

Final Report

Program Review Training for the National Council for the Social Studies

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I attended the National Council for the Social Studies (NCSS) Annual Meeting in Washington DC in late November and early December 2006. The main purpose of my attendance was to achieve certification as an NCSS program reviewer for the National Council for the Advancement of Teacher Education (NCATE). A secondary purpose of my training was to enhance my understanding of the NCATE review process (of which the NCSS is a part), both to help the Education Department with its needs regarding NCATE, but also to serve as a resource for other Institutional Effectiveness demands on our campus. I have a long-standing relationship with the Education Department as a content deliverer and Social Sciences advisor. This training enables me to better help my colleagues in the Education Department, as well as the University as a whole, enhance its programs with regards to IE as well as accrediting agencies like NCATE.

The Wednesday (November 29) session emphasized institutional applicants for NCSS program reviews. The day-long meetings made clear the expectations of programs being reviewed, and discussion leaders offered answers to questions and “best practices” examples. [No relevant Thursday NCSS sessions were held, and so I saved travel expense and did not attend the conference.] The Friday (December 1) session was explicitly for training and certifying NCSS program reviewers. The day-long meetings included new reviewers, as well as continuing reviewers. This session had many positive benefits: introduction and explanation of the review process; demonstration of the new NCATE

electronic review process; interaction with new and experienced reviewers about the process of program reviews; discussing with NCATE and NCSS program review directors and leaders. The direct interaction with program review designers, leaders and participants was invaluable to learning the complexities of the review process.

I came away from the conference and reviewer training more knowledgeable about the program review process, particularly in regards to NCSS. I also gained valuable insight into effective design of programs seeking accreditation. The Title III Grant was an invaluable aid in helping me become a more valuable faculty member for social studies, teacher education and LSUA's programs that come under the purview of NCATE and NCSS. My experience also has the effect of providing me insight into the rigorous process of program reviews and accreditation that are a part of the broader University experience.