

COLLEGE OF EDUCATION

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Mission

The primary mission of the College of Education is to prepare teachers, administrators, school and psychological counselors, school psychologists, and support personnel to be effective decision-makers. Concomitant purposes are to provide undergraduates a foundation in psychology and to offer service courses in health and physical education as well as psychology.

An additional mission of the College is to afford professional services to area school systems. School systems receive these services through credit and non-credit workshops and faculty consulting tailored specifically to meet their unique needs. In addition, the Generations Teaching Generations Preschool, the Family Resource Center, the Family Service Center, the Nicholls Intergenerational Program, the Reading Center, and the Psychology Training Clinic service area schools, university students, and citizens of the region. The mission of the College of Education is accomplished by a faculty committed to teaching, to community service, and to research.

Conceptual Framework

Programs of study in the College of Education are grounded in the Conceptual Framework of "Professional Educator is a Reflective Decision-Maker." The College's candidates are prepared in the core knowledge and skills needed to become culturally responsive inquirers, acting as curriculum agents, and engaging in professional praxis. These core components educate candidates to develop and maintain the dispositions of openness to cultural diversity, responsibility in the service of students, community, and profession; and belief in the transformative potential of education. The College's core components and dispositions represent the university's commitment to transforming the lives of students by working to ensure that all students become successful life-long learners.

Unit Outcomes (Candidate Proficiency)

I. Preparation: Planning and Management

1. The candidate will demonstrate knowledge and understanding of the content disciplines and how to integrate this general content knowledge to the particular contexts of the regions diverse ecological (i.e., culture, environment, and society) situations.
2. The candidate will demonstrate knowledge and understanding of the philosophical and psychological underpinnings for the various

theories of learning, empirical techniques, and knowledge of the diverse aspects of human intellectual, social, and physical development.

3. The candidate will demonstrate the ability to apply content area and local ecological knowledge, as well as technological and profession-pedagogical skills and empirically derived knowledge of students to the local, state, and national curriculum standards and professional standards of practice.

II. Implementation of professional-pedagogical competencies

1. The candidate will demonstrate the ability to apply content area knowledge, local ecological knowledge, technological skills, professional-pedagogical skills and knowledge of student behaviors to construct learning environments (e.g., involving critical inquiry, problem-solving, and reflective decision-making) that adapt to students' individual cultural, social, and developmental circumstances for the improvement of all students' learning behavior.
2. The candidate will demonstrate the ability to employ reflective strategies with effective verbal (oral and written) and nonverbal forms of communication to collaborate with colleagues, supervisors, parents, and community leaders to support the successful learning of all students.
3. The candidate will further demonstrate the ability to apply research based teaching practices, and to access and reflect on the effectiveness of these practices to improve all student behaviors.
4. The candidate will demonstrate the ability to get students of diverse cultural and development backgrounds to use language, as well as both mature and emerging technologies, to express themselves and engage in life-long learning.

III. Evaluation

1. The candidate will demonstrate knowledge of and ability to evaluate and apply various forms of formal, informal, and performance based assessment strategies to ensure the continuous behavioral, social, emotional, intellectual, and physical development of all students.
2. The candidate will demonstrate the ability to engage in research based inquiry and reflective practices to continuously evaluate their own educational practices and experiences by explaining what they have learned and how they will apply this new knowledge to their future educational activities.

IV. Dispositions

1. Candidates will exhibit an attitude of openness to diverse socio-cultural behaviors.
2. Candidates will exhibit a belief that all students from diverse cultural, social, and intellectual backgrounds can achieve academic excellence.

3. Candidates will demonstrate a belief that by engaging in democratic action they transform the curriculum, thereby serving the community by promoting social justice.
4. Candidates will demonstrate a belief that in order to improve student behaviors and transform them intellectually they must become cultural-curriculum agents serving the community as a whole.
5. Candidates will demonstrate assessment strategies that present all students in an ethical, just, and professional way that treats them as human beings rather than as technological resources.

DEGREES AWARDED

COLLEGE OF EDUCATION DEGREES AND PROGRAMS AT A GLANCE	
Bachelor of Arts	
1.	Psychology
2.	Art Education (K-12)
3.	English Education (6-12)*
4.	French Education (6-12)*
5.	Social Studies Education (6-12)
Bachelor of Science	
6.	Elementary Education (PK-3, 1-5, or 4-8)
7.	Business Education (6-12)*
8.	Health and Physical Education (K-12)
9.	Mathematics Education (6-12)*
10.	General Science Education (6-12)*
11.	General Family and Consumer Sciences <ul style="list-style-type: none"> • Birth to Five/Early Interventionist Education Concentration • Child, Family and Social Service Concentration • Vocational Family and Consumer Sciences Education Concentration
Bachelor of Music Education	
12.	Instrumental Music Education (K-12)
13.	Vocal Music Education (K-12)
Associate of Science Degree	
14.	Child Development and Preschool Management
*Candidates pursuing a degree in these 6-12 programs must choose a primary certification and at least one secondary certification.	

Accreditation

The College of Education is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE). The Department of Family and Consumer Sciences is fully accredited by the American Association of Family and Consumer Sciences (AAFCS). The School Psychology Program is fully accredited by the National Association of School Psychologists (NASP).

General Information

The College of Education prepares teachers, resource and support personnel, and administrators for education service. The College's programs focus on the needs of individuals interested in the traditional elementary and secondary school environments. However, the development of innovative concepts is encouraged. Candidates are prepared for all areas of education from pre-school through adult years in both the public and private sectors. The knowledge and skills necessary for effective learning and teaching are provided to prospective teachers and other school personnel. In addition to programs of study leading to its degrees, the College offers credit and non-credit workshops designed specifically to meet the unique needs of area school systems.

Programs of study in the College are based on a conceptual framework that the professional educator is a reflective decision-maker. The knowledge-base provides for a broad general education, mastery of the content of instruction, and professional skills, dispositions, and competencies. The relative emphasis placed upon each of these aspects of the total education for teaching varies in accordance with the purpose of each program.

Besides insuring a broad general education and sound professional background and competence, the curricula offered provide valuable foundational education in psychology.

The College works closely with local and state groups to foster better teaching and higher professional standards.

Additional purposes of the College of Education are to offer:

1. A Bachelor of Arts degree in Psychology
2. Psychology courses for students enrolled in other degree programs
3. Health and Physical Education courses for students enrolled in other degree programs
4. Graduate programs described elsewhere in this *Catalog*

Facilities

Observation and student teaching experiences are provided in teacher preparation centers located in South Central Louisiana as well as in Polk Hall and other campus buildings. The programs of these schools are influenced by such factors as available plant facilities, materials, equipment, established curriculum patterns, community attitudes, and the imagination of the professional personnel. Supervising teachers are selected because of the high quality of their teaching, their indicated competence to guide potential teachers and certification in supervision of student teaching (masters degree, three or more years of teaching, and EDAS 511). Effective 2002, certified teachers in Louisiana who have been trained as assessment evaluators are also eligible to supervise student teachers. Effective in 2004, teachers who have achieved National Board Certification are also eligible to supervise student teachers.

Louisiana Center for Dyslexia and Related Learning Disorders

Office: 133 Polk
Phone: 985-448-4897

Director: Karen Chauvin

The Louisiana Center for Dyslexia and Related Learning Disorders is housed in Polk Hall and Peltier Halls. The state Center prepares teachers to serve individuals with dyslexia through clinical and educational intervention provides direct service to Nicholls State University students and area residents, conducts psycho-educational assessments for children and adults, disseminates information about dyslexia, contributes to state policy regarding dyslexia, and conducts research that will contribute to the study of dyslexia.

Louisiana Teacher Certification Requirements

Upon completion of all academic requirements including graduation, student teaching and passing of the Praxis Examination or N.T.E. equivalent (if taken prior to September 1, 1999), the College of Education will submit all of the student's credentials to the State Department of Education at the request of the student for initial certification. However, a teacher already certified should see his or her employer to add-on a certification.

Praxis Examination Requirements

A minimum score of 174 on the Pre-Professional Skills Test/Reading, 173 Pre-Professional Skills Test/Writing, and 172 on the Pre-Professional Skills Test/Mathematics of the Praxis Examination is required for admission into the Teacher Education Program. All minimum scores are two points higher for entering freshmen to a University of Louisiana System institution effective fall 2004, Nicholls State University is included. All parts of the NTE/PRAXIS required for certification must be passed prior to student teaching. (Information on minimum passing scores available in the Dean's Office) NTE scores taken after September 1, 1999 are not valid for certification in Louisiana. Students who have a composite ACT score of 22 or higher or a combined verbal and quantitative SAT score of 1030 do not have to take Praxis I effective September 2006.

Non-Master's Teacher Certification Program

The Non-Master's Teacher Certification Program is an alternative path to teacher certification in levels for elementary grades (1-5), middle grades (4-8), secondary grades (6-12), or special education (any level). It is a 27-33 student credit hour program that combines undergraduate and graduate course work (21 hours) and a two-semester internship (six credit hours) or one semester of student teaching (twelve semester hours).

Admission to the Non-Master's Teacher Program - Candidates who meet the requirements below will be issued a program prescription, which signifies full admission to the program:

1. Have a bachelor's degree from a regionally accredited institution of higher education.
2. Have a Grade Point Average of 2.5 or greater.
3. Successfully pass the Praxis I series (based on the University of Louisiana System requirements - See Praxis Examinations Requirements above) and the respective Praxis II content-area test.

Students who have met all other requirements but only possess a 2.2 grade point average and who have not passed Praxis I are permitted to take undergraduate-level courses in the program. Students who have met all other requirements but who have not passed the Praxis II content test are permitted to take undergraduate level courses in the program.