

GRADUATE PROGRAMS IN EDUCATION

Deborah Bordelon, Ph.D.
Professor of Special Education
Dean of the College of Education

Office: 230 Polk
Phone: 448-4331

Degree Programs

GRADUATE DEGREE PROGRAMS AT A GLANCE

Master of Arts

- Psychological Counseling

Master of Education

- Educational Leadership
 - K-12 School Leadership
 - Higher Education Administration Concentration
- School Counseling
- Curriculum and Instruction
 - Reading Specialist Concentration
 - Elementary Education Concentration
 - Secondary Education Concentration
 - Early Childhood (Add-on)
 - High Incidence Disabilities Concentration

Specialist

- Specialist in School Psychology

REQUIREMENTS FOR THE MASTER OF ARTS

Program Admission

Admission to Graduate Studies does not imply admission to the M.A. program. Applicants who have not met all prerequisite conditions for admission are classified as pre-M.A. While classified as pre-M.A., students may not register for courses that carry graduate credit, except in the case of an individual nearing completion of undergraduate course prerequisites and who has also satisfied all other requirements for admission to the program. In other words, admission criteria 1, 2, 3, 4, 6 and 7 listed below must be completed prior to enrollment in any graduate level course. If a student fails to meet these criteria prior to enrollment in graduate classes, the course shall not count toward the M.A. degree.

In all cases, admission to the program must be approved by the MAPC faculty committee following private review of the application by each faculty member. In the case of individuals who have earned graduate credit at another institution, as part of a separate degree program which has been completed (for example, an M.Ed.), or for recertification purposes, the Psychological Counseling faculty committee shall decide on a case-by-case basis if the credit already earned shall count toward the M.A. degree. This shall occur, however,

only in the case of individuals who have already met all of the admission criteria.

Admission to the Master of Arts program requires:

1. A Bachelor's degree from a regionally accredited institution.
2. Completion of the Nicholls State University Graduate application.
3. Presentation of evidence of a GPA of 2.50 or better on the last sixty semester hours pursued with a grade of C or better on all prerequisite courses. (Courses may be repeated to obtain grades consistent with this requirement).
4. Submission of acceptable GRE score (verbal plus quantitative), acceptability to be determined according to the GRE/GPA formula described earlier in the catalog under GRADUATE STUDIES, ADMISSION (PROCEDURE).
5. Completion of prerequisite courses: fifteen hours of undergraduate psychology including three hours each of General Psychology, Statistics and Experimental/Research Design and three hours each from two of the following areas: Measurement, Abnormal, Personality, Developmental, Learning, History and Systems, Social, Counseling and Physiological. (Twelve of fifteen undergraduate prerequisite hours must be completed prior to enrollment in any graduate level class and all prerequisites must be finished within the first semester of enrollment in graduate classes. A grade of C or better must be earned in all prerequisite courses).
6. Submission of three satisfactory letters of recommendation.
7. Satisfactory completion of a personal interview with an MAPC faculty member.

Post Program Admission

A candidate for the Master of Arts must fulfill the general requirements for the degree and present acceptable grades for a minimum of forty-eight hours of graduate work with an overall average of B or better in the course of study with not more than six semester hours with the grade of C. Further requirements include completion of the externship and successful completion of a Master's Comprehensive Examination.

Because of the extremely sensitive nature of counseling and psychotherapeutic relationships, the faculty of the Psychological Counseling program believes that academic standards alone are insufficient to ensure that appropriate skills and values are present in the personal qualities of the prospective degree candidate. Therefore, in addition to the academic requirements, the faculty of the degree program requires extensive evaluations of candidates on a semester-by-semester basis for the first year after admission to the program and on a yearly basis thereafter, with the faculty conducting the evaluations. These evaluations by program faculty serve to gauge each candidate's progress toward the value orientation and personal growth necessary to be an effective counselor. The prospective candidate must also meet the reasonable expectations of the program faculty in relationship to these evaluations in order to receive the Master of Arts. A complete description of the evaluation procedure, as well as the Dismissal Policy for Other than Academic Reasons is included in the student handbook for the program and is available upon request from the coordinator of the Master of Arts program.

MASTER OF ARTS PSYCHOLOGICAL COUNSELING

Undergraduate Preparation

Undergraduate preparation for the Master of Arts in Psychological Counseling includes fifteen semester hours in psychology or other course work deemed acceptable by the department head to include one course each in General Psychology, Statistics and Experimental/ Research Design and two courses in any of the following: Measurement, Abnormal, Personality, Developmental, Learning, History and Systems, Social, Counseling Theories and Physiological Psychology. (Twelve of the fifteen hours must be completed prior to enrollment in any graduate classes except EDFR 501, and all prerequisites must be completed within the first semester of enrollment in graduate classes.)

Master's Comprehensive Examination/Portfolio

During the final semester or session, candidates for the M.Ed. or the M.A. degree must take a written comprehensive examination and/or submit a comprehensive portfolio. The comprehensive examination for the degree in administration and supervision requires both essay and objective responses. Candidates for the M.Ed. in Early Childhood, Elementary, Learning Disabilities, Secondary Education, and Reading must complete a comprehensive portfolio. Candidates for the M.Ed. in school counseling and the M.A. degree must take comprehensive examinations either in the fall or spring semester. Those students who have finished all course work except for supervised practica may, with the consent of their major professor and program chair, complete the comprehensive examination at the end of the semester (fall or spring) in which that course work is completed. If the student's performance on the written examination is unsatisfactory, the student, at the committee's discretion, may be permitted to take an oral examination or be required to retake the entire or failed portion(s) of the examination at the next or a later regularly scheduled administration of the examination. A candidate must register for EDFR 594 or 595, GUID 595, or PSYC 595 at the beginning of the semester or session in which the examination is to be taken or the portfolio is to be submitted. No special examinations will be given. No candidate will be permitted a third examination.

Graduate Course Work

Forty-eight-hour emphasis for those who seek employment in human service delivery systems or for those interested in licensure (as Licensed Professional Counselor).

Required Courses:

PSYC 500 (3)– Basic Facilitative Skills
PSYC 504 (3)– Abnormal Psychology
PSYC 505 (3)– Psychology of Personality
PSYC 508 (3)– Introduction to Psychometrics
GUID 505 (3)– Analysis of the Individual
PSYC 510 (3)– Theory and Procedure in Group Counseling
PSYC 511 (3)– Theories of Counseling and Psychotherapy
PSYC 516 (3)– Child and Adolescent Development
PSYC 540 (3)– Advanced Social Psychology

Or

PSYC 541 (3)– Cross Cultural Counseling
PSYC 548 (1)– Professional Ethics

GUID 522 (3)– Career and Lifestyle Development
PSYC 517 (3)– Advanced Statistical Analysis & Research Methods
PSYC 520 (3)– Psychological Counseling Practicum I
PSYC 521 (3)– Psychological Counseling Practicum II
PSYC 599 (5)– Psychological Counseling Externship
PSYC 595 (0)– Master's Comprehensive Examination

Psychological Counseling Approved Electives:

Students must take three hours of approved electives.

REQUIREMENTS FOR THE MASTER OF EDUCATION

Program Admission

Admission to Graduate Studies does not imply admission to M.Ed. programs. Applicants who have met all requirements for admission to Graduate Studies but who have not met degree program admission requirements are classified as pre-program. While so classified, students may not earn more than twelve semester hours to be applied later toward a M.Ed. degree. While a student is in pre-program status, no credits earned with less than a B grade will be applied toward the M.Ed. degree.

Admission to the M.Ed. program requires applicants to:

1. Satisfy Graduate Studies admission requirements (see preceding section)
2. Submit acceptable score on the GRE (verbal plus quantitative minimum score of 800 or GRE formula minimum score of 1100 or 1300 for Educational Leadership)
3. Submit proof of teaching license or complete prerequisite coursework as specified.
4. Submit completed program application
5. Submit three letters of recommendation
6. Complete a satisfactory interview with program emphasis area faculty
7. Submit a satisfactory score (3.5) on the writing component of the GRE.

Admission to Candidacy

Student must successfully complete the program emphasis area foundations core coursework.

Program Requirements

The program leading to the Master of Education degree requires thirty-seven semester hours (with the exception of the Master's Degree in School Counseling, which requires 49 hours). Every candidate must complete at least one-half of the work for the degree in courses open only to graduate students, and must earn an overall average of B or better with not more than six semester hours with the grade of C (2.0). In addition, candidate progress will be assessed at four transition points in the program. Transition point evaluations of candidates will occur at entrance to program, prior to clinical practice, exit from clinical practice, and at program completion. Criteria for successful completion of each transition point will be specified in the program handbook.

The degree is offered in three curriculum areas with one or more concentrations in each. A candidate must follow the prescribed curriculum in the sequence indicated in order to progress to the master's degree. A candidate must complete the foundations core, apply for and be accepted for candidacy before being permitted to enroll in the Advanced Concentration Coursework unless approved by the Coordinator of Graduate Studies and the Dean.

Master's Comprehensive Examination/Portfolio

During the final semester or session, candidates for the M.Ed. or the M.A. degree must take a written comprehensive examination and/or submit a comprehensive portfolio. The comprehensive examination for the degree in administration and supervision requires both essay and objective responses. Candidates for the M.Ed. in Early Childhood, Elementary, High Incidence Disabilities, Secondary Education, and Reading must complete a comprehensive portfolio. Candidates for the M.Ed. in counselor education and the M.A. degree must take comprehensive examinations either in the fall or spring semester. Those students who have finished all course work except for supervised practica may, with the consent of their major professor and program chair, complete the comprehensive examination at the end of the semester (fall or spring) in which that course work is completed. If the student's performance on the written examination is unsatisfactory, the student, at the committee's discretion, may be permitted to take an oral examination or be required to retake the entire or failed portion(s) of the examination at the next or a later regularly scheduled administration of the examination. A candidate must register for EDFR 594 or 595, GUID 595, or PSYC 595 at the beginning of the semester or session in which the examination is to be taken or the portfolio is to be submitted. No special examinations will be given. No candidate will be permitted a third examination.

MASTER OF EDUCATION - EDUCATIONAL LEADERSHIP

Educational Leadership with Concentration in K-12 School Leadership (effective summer 2006)

Prerequisites

Completion of EDFR 501, EDLE 501, EDFR 504

Admission to Cohort

After all program requirements have been met - candidate should consult office of Graduate Studies for a curriculum sheet

Initial Fall Term:

EDCI 503 (3) - System Design in Elementary and Secondary Curriculum: Theory, Development and Alignment
EDLE 508 (3) - Practices in School Leadership for School Improvement

Initial Spring Term:

EDLE 507 (3) - Facilitating Best Practices to Improve Instruction
EDLE 590 (3) - Management of School Operations and Facilities

Initial Summer Term:

EDLE 582 (3) - Financial and Legal Implications for Educational Leaders
EDLE 535 (3) - Leadership Practices I: Using Inquiry and Data to Lead School Change

Second Fall Term:

EDLE 536 (3) - Leadership Practices II: Evaluating and Implementing Programs for School Improvement
EDLE 522 (4) - Application of Best Practices to Improve Teaching and Learning

Second Spring Term:

EDLE 530 (3) - Instructional Leadership: Creating a Culture for Teaching and Learning
EDLE 594 (1) - Internship for Educational Leaders (continuation class)

Second Summer Term:

EDLE 594 (1) - Internship for Educational Leaders
EDFR 595 (0) - Master's Comprehensive Examination

Educational Leadership with Concentration in Higher Education Administration (effective summer 2006)

Prerequisites: EDFR 501 must be completed during the first 12 credit hours of graduate work. Students who have a degree in education or who hold a teaching certificate are exempt from prerequisite course requirements. Students who do not have either of these credentials must complete 6 credit hours of prerequisite work. Students must enroll in EDUC 211 or EDCI 515 and EDUC 250 or EDUC 421 during the first 12 hours scheduled.

Advanced Concentration Coursework:

EDCI 530 (3) - Introduction to Learning Disabilities
EDLE 582 (3) - Financial and Legal Implications for Educational Leaders
HEAD 505 (3) - Organization, Governance and Finance in Higher Education
HEAD 515 (3) - Administration of Student Development and Services
HEAD 520 (3) - Planning, Evaluation, and Institutional Effectiveness in Higher Education
Approved Electives - 6 credit hours
HEAD 585 (3) - Practicum in Higher Education
EDFR 596 (0) - Master's Degree in Capstone Project

MASTER OF EDUCATION - SCHOOL COUNSELING

Undergraduate Preparation

A valid teacher's certificate or nine hours of professional education courses approved by Program Director

Graduate Course Work

Forty-nine hour emphasis for those who seek employment as a certified School Counselor (K-12) and/or licensure (as Licensed Professional Counselor)

Foundations Core Courses

EDFR 501 (3) – Educational Research
GUID 500 (3)– Principles and Administration of School Counseling
GUID 511 (3)– Theories of Counseling and Psychotherapy
PSYC 516 (3)– Psychology of Child and Adolescent Development

Advanced Concentration Coursework

GUID 505 (3)– Analysis of the Individual
GUID 510 (3)– Theory and Procedures in Group Counseling
GUID 522 (3)– Career and Lifestyle Development
GUID 530 (3)- Counseling Strategies with Children and Adolescents
PSYC 500 (3)– Basic Facilitative Skills
PSYC 504 (3)– Abnormal Psychology
PSYC 505 (3)– Psychology of Personality
PSYC 526 (3)- Introduction to Marriage and Family Therapy
PSYC 540 (3)– Advanced Social and Cross Cultural Psychology

or

PSYC 541 (3) – Cross Cultural Counseling
PSYC 548 (1)– Professional Ethics
GUID 523 (3) – School Counseling Practicum I
GUID 534 (3) – School Counseling Internship I
GUID 535 (3) – School Counseling Internship II
GUID 595 (0)– Master's Comprehensive Examination

MASTER OF EDUCATION - CURRICULUM AND INSTRUCTION

Curriculum and Instruction - with Concentration in Early Childhood, High Incidence Disabilities, or Reading

Prerequisites

A valid permanent-type teacher's certificate and 18-24 hours in professional education as appropriate for the level selected.

Graduate Course Work

Advanced Concentration Coursework for Early Childhood:

Foundations

EDFR 501 (3)– Education Research
EDCI 501 (1)– Seminar Topics in Foundations
EDCI 503 (3)- Seminar in K-12 Curriculum Studies
EDFR 504 (3)- History and Philosophy of American Education

Professional Courses

EDCI 570 (3)– Seminar in Early Childhood Education
EDCI 571 (3)– Foundations of Early Childhood Special Education
EDCI 572 (3)– Seminar in Early Childhood Curriculum
EDCI 574 (3)– Assessment of the Young Child
EDCI 576 (3)– Readings in Early Childhood Education
EDCI 577 (3)– Language Development
EDCI 578 (3)- Parent Involvement and Community Resources
EDCI 579 (3)– Practicum in Early Childhood Education
EDCI 580 (3)- Interdisciplinary and Interagency Teaming
EDFR 594 (0)– Master's Comprehensive Portfolio

Advanced Concentration Coursework for High Incidence Disabilities:

Foundations

EDCI 501 (1)– Seminar Topics in Foundations
EDCI 515 (3)– Seminar in High Incidence Disabilities
PSYC 506 (3)- Psychology of Behavior Management
EDFR 501 (3)- Educational Research

Professional Courses

EDCI 540 (3)– Mild/Moderate Special Education Practicum
EDCI 547 (3)– Instructional Intervention Strategies
EDCI 548 (3)– Consultation for Implementation of Class-wide Strategies
EDCI 554 (3)- Precision Assessment/Diagnostic Prescriptive Strategies
EDCI 557 (3)– Behavior Intervention Strategies
EDCI 599 (3)- Field-based Research Seminar
EDFR 594 (0)– Master's Comprehensive Portfolio
Electives: 9 semester hours from Special Education, Reading, Dyslexia, Psychology

Advanced Concentration Coursework Reading Specialist

Foundations

EDCI 500 (3)- Foundations of Reading
EDCI 501 (1)- Seminar Topics in Foundations
EDFR 501 (3)- Educational Research
ECDI 507 (3)- Creating a Literate Environment

Professional Courses

EDCI 560 (3)– The Teaching of Reading: Developmental
EDCI 561 (3)– The Teaching of Reading: Content Areas
EDCI 562 (3)– Analysis of Reading Difficulties
EDCI 563 (3)– Clinical Analysis and Correction of Reading Difficulties
EDCI 565 (3)- Trends in Reading
EDCI 569 (3)– Correction of Reading Difficulties
EDCI 577 (3)- Language Development
EDCI 594 (0)– Master's Comprehensive Portfolio
EDCI 597 (3)- Literacy Teachers as Leaders in School Communities
EDCI 598 (3)– Supervision and Literacy Coach Practicum

Curriculum and Instruction - with Concentration in Elementary Education or Secondary Education

Prerequisites

A valid permanent-type teacher's certificate and 18-24 hours in professional education as appropriate for the level selected.

Graduate Course Work

Advanced Concentration Coursework Elementary Education

Foundations

EDFR 501 (3)– Education Research
EDCI 501 (1)– Seminar Topics in Foundations
EDCI 503 (3)– Seminar in K-12 Curriculum Studies
EDFR 504 (3)– History and Philosophy of American Education

Professional Courses

EDCI 507 (3)- Creating a Literate Environment
EDCI 508 (3)- Instructional Issues for Teaching Diverse Learners
EDCI 560 (3)– The Teaching of Reading: Developmental

EDCI 582 (3)– Advanced Methods of Instruction in Elementary School English Language Arts
 EDCI 583 (3)– Advanced Methods of Instruction in Elementary School Mathematics
 EDCI 584 (3)– Advanced Methods of Instruction in Elementary School Science
 EDCI 585 (3)– Advanced Methods of Instruction in Elementary School Social Studies
 EDCI 595 (3)– Clinical in Elementary and Secondary Education
 EDCI 596 (3)- Implementation of Curriculum Integration
 EDFR 594 (0)– Master's Comprehensive Portfolio
 Approved Electives: 3 semester hours

Advanced Concentration Coursework Secondary Education Foundations

EDCI 501 (1)- Seminar Topics in Foundations
 EDCI 503 (3)– Philosophy of American Education
 EDFR 501 (3)– Educational Research
 EDFR 504 (3)- History and Philosophy of American Education
 EDCI 504 (3)– Seminar in Secondary School Curriculum Studies
 Professional Courses
 EDCI 508 (3)- Instructional Issues for Teaching Diverse Learners
 EDCI 561 (3)– The Teaching of Reading: Content Areas
 EDCI 586 (3)– Advanced Methods in Secondary Education Subjects (only if no methods course in content major is available) or
 EDCI 587 (3)- Advanced Methods of Instruction in Secondary School Social Studies or
 EDCI 588 (3)- Advanced Methods of Instruction in Secondary School Science or
 EDCI 589 (3)- Advanced Methods of Instruction in Secondary School Mathematics or
 EDCI 590 (3)- Advanced Methods of Instruction in Secondary School English Language Arts
 EDCI 596 (3)- Implementation of Curriculum Integration
 Content Concentration
 EDCI 595 (3)-Clinical in Elementary and Secondary Education
 EDFR 594 (3)-Master's Comprehensive Folio
 12 hours from one of the following concentration options:

MATHEMATICS

Required: MATH 509
 Electives: Choose any three from
 MATH 510, 511, 523, 570, 573 or 584

ENGLISH

Required: ENGL 505
 Electives: Choose any 3 from
 ENGL 410, 411, 424, 427, 463, 475, 482, 483, 490, 491, 493

HISTORY

Electives: Choose any four from
 HIST 400, 405, 416, 420, 435, 485, or 490

BIOLOGY

Required: BIOL 551
 Electives: Choose any 2 from
 BIOL 504, 555, 556, 560, 561, 568, 571, 572, 581

SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY

The candidate for the Specialist in School Psychology degree must fulfill the general requirements for the degree, earn an overall average of B or better in the course of study with not more than six semester hours with the grade of C, successfully complete the midpoint progress review prior to entering the school psychology externship training sequence, successfully complete the comprehensive examination, and successfully complete internship requirements. At least two-thirds of the work toward the degree must be in courses open only to graduate students. The candidate must earn a minimum of sixty graduate credits plus twelve hours credit for the internship.

Admission to the Specialist in School Psychology Degree Program

Admission to Graduate Studies does not imply admission to the Specialist in School Psychology program. Applicants for admission to the Specialist in School Psychology degree program must fulfill the following special requirements in addition to the general requirements stated under Procedure for Admission:

1. Obtain a minimum score of 800 (Verbal plus Quantitative) on the General portion of the GRE.
2. Present evidence of a GPA of 2.50 or better on the last 60 semester hours pursued.
3. Have three rating forms, secured from the Coordinator of Graduate Studies office, completed by appropriate references and returned.
4. Complete an interview with faculty representatives of the School Psychology Specialist program.
5. Complete undergraduate prerequisite courses.

Undergraduate Preparation

An undergraduate degree in psychology from a regionally accredited university or fifteen hours of undergraduate psychology to include statistics, research methods, physiological or abnormal psychology, psychology of exceptional children and three additional hours of psychology.

Graduate Course Work

Sixty academic hours plus twelve hours of internship as outlined below:

Required Courses:

- PSYC 500 (3)– Basic Facilitative Skills
- PSYC 504 (3)– Abnormal Psychology
- PSYC 505 (3)– Psychology of Personality
- PSYC 506 (3)– Psychology of Behavior Management
- PSYC 508 (3)– Introduction to Psychometrics
- PSYC 509 (3)– Practicum in Diagnostic Testing I
- PSYC 511 (3)– Theories of Counseling and Psychotherapy
- PSYC 512 (3)– Theories of Learning
- PSYC 514 (3)– Practicum in Diagnostic Testing II
- PSYC 515 (3)– Advanced Child Psychopathology
- PSYC 516 (3)– Psychology of Child and Adolescent Development
- PSYC 517 (3)– Advanced Statistical Analysis and Research Methods
- PSYC 520 (3)– Psychological Counseling Practicum I

PSYC 527 (3)– Problems and Issues in School Psychology
PSYC 528 (3)– Behavioral School Consultation Strategies
PSYC 529 (3)– Instructional Consultation Strategies
PSYC 530 (3)– School Psychology Externship I
PSYC 531 (3)– School Psychology Externship II
PSYC 532 (6)– School Psychology Internship I
PSYC 533 (6)– School Psychology Internship II
PSYC 598 (0)– Specialist's Comprehensive Examination
EDCI 560 (3)– The Teaching of Reading; Developmental
Or
EDCI 562 (3)– Analysis of Reading Difficulties

Elective Courses:

One course must be selected from the following:

PSYC 510 (3)– Theory and Procedures in Group Counseling
PSYC 526 (3)– Introduction to Marriage and Family Therapy
PSYC 597 (6)– Specialist Thesis Research
EDAS 581 (3)– Federal, State and Local School Law
EDCI 504 (3)– Seminar in Secondary School Curriculum Studies
EDCI 505 (3)– Seminar in Elementary School Curriculum Studies
EDCI 530 (3)– Introduction to Learning Disabilities

Comprehensive Examination

Students nearing the completion of their program must, with the consent of their major professor and program chair, register to take the comprehensive examination (PSYC 598). It is generally taken in the last fall or spring semester of academic course work and must be successfully completed prior to beginning of the second semester of internship. This is a written and oral examination covering the course work required for the degree, and it may not be waived. Upon completion of the examination, determination of satisfactory or unsatisfactory performance will be made by the student's committee. Students whose performance on the examination is unsatisfactory may retake it on its next or a later regular administration date. No candidate will be permitted a third opportunity to pass the examination.