humanities." This must occur to meet general education requirements for the board of regents.

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1783 (October 2006).

APPENDIX C

EXCERPT FROM GUIDELINES FOR THE REDESIGN OF TEACHER PREPARATION PROGRAMS

<http://www.laregentsarchive.com/Academic/TE/redesign.aspx>

SECTION II: PROGRAM SECTION – GENERAL-SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO MERGED APPROACH

The following should be addressed when preparing the Program Section.

I. COVER PAGE (See Form 1)

II. TABLE OF CONTENTS

III. FORMS

A. Identification of Special Education Programs (See Form 2)

Use Form 2 to identify all programs being proposed by the university or private provider to prepare individuals. Within each component of the chart, identify the Program Pathway (e.g., Practitioner Teacher Program), Grade Levels(s) & Area(s) of Certification (e.g., Grades 4-8 Math, Science, Social Studies, & English), and Number of Hours (e.g., 33 credit hours). For each program, place an “X” on the line to show where the program falls on a continuum that ranges from “a lack of programmatic alignment requiring the bare minimum of faculty collaboration to a single, merged curriculum based on intensive faculty collaboration.” (Blanton & Pugach, 2007) See Page 24 in the Blanton & Pugach document entitled “*Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policymakers*” to attain a clearer understanding of where your program may fall on the continuum. The document is located at the following URL:

<http://www.unr.edu/eds/documents/CTQActionGuide.pdf>

B. Official Plans (See Forms 3, 4, 5, 6, and 7)

Use Forms 3, 4, 5, 6, and 7 to list the courses that will be recommended to candidates to address certification requirements (See Appendix A, B, and C for certification requirements). *Please prepare a separate form for each pathway and grade levels for certification (e.g., Grades 1-5, 4-8, 6-12).* All required courses

should be listed. If candidates are allowed to select electives, identify the number of elective hours and areas in which candidates may select electives.

C. Degree Course Sequence – University Only (See Form 8)

Use Form 8 to list the sequence of courses that will be recommended to candidates to complete each semester for their undergraduate degrees. *Please prepare a separate form for different types of (e.g., grades 1-5, 4-8, 6-12) certification.* All required courses should be listed. If candidates are allowed to select electives, identify the number of elective hours and areas in which candidates may select electives.

D. Progression of Site-based Performance Activities (See Form 9)

Use Form 9 to identify performance activities within site-based settings that candidates will be expected to complete. *Please prepare a separate form for each grade level (e.g., grades 1-5, 4-8, 6-12) and area(s) of certification when the courses/modules differ.*

List the courses/modules/etc. in the order in which it will be recommended that the experiences occur. Clearly demonstrate that progression will occur as candidates gain knowledge in their courses and use the knowledge in site-based settings. The evaluators are particularly interested in seeing early and continuing workplace experiences integrated into the redesigned program.

E. Louisiana Components of Effective Teaching for Special Education – II Matrix (See Form 10)

Use Form 10 to identify the one or two primary courses that include performance objectives and performance assessments which address attributes for the Louisiana Components of Effective Teaching for Special Education - II. Private providers should list names of one or two modules/seminars/etc. that include performance objectives and performance assessments that address the components. A list of the Louisiana Components of Effective Teaching for Special Education – II can be found at the following URL:

<http://www.doe.state.la.us/lde/uploads/5564.pdf>

IV. OVERVIEW OF THE PROGRAMS

A. Program Description

The programs should address the Special Education certification requirements - Board of Elementary and Secondary Education (Appendix A, B, and C); national NCATE standards (<http://www.ncate.org/public/programStandards.asp?ch=4>),

APPENDIX D

FORM 9

**GENERAL SPECIAL EDUCATION MILD/MODERATE: AN INTEGRATED TO
MERGED APPROACH – COURSE SEQUENCE
PROGRESSION OF SITE-BASED PERFORMANCE ACTIVITIES**

TYPE OF PROGRAM: (CHECK ONE – Note: Use a separate form for each type of certification.)

PATHWAY: (e.g., Practitioner Teacher Program:	
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<input checked="" type="checkbox"/>	<i>Grades</i>	<i>Areas of Certification</i>
	Grades 1-5	
	Grades 4-8	Areas (e.g., English):
	Grades 6-12	Areas (e.g., Math):

Directions: For each pathway, grade levels, and area(s) for certification, provide a listing of the performance activities that candidates will complete as they move through their programs and apply knowledge in site-based settings. Although some courses may not include site-based performance activities, it is anticipated that the total program will provide candidates with opportunities to apply new knowledge through site-based experiences.

Course Numbers or Names of Modules/Seminars/Etc.	Listing of Site-Based Performance Activities	Number of Hours Required for Site-Based Experiences

Note: Please make additional copies of this page if needed.

APPENDIX E

Title II Report for the Higher Education Act U.S. Department of Education

Section I.d Supervised Clinical Experience

For each initial teacher certification preparation program in the state, provide the following information about supervised clinical experience in 2008-09. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and outside of IHEs). (§205(b)(1)(G)(iii), §205(b)(1)(G)(iv))

Program	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching
Centenary College (6082)	180	600
Grambling State University (6250)	180	500
Louisiana College (6371)	250	525
Louisiana State Univ - Shreveport (6355)	180	490
Louisiana State University - Alexandria (9911)	180	490
Louisiana State University - Baton Rouge (6373)	180	490
Louisiana Tech University (6372)	180	270
McNeese State University (6403)	273	420
Nicholls State University (6221)	180	525
Northwestern State University (6492)	180	280
Our Lady of Holy Cross College (6002)	203	270
Southeastern Louisiana University (6656)	180	525
Southern Univ - New Orleans (6711)	180	270
Southern Univ A and M College (6663)	180	270
Tulane University (6832)	200	300
University of LA at Lafayette (6672)	180	490
University of LA at Monroe (6482)	218	600
University of New Orleans (6379)	180	525
Xavier University of LA (6975)	180	525

Note: The information in this chart was submitted to the U.S. Department of Education by public and private universities during fall 2010 for a federal report that will become public during spring 2011.

APPENDIX F

REDUCTION IN CREDIT HOURS FOR TEACHER PREPARATION PROGRAMS

<i>RECOMMENDATION</i>	<i>RATIONALE AND ACTIONS</i>
<p>1. Require fewer “flexible credit hours” for the grades PK-3, 1-5, 4-8, and K-12 baccalaureate programs which will decrease the total minimum credit hours from 124 to 120.</p>	<p>Rationale: <i>All programs have flexible credit hours that the universities may use to address accreditation requirements. This reduction will not impact the core curriculum required by BESE for the programs.</i></p> <p>BESE Action: Change certification policy.</p> <p>BoR Action: None.</p> <p style="padding-left: 40px;">Support programs that require from 120 – 128 credit hours due to accreditation needs. Encourage campuses to decrease the credit hours in programs that exceed 128 credit hours.</p> <p style="padding-left: 40px;">Support vocal music and instrumental music programs for grades K-12 that have up to 138 credit hours due to accreditation needs. Encourage campuses to decrease the credit hours in programs that exceed 138 credit hours.</p>
<p>2. Eliminate the secondary focus areas (e.g., minor with 19 credit hours) in the grades 6-12 baccalaureate programs. Only require the primary focus areas (major with 31 or more credit hours).</p>	<p>Rationale: <i>The secondary focus area requiring 19 credit hours was created prior to No Child Left Behind when teachers could add an additional area of certification to an initial certificate by completing 19 credit hours. No Child Left Behind now requires a teacher to complete a major in a content area (e.g., 31 credit hours) or pass the Praxis examination to add an area of certification to an initial teaching certificate.</i></p> <p><i>Most teachers have not had enough coursework with a minor to pass a Praxis examination. In 2008-09, a total of 481 teacher candidates completed grades 6-12 programs with certification in a primary focus area. Only 37 of these individuals attained certification in a secondary focus area at the point that they completed their programs.</i></p> <p>BESE Action: Change certification policy.</p> <p>BoR Action: None.</p> <p style="padding-left: 40px;">Support grades 6-12 programs that require 120 credit hours.</p> <p style="padding-left: 40px;">In the case of social studies (grades 6-12), support from 120-128 credit hours due to accreditation needs and No Child Left Behind expectations.</p>