



NICHOLLS STATE UNIVERSITY

COLLEGE OF
EDUCATION

Advanced Candidate Handbook

Responsible Leaders Engaging In Professional Practice

The Advanced Candidate Handbook is a resource for candidates pursuing advanced degrees in education. Aligned with the Nicholls State University Bulletin, it provides information regarding graduate schools requirements and processes. It is the responsibility of candidates to understand all program requirements and to plan accordingly. Candidates receive a copy of the Handbook when enrolled in Research or a comparable course. Please be aware that aspects of programs change. Therefore, it is essential to meet with advisers on a semester basis.

CANDIDATES ARE REQUIRED TO BE KNOWLEDGEABLE OF GRIEVANCES POLICES AND PROCEDURES AND TO FOLLOW THE GUIDELINES IN THE CODE OF STUDENT CONDUCT HANDBOOK.

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MISSION OF THE COLLEGE

The College of Education is dedicated to preparing high quality teachers, educational leaders, school and psychological counselors, school psychologists and human service professionals who effectively meet the diverse needs of Louisiana and the global community. The college is strongly committed to service in area school systems and community agencies. The mission of the College of Education is accomplished by a faculty committed to teaching, community service, professional service and research.

CONCEPTUAL FRAMEWORK

The College of Education, through the theme of “Responsible Leaders Engaging in Professional Practice,” supports the University's mission within a conceptual framework that prepares candidates in the core knowledge and skills needed to educate candidates to develop and maintain the dispositions that *promote positive change* in the community and profession, who are *open to diversity and innovation*, and who are *culturally responsive*. 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.

Responsible educators possess the knowledge, skills and dispositions needed to study and use the cultural characteristics, experiences, and perceptions of the region's diverse population as a means for effective educational practice. Through *culturally responsive inquiry*, educators are better able to build conceptual bridges over which they can lead their students to connect informal, locally situated knowledge that they possess with the formal, global disciplinary knowledge they are being asked to learn represented by the content area disciplines.

By *promoting positive change*, educational professionals recognize that educating students is a complex intellectual and ethical activity. Acting as a responsible leader promoting positive change extends educational practices beyond the limits of the school curriculum. Promoting positive change is also concerned with how education contributes generally to the improvement of the local *ecology* (e.g. the culture, environment, and community), as well as, how the school curriculum transforms and is transformed by that ecology.

Responsible leaders demonstrate *openness* towards students’ diverse backgrounds. They are *responsible* for developing and maintaining behaviors that actively affirms and promotes the regions diversity. They recognize that in order for education to *transform* the lives of all students they must learn to build upon the knowledge that students bring to their school experience. Demonstrating this will require candidates to maintain an ethical position that acknowledges that the educational *transformation* of the learner is significantly enhanced through a *transformation* of the community as a whole.

As responsible leaders, educational professionals understand the relationship between content knowledge, pedagogical-professional, and technological skills. They are able to

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demonstrate the ability to integrate this knowledge and these skills for the purpose teaching students to become successful learners. As such, becoming an agent for positive change requires educators to demonstrate *openness* toward, and take *responsibility* for, innovations in their professional practices, not the least of these being technological innovation. Professional practice calls educators both to practical action in the service of students and to use theoretical, empirical, and technological knowledge to ensure that all students are learning. Educators use critical inquiry to make judgments about how to apply content area, local ecological and theoretical knowledge, as well as, pedagogical-professional and technological skills in practical settings to enhance the learning behaviors of all students.

Professional practice is grounded in the belief that educators are active learners who are *responsible* for their own learning. By engaging in critical inquiry, educational professionals learn how to question of their own taken-for-granted assumptions that typically impinge upon their practical activities. Questioning their practical activities helps educators continuously working to improve their own professional practices through reflection, research and collaboration. In this way, critical inquiry allows educators to *transform* their practical experiences into new knowledge, improved skill, and to grow in their dispositions.

The College of Education has developed the following unit outcomes based on the conceptual framework:

- Candidates will demonstrate collaborative leadership in the school and the community to promote the healthy development of all students.
- Candidates will possess the knowledge, skills, and dispositions of their professional discipline and engage in lifelong learning.
- Candidates will advocate in the school and the larger community to promote access, equity, and success for all students.
- Candidates will respond effectively to the needs of diverse learners.
- Candidates will examine and modify their beliefs and practices in response to the emerging research and the changing context of schools and communities.
- Candidates will demonstrate an understanding of how cultural differences influence student development and accommodate for individual needs.

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Educators who:		Educators who are:	
<p>Promote Positive Change: Transform the lives of all students by creating positive learning environments.</p> <p>Use the curriculum to advocate for social change.</p> <p>Use technology to improve the lives of all students.</p> <p>Advocate for student in both the school and community.</p> <p>Teach for the success of all students.</p>	<p>Engage in Professional Practice: Take responsibility for their professional development.</p> <p>Use reflective inquiry and data to adjust instruction.</p> <p>Engage in school and community leadership.</p> <p>Inquire into and serve their profession</p> <p>Inquire into and contribute to research and scholarship.</p> <p>Engage in ethical behaviors</p>	<p>Open to Diversity and Innovation: Demonstrate an openness to change.</p> <p>Inquire into the relationship between culture and learning.</p> <p>Inquire into the needs of students.</p> <p>Inquire into innovative teaching practices that meet the needs of all students.</p> <p>Teach students to use technology to improve their learning.</p> <p>Collaborate with all parties who have an interest in student success.</p>	<p>Culturally Responsive: Teach from the local ecology.</p> <p>Inquire into the local ecology.</p> <p>Use local knowledge to transform the learning of all students.</p> <p>Serve the needs of all students and the community.</p>

DEGREES OFFERED

- **Specialist**
 - School Psychology
- **Master of Arts**
 - Clinical Mental Health Counseling
 - Master of Arts in Teaching
- **Master of Education**
 - School Leadership
 - K-12
 - Educational Technology
 - Higher Education Administration
 - School Counseling
 - Curriculum & Instruction
 - Elementary Education
 - Early Childhood
 - High Incidence
 - Reading Education
 - Secondary Education

CERTIFICATION PROGRAMS OFFERED

Certification Only

- Elementary
- Secondary
- Human Performance Education (K-12)

ACCREDITATION

Nicholls State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Specialist and Master's degrees. The College of Education is accredited by the National Council for Accreditation of Teacher Education. Several programs are nationally recognized by Specialized Program Associations.

General Requirements for Master's Degrees

To fulfill the requirements for a Master's degree, the candidate must:

1. Meet admissions requirements.
2. Be admitted to candidacy for the degree upon having earned twelve hours toward a degree with a minimum grade-point average of 3.0.
3. Complete all course work prescribed.
4. Complete the residence requirements.
5. Satisfy the specific degree requirements.
6. Pass a written comprehensive final examination, comprehensive portfolio, or an oral defense of the thesis if a thesis is written.
7. Submit an application for graduation to the Office of Records and Registration during the registration period of the final semester or session.
8. Pay all graduation fees at the time of final registration.
9. Clear all university accounts.
10. Be recommended for the degree by The Graduate Council.

General Requirements for the Specialist in School Psychology Degree

This program is intended for (1) candidates whose vocational plans necessitate this level of education; (2) candidates interested in graduate study beyond that required for the master's degree who want a degree in recognition of this additional graduate work, but who do not plan to continue to the doctorate; and (3) candidates whose plans for continuing to the doctorate are indefinite, but who wish to complete additional graduate study. To fulfill requirements for the Specialist in School Psychology degree, the candidate must:

1. Satisfy the residence and time limitation requirements.
2. Satisfy all specific degree requirements.
3. Be admitted to candidacy for the degree.
4. Successfully complete an approved internship.
5. Display conduct consistent with the code of ethics of the profession.
6. Pass a comprehensive final examination.
7. Complete the PRAXIS School Psychologist specialty examination and submit scores to the College of Education, Office of Graduate Studies prior to the completion of the internship.

ADMISSION

Procedure for Admission

An applicant for admission to Graduate Studies on a credit or audit basis must:

1. Satisfy all general admission requirements of the University,
2. Hold a Bachelor's degree or graduate degree from a regionally accredited college or university,
3. Submit to the Office of Admissions a formal application at least 30 days in advance of registration,
4. Submit to the Office of Admissions complete transcripts showing all undergraduate and graduate work attempted, whether or not credit was earned,
5. Submit the results of the Graduate Record Examination (GRE).

Minimum Scores

School and Clinical Mental Health Counseling:

- A minimum score of 335 is required on the formula: GPA on last 60 undergraduate hours times 20, plus the GRE General Test score.
- A candidate who fails to earn the minimum score required, or does not meet other program admission requirements, may be classified as Education Non-Degree Seeking until all criteria are met.
- Admission to Graduate Studies does not imply admission to candidacy for a degree.

Admission of Transfers

To be admitted to Graduate Studies at Nicholls State University, a candidate who has attended another graduate school must be eligible for readmission to the graduate school of the college or university from which the student transfers. A student thus admitted must meet all requirements listed under Procedure for Admission.

Admission as a Non-Degree

A non-degree seeking candidate is one who has been admitted to Graduate Studies, but does not wish to pursue a graduate degree. No more than twelve semester hours of graduate credit (and no grade less than B) earned while in a non-degree may later be applied toward a degree .

Admission on Visitor Status

Visitor status is designed candidates who enroll without formal credentials. While enrolled in visitor status, the candidate may earn college credits, and an official transcript of these credits will be available upon written request to the Office of Records and Registration. While a candidate is thus classified, a maximum of twelve semester hours

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of graduate work may be applied to a Master's degree. However, credits earned under this type of admission may not be used automatically toward any graduate degree. All requirements for regular admission must be met prior to petitioning for graduate degree credit. Petitions must be submitted in writing.

An appointment for registration will be prepared for the next regular semester or session following initial enrollment in visitor status. If the candidate does not enroll as a visitor for that particular semester or session, he or she must file an application for readmission before being allowed to return to the University.

Admission to a Master's Degree Program

Regular Status

An applicant may be admitted to regular status as a graduate candidate if the applicant (1) holds a Bachelor's degree from a regionally accredited institution with a minimum grade point average of 2.50 on all undergraduate work attempted or 2.75 on the final 60 hours of undergraduate work pursued, (2) has attained the minimum combined GPA/GRE score required for his or her degree program, (3) holds a valid non temporary teacher's certificate (if applying in Education) issued by the State Department of Education of Louisiana or by another state (not required for curriculum preparing psychological counselors) and (4) is not applying as a Transient or undergraduate senior candidate.

Admission to Candidacy

Admission to Graduate Studies does not admit a candidate to candidacy for a degree. Admission to candidacy indicates a judgment by the Graduate Council that the candidate has shown sufficient promise to be permitted to complete work toward a degree.

For admission to candidacy for a Master's degree, a candidate must submit a formal application to his or her Graduate Studies Coordinator after satisfying each of these requirements for candidacy: (1) have met successfully all applicable admissions formulas, foundation courses, and teaching certificate requirements; (2) be classified as a regular candidate; (3) have completed 12 semester hours of graduate work at Nicholls; (4) have earned at least a 3.00 average on all graduate work.

Additionally, a candidate for the Master of Arts in Clinical Mental Health Counseling must have been recommended for candidacy by the Clinical Mental Health Counseling faculty. Formal admission to candidacy will be granted by vote of the Graduate Council upon recommendation of the candidate's dean.

For the Specialist in School Psychology degree, a candidate will be admitted to candidacy upon having: (1) met all applicable admissions requirements; (2) been classified as a regular candidate; (3) completed twelve hours of graduate work in the School Psychology program with a minimum GPA of 3.0; (4) been recommended for candidacy by the School Psychology faculty. Formal admission to candidacy will be granted by vote of the Graduate Council upon recommendation of the candidate's dean.

Appeals

Appeals for readmission to Graduate Studies must be made to the Graduate Council. Academic grievance appeals may be brought to the attention of the coordinator of Graduate Studies or the dean of the academic college in which the graduate candidate is enrolled.

Class Scheduling Policy

The needs of graduate candidates and the limitations imposed by administrative factors determine course offerings. During any given semester or session, the University does not guarantee the offering of courses not justified by sufficient enrollment. Depending upon availability, candidates may schedule late afternoon, evening, or day classes.

Full-Time and Part-Time Course Loads

During a regular semester a full-time graduate candidate is one who schedules nine or more semester hours, or the equivalent of scheduled work (thesis research or other work certified by the candidate's academic dean or graduate coordinator to be a full load). During a summer session a full time candidate is one who schedules six or more hours, or the equivalent. Any graduate candidate taking less than nine semester hours, or the equivalent, of course work during a regular semester or less than six hours, or its equivalent, in a summer session is a part-time candidate. A candidate's course load may be reduced at the discretion of his or her academic dean. Full-time status for graduate assistants is defined under Graduate Assistantships.

Grading System

A grade of *A* indicates superior work and has a value of four quality points per credit hour. A grade of *B* indicates satisfactory work and has a value of three quality points per credit hour. A grade of *C* indicates work of borderline quality and has a value of two quality points per credit hours. No more than six semester hours of *C* grades may be counted toward a degree. A grade of *D* indicates work below the minimum standard expected of a graduate candidate and has a value of one quality point per credit hour. Courses with *D* grades may not be counted toward a degree. A grade of *F* indicates unsatisfactory work and has neither quality point nor credit hour value.

A grade of *I* indicates that the candidate has been doing satisfactory work, but because of circumstances beyond his or her control the candidate has been unable to complete all course requirements. A grade of *I* is not given to a candidate doing unsatisfactory work and is not counted in the grade-point average until it is resolved into a final grade. The procedure used to change an *I* grade is as stated under Change of Grade in the Bulletin section devoted to University Academic Procedures and Requirements. A grade of *I* must be resolved within one calendar year following the semester in which the *I* grade was received, or the *I* grade will automatically be changed to *F*. In the event the faculty member assigning the *I* is temporarily not on campus that following calendar year, an appeal for a time extension may be made to the Graduate Council. A graduate candidate is expected to complete all requirements for each course within the semester during which scheduled unless prevented from doing so by circumstances beyond the candidate's control. If this occurs, it is the responsibility of the candidate to make known to the instructor these circumstances as soon as possible. An instructor who is not so notified proceeds under the assumption that failure to complete course requirements is due to candidate negligence and uses normal procedures for assigning a permanent semester grade.

A grade of *X* is assigned to a graduate candidate only for thesis (PSYC 596), internship and field study work which could not be completed during the semester for which enrolled because of circumstances beyond candidate control. An *X* grade carries a one calendar year time limit for completing all course requirements, whether the candidate has re enrolled in the University or not. The *X* converts automatically to *F* unless the candidate re registers for the appropriate thesis course during the semester or session at

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the end of which the one year time limit would expire. Only one such re-registration will be allowed. Re-registration does not extend the normal time limitation of six years in effect for a degree.

No candidate having an unresolved *I* or *X* will be cleared for graduation. Grades of *X* resolved after the last day to drop a course or resign from the University during a semester or session, but before expiration of the time limit, will be considered to have been resolved during the next semester or session.

Grades of *S* and *U* for graduate candidates are assigned only for designated courses for which this grading procedure is specified. Grades of *S*, *U*, *I* and *X* are not used in the computation of the grade-point average. When the *I* or *X* grade is resolved into a permanent grade, quality points are earned and the candidate's scholastic standing is adjusted to reflect the grade.

A candidate may drop a course or courses or may resign from the institution with a grade *W* prior to a date specified in the official University calendar. After that date a candidate may not drop a course or resign from the institution. The academic Dean of the candidate's College may retroactively drop a candidate under extraordinary circumstances. Extraordinary cases do not include dissatisfaction with an anticipated grade or the decision to change a major.

Graduate Assistantships

Application forms for graduate assistantships may be obtained from the offices of the Coordinator of Graduate Studies of each college. Candidates with full time employment are ineligible for graduate assistantships, except in cases of individuals on leave from full time employment. Nicholls assures equal opportunity for all qualified persons without regard to race, color, religion, sex, national origin, and similar considerations. Please review Graduate Studies' web link for other requirements.

Honors

The University graduates with Honors a candidate who attains an overall grade point average of 4.0 on all course work for a graduate degree. For this purpose, repeated courses are considered as separate courses.

Minimum Grade-Point Average

To be awarded a graduate degree, a candidate must have an average of at least 3.0 on all work pursued for graduate credit at Nicholls State University as well as a minimum overall average of 3.0 on all work pertaining to the degree. A candidate who fails to meet either minimum average requirement shall take additional graduate courses as necessary to earn the required average or must repeat one or more courses in which credit has been earned.

Probation and Suspension

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Probation. A candidate whose graduate cumulative GPA or semester GPA falls below 3.0 shall be placed on probation. Probationary status is removed at the end of a subsequent semester in which a cumulative and semester GPA of 3.0 is attained.

Suspension. A candidate on probation who fails to earn a minimum graduate semester GPA of 3.0 shall be suspended from graduate studies for one semester, after which the candidate may re-enroll.

A second suspension shall be for an indefinite period of time. A candidate who has served a time of suspension of at least one semester may appeal to the Graduate Council for readmission. To be readmitted, the candidate must petition the Council for a hearing through their graduate program coordinator.

A third suspension will result in permanent dismissal from graduate studies.

For the purpose of determining graduate candidate eligibility to return to the University, a semester and summer session are considered to the same. Suspensions may not be appealed.

Residence Requirements

To satisfy residence requirements, a candidate must earn at least two thirds of the semester hours of degree program credit in residence at Nicholls State University.

Second Degree

A graduate candidate shall be awarded a second Master's degree whenever all requirements for that degree have been fulfilled. The candidate will be required to satisfy all demands of the second degree which are different from those of the first degree. Credits from the first degree applicable to the second degree shall not exceed one half of the total credit required for the second degree.

A Comprehensive Examination and/or a thesis required for the first degree (for some programs) cannot be acceptable as meeting requirements of the second degree.

Candidate's Advisory Committee

When a candidate is admitted to graduate study for the first time in the College of Education, the candidate must meet with the pertinent program chair to discuss scheduling and advising. Upon earning twelve hours of graduate credit, the candidate must request an appointment of a major professor. The Coordinator of Graduate School assigns a major professor.

Substitution of Courses

All course substitutions must be approved in writing by the candidate's academic dean, preferably before the course to be substituted is scheduled.

Time Limitation

It is expected that all requirements for the Master's degree (including transfer credits, if any) be completed within six consecutive years. Candidates entering the Specialist in School Psychology program with either a Bachelor's degree or a Master's degree must complete all requirements within six years.

If requirements for a degree cannot be completed within the time period of six years, the candidate may petition for an extension of time. The petition must explain why the degree cannot be completed within the time limitations. Final authorization will be considered only in unusual and justifiable circumstances.

A course taken more than six and least than ten years before completion of degree requirements may be used in a candidate's degree program only if revalidated by the professor of record for the course, or one who currently teaches the course. In the event that neither is available, a certifying professor may be designated by the department head for that discipline. Revalidation must be certified in writing after an examination or other work required by the certifying professor. Only courses currently contained in the University *Bulletin* may be revalidated.

Changes mandated to the university by an accrediting agency or a state management board will be required of the candidate whether or not this results in a delay of degree attainment and without consideration of continuous enrollment. When program

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adjustments are made and candidates have not maintained continuous enrollment, candidates are required to meet the revised requirements.

Transfer Credits

A candidate may transfer from a regionally accredited college or university a maximum of one third of the semester hours of degree program credit, with no grade lower than **B**, provided that such transfer credit shall be applicable to the degree program. Both resident and extension credits are thus acceptable. Transfer credits are subject to the six-year limitation. The candidate must formally petition his or her academic dean for acceptance of transfer graduate credit. Final authorization of transferred credit is made by the candidate's academic dean. **Credit earned at another institution while under academic or non academic suspension will not be accepted.**

In order to have transfer credits accepted by the University, the applicant must be eligible to re enter the institution from which he or she wishes to transfer.

Field Sites and Experiences

The College of Education has established collaborative articulation agreements with over 100 partner school sites across the Nicholls State University Service Region, which primarily includes the seven parishes of Ascension, Assumption, Lafourche, St. James, St. John, St. Mary, and Terrebonne and the western portion of St. Charles. The overall goal of having multiple field sites is to ensure diversity of experience. Additional field sites include school-district offices and in some instances community organizations. Ideally, field sites will be assigned at the candidate's work site but may be assigned at a different site, such as the school board office with a supervisor of instruction.

Candidates engage in different field experiences by program; candidates are required to take on leadership positions in schools and community organizations.

The following are sample field experiences –

- Classroom observations and individual students
- Case (of students and law cases) briefs
- Formal studies including action research projects
- Development of needs assessments (community and school)
- Self-evaluations, team evaluations, and class evaluations
- Rubric developments
- Budget analyses
- Evaluation projects
- Community Action Projects
- Professional Development Activities/Plans

RESOURCES ON CAMPUS

Services are available for candidates through the following offices at Nicholls State University.

Counseling Center

The University Counseling Center is located in 227 Elkins Hall and provides personal counseling for concerns such as depression, stress, self-esteem, anxiety, eating disorders, career issues, and relationship issues. Individual, group, and couples counseling sessions are offered. Services are provided by trained counselors. All services are confidential and free of charge to candidates, faculty, and staff. Office hours are 8 a.m. to 4:30 p.m. Monday through Friday.

Disability Center

The Disability Center is located in 101 Peltier Hall. Disabled Student Services provides services for candidates with disabilities and assists candidates in making adjustments to university life. Candidates with disabilities must first self-identify with this office and provide current documentation of their disabilities from licensed professionals regarding the nature and extent of the disabilities and the recommended accommodations. Office hours are 8 a.m. to 4:30 p.m. Monday through Friday.

Louisiana Center for Dyslexia and Related Learning Disorders

The specialized program serving candidates with dyslexia/learning disabilities at Nicholls State University operates through the Center for the Study of Dyslexia, located in 132 Polk Hall. To be eligible for the program candidates must have a current diagnosis (within 3 years) from a recognized authority, have verification of average or above average intellectual abilities, complete admission procedures to Nicholls State University, take an untimed ACT, and apply to the Center with needed documentation on or before the July 15 deadline for fall semester or December 1 for spring semester. For all qualifying candidates the center provides services for support system, equipment, remediation, academic planning, resources, assistance, and assessment. Candidates are required to reapply each semester. The cost of the program is \$375 per semester. Office hours are from 8:00 a.m. to 4:30 p.m. Monday through Friday.

Ellender Library

Ellender Library houses over 400,000 volumes, 3000,000 titles, and 350,000 catalogued federal and state documents. It provides well-lit study areas for 1500 patrons. Library circulation is available to all registered candidates. Circulating items have a regular 3-week checkout period, with possible 3 renewals. Overdue fines are \$.25 per item per day. All days, including weekends, in which the library is opened, count towards overdue fine charges.

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Interlibrary loan personnel offer personalized services to patrons who need materials from other libraries. The latest on-line computer technology is used to request materials from nearby and distant libraries. The Ellender collections can be found on all three floors. The Allen J. Ellender and the Multimedia Room (audio and visual media, and music listening rooms), and the Writing Across the Curriculum (WAC) Lab are located on the first floor. The second floor has the central reference desk, the circulation desk, and the reference, reserve, and the general book collection. The third floor houses serials (periodicals) and government documents. All collections are easily accessible through open shelving, convenient service stations, and the computerized card catalogue known as ELMO. When classes are in session library hours are 7:30 a.m. until 11:00 p.m. Monday through Thursday; from 7:30 a.m. to 4:30 p.m. on Fridays; from noon to 4:00 p.m. each Saturday; and from 3:00 p.m. until 11:00 p.m. each Sunday. Archives follow a different schedule: 8:00 a.m. to 4:30 p.m. each Monday, Wednesday, Thursday, and Friday. 8:00 a.m. to 9:00 p.m. each Tuesday, and noon to 4:00 p.m. the first Saturday of the month. Service hours during the examination periods, holidays, and intercessions are posted at the library and published in the candidates' newspaper.

Jo Carol Nolen Speech, Language, and Hearing Center

The Speech, Language, and Hearing Clinic is located in 115 Talbot Hall. The clinic provides services in the diagnosis and treatment of disorders in the area of articulation, language, voice, fluency, or hearing. Clients range from infants to elderly, including candidates.

University Health Services

The University Health Services is located in the Betsy Cheramie-Ayo Nursing Building. It provides both health education and healthcare services to candidates. The staff attends to candidates' acute health concerns and teaches health promotion and disease prevention strategies. Candidates are required to submit a statement of immunization status, which documents candidates' compliance with state and institution requirements. Immunization and health records are kept confidential. Services are available 7:00 a.m. to 4:30 p.m. Monday through Friday during fall and spring semesters, and from 7:00 a.m. to 4:00 p.m. during the summer. Nurses are available whenever Health Services is open. Physician services are available on the premises four hours per day, Monday through Friday, when classes are in session during the fall and spring, and two hours per day during the summer.

Learning Resource Center

The Learning Resource Center (LRC) houses elementary and secondary school textbooks and education professional book collections. In addition it houses a variety of nonprint items such as CDs, videos/audio recordings, and computer programs. The collection of state benchmarks is held for in-house circulation only. The LRC primarily serves as a study area for education majors who meet in small groups to complete lesson plans and various education assignments. Besides print and non-print educational resources, the

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LRC provides hardware available for candidates circulation, including TV/VCR's camcorder, CD/tape players, and electrical piano keyboard, and manipulative.

Family Resource Center

The Family Resource Center provides on-site support to families in the region. Its mission is to support and strengthen families by offering resources, information, and skill development classes. Family and individual support through the center is available through a toll-free telephone line, answered by volunteers to 4:30 p.m. with after hours and holiday coverage through an answer machine. The center provides skill building outreach programs and on-campus programs for candidates in parenting, budgeting, self-esteem, family communications, nutrition, positive discipline, conflict resolution and others on demand. A staff member is available to address, develop and implement new ideas and programs identified by professionals and community residents. Outreach programs are made available through schools, daycare centers, churches, businesses, and recreation facilities. The center is open for the lending of resources, parent support groups, and services.

Writing Across the Curriculum Center (WAC)

The WAC Lab is located in 124 Ellender Library. Writing staff assists candidates with writing assignments that deal with any subject area. A candidate can seek help with proofreading or obtain access to additional resources for assistance with writing.

Computer Technologies

The Department of Academic Computing and Instructional Technology develops and coordinates plans for academic computing and instructional technology for the five undergraduate colleges, which includes the College of Education. Three open labs are available and contain a total of 110 computers. Open Labs serve faculty and candidates of all majors and have extended evening and weekend hours. In addition, large databases with statistical analysis software are available on all open lab computers. Valid ID's are required for entry. Knowledge of specialized programs is the responsibility of the candidate and the instructing faculty, not the lab workers. Many departments have computer labs with dedicated computer facilities. Computer labs available to education majors are the Learning Resource Center in 130 Polk Hall, the Cenac Lab located in 109 Powell, and the WAC computer lab located in 125 Ellender.

The Louisiana State Department's Regional Technology Teaching and Learning Center (TLTC) is located in 141 Polk Hall. The TLTC consists of a comprehensive technology lab equipped with 25 multimedia computers, a multimedia projector, smart board, and a variety of peripherals. The TLTC is funded through the Federal Technology Literacy Challenge Professional Development Grant initiative. It serves the K-12 community of Region III, functioning to serve as an extension of the Louisiana Center for Educational technology, provide technology-training services to educators in the immediate and surrounding parishes, and support the efforts of the Regional III Service Center.

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ADVISING INFORMATION

Advisors for each concentration area are listed in the chart below.

ADVISOR CHART			
Program	Advisors	Office	Phone
School Leadership	L. Jones	220 Polk	4325
	G. Stall	231 Polk	4314
Higher Education	E. Dial	Picciola Hall	4021
	G. Stall	231 Polk	4314
Early Childhood	T. Papa	233 Polk	4731
Elementary Education	S. Triche	232 Polk	4337
High Incidence Disabilities	G. Gautreaux	118 Polk	4316
Reading Education	F. Crochet	236 Polk	4336
Secondary Education	S. Triche	232 Polk	4337
Counselor Education	Z. Tanner	252 Polk	4348
School Psychology	C. Broussard	256 Polk	4356
Clinical Mental Health	J. Cortez	267 Polk	4352