



NICHOLLS STATE UNIVERSITY

COLLEGE OF
EDUCATION

Advanced Candidate Handbook

Responsible Leaders Engaging In Professional Practice

The Advanced Candidate Handbook will serve as a resource for each candidate pursuing an advanced degree in education. Aligned with the Nicholls State Bulletin, it will provide information essential to becoming an effective practitioner. It is the ultimate responsibility of candidates to understand all program requirements and to plan accordingly. It is imperative to read this Handbook carefully and ask questions if there is any information you do not clearly understand. The candidates will receive a copy of the Handbook when enrolled in Research or the comparable course. All efforts have been made to provide accurate information; please be aware that aspects of the program are still evolving. Therefore, the contents are subject to change. It is the responsibility of the candidate to update, maintain, and check the accuracy of the content of this Handbook as changes are made.

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

Nicholls State University's mission is to offer its students an education that is dedicated to cultivating “productive, responsible, engaged citizens” who “meet the needs of Louisiana and beyond.” The University’s goal is to accomplish this mission “in a personalized, culturally rich and dynamic learning environment through quality teaching, research, and service.” (2007). 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.

GRADUATE STUDIES MISSION

Graduate Studies at Nicholls was established to provide opportunities for improving professional competency through advanced study and scholarly research, for promoting the welfare of society by developing a broader and deeper understanding of human knowledge, and for preparing for further graduate study. To implement such opportunities the University offers the student the use of its library and laboratories and an acquaintance with scholars ready to guide and inspire. The graduate student must assume far greater responsibility than the undergraduate in selecting a specialized program that will best meet individual needs.

Class work at the graduate level can be no more than a guide for extended research and reading. Students are expected to master subjects rather than meet minimum requirements leading toward various degrees.

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

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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 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.

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- 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.

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**
 - Psychological Counseling
- **Master of Education**
 - School Leadership
 - K-12
 - Higher Education Administration
 - Counselor Education
 - Curriculum & Instruction
 - Elementary Education
 - Early Childhood
 - High Incidence
 - Reading Education
 - Secondary Education
 - School Leadership
 - K-12
 - Higher Education Administration

Specific courses requirements for each of the degree programs can be found in the Appendices.

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 Business Administration is accredited by the AACSB International - The Association to Advance Collegiate Schools of Business. The College of Education has earned full accreditation from the National Council for Accreditation of Teacher Education. Programs who are nationally recognized by Specialized Program Association Standards are Curriculum and Instruction with an emphasis in reading and the Specialist in School Psychology, and the School Leadership Program is recognized by Educational Leadership Constituent Council.

Consortium for Graduate Training in Psychology

Nicholls State University is a member of the Louisiana Consortium for Graduate Professional Training in Psychology, leading to the degree of Doctor of Philosophy conferred by Louisiana State University in Baton Rouge. Information on the consortium may be obtained from the Department of Psychology and Counselor Education.

General Requirements for Master's Degrees

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

1. Attain regular student status.
2. Be admitted to candidacy for the degree upon having earned at Nicholls 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 a formal application for graduation to the Office of Records and Registration during the registration period of his or her 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.

All candidates who are to receive degrees are required to be present at the commencement exercises for the conferring of the degrees, unless excused by their academic dean.

General Requirements for the Specialist in School Psychology Degree

The Specialist in School Psychology Degree provides for two years of graduate study beyond the Bachelor's degree plus one year of supervised internship experience, or one year of graduate study beyond the master's degree plus one year of supervised internship experience. 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

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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.

All candidates who are to receive degrees are required to be present at the commencement exercises for the conferring of the degrees, unless excused by their academic dean.

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

Education and Psychological Counseling:

- A minimum score of 1,100 is required on the formula: GPA on last 60 undergraduate hours times 200, 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 a pre-program candidate until all criteria are met.
- Admission to Graduate Studies does not imply admission to candidacy for a degree.

Provisional Admission

Provisional admission may be granted to candidates who are in the process of obtaining transcripts or copies of their teaching certificates (a requirement for most curricula in Education). Candidates admitted provisionally normally are dropped from the rolls of Graduate Studies if subsequently found ineligible for admission or if all admission requirements are not met within 30 days. In such cases, there is no refund of fees. The candidate's dean, at his or her discretion and with justifiable cause, may grant waivers to such candidates allowing completion of the current semester only. Enrollment for subsequent semesters will not be permitted at the graduate level until all admissions criteria have been met.

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 or Pre-Program Student

A non-degree, or certification-only, student is one who has been admitted to Graduate Studies, but does not wish to pursue a graduate degree at Nicholls. A pre-program candidate is one who has been admitted to Graduate Studies, and who wishes to pursue a degree, but has not met all of the requirements for admission to a graduate program (e.g., no GRE score or no teaching certificate).

No more than twelve semester hours of graduate credit (and no grade less than B) earned while in a non-degree, certification-only, or pre-program classification may later be applied toward a degree at Nicholls.

Admission on Visitor Status

Visitor status is designed for part time candidates who enroll without formal credentials and who seek to pursue non traditional academic studies rather than a degree. 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 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.

Conditional Status

An applicant may be admitted on academic probation if the applicant meets all criteria for admission to regular status except grade-point average requirements. An applicant whose GPA is at least 2.0 on all undergraduate work attempted, or 2.50 on the final 60 hours, may be admitted on probation.

An applicant who does not meet the minimum GPA requirement may petition the academic dean for admission on probation. The petition may be approved by the dean provided the applicant presents appropriate Graduate Record Examination scores and such other evidence as may be required by the dean to indicate the applicant's prospects for success at the graduate level. Approval will be granted only in cases of unusual and justifiable circumstances.

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.

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 Psychological Counseling must have been recommended for candidacy by the Psychological 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. Evening classes are conducted Mondays through Thursdays.

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 Education (EDAS 594 and PSYC 532, 533) and field study (PSYC 509, 530, and 531) 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

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the appropriate thesis course during the semester or session at 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 until the grade has been changed to a permanent grade. 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. These grades and grades of **I** and **X** are not used in the computation of the grade-point average because the candidate does not receive quality points for these grades. 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 influence of the permanent 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. After that date in extraordinary circumstances the academic dean having jurisdiction may authorize resignation from the institution or dropping a course with the grade **W**. 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.

A graduate assistant is defined as a graduate candidate who has been accepted into a graduate program and who is receiving compensation in return for the performance of assigned duties. A graduate assistant is expected to earn not less than six hours of course work each semester applicable to the degree (three hours during a summer session) while scheduling not more than 12 hours during a semester (six in a summer session). In the final semester of the degree program, a graduate assistant must register for at least one hour. For graduate assistants, six semester hours during a semester and three semester hours during a summer session will constitute a full-time load.

Nicholls assures equal opportunity for all qualified persons without regard to race, color, religion, sex, national origin, and similar considerations.

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

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 be 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) and shall not 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 appointment of a major professor. The Coordinator of Graduate School will assign 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) will 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.

A candidate who enrolls for a program of studies leading to a graduate degree is normally expected to complete requirements in effect at the time of initial enrollment in that program and to maintain continuous enrollment in Graduate Studies until the degree is earned. Candidates who fail to enroll continuously may find themselves out of sequence with course offerings and suffer delays in completion of degree requirements which could invoke the six calendar year limitations.

If requirements for a degree cannot be completed within the normal 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 schedule for completing the program. Final authorization will be considered only in unusual and justifiable circumstances.

A course taken more 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.

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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.

The non-continuous candidate shall satisfy all changes in requirements which have been placed in effect between the initial enrollment and the beginning of the last period of uninterrupted enrollment. Additionally, 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.

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 by Nicholls for transfer.**

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.

TRANSITION THROUGH THE PROGRAMS

The Advanced Programs in the College of Education have five transition points which include **Admission to Program, Exit Foundation Core, Exit Professional Core, Exit Clinical Practice, and Exit Program.** There is variability in the requirements for each of the programs; the following are the general requirements.

Admission to Program:

Candidates must meet the Graduate Entrance requirements.

The following criteria must be met to be admitted to Graduate Studies in the College of Education:

1. Graduate Application to Nicholls State University
2. Three Letters of Recommendation
3. Baccalaureate Degree
4. Minimum GPA requirement as described in the section above

Teacher Education Graduate Programs require a Level 1 teaching certificate. The School Psychology Program requires prerequisite coursework and an undergraduate transcript review.

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Exit Foundations Core:

1. Interview
2. GRE Analytical Writing & GRE Scores plus formula

(Counselor Education requires completion of specific courses; and School Psychology requires the completion of key Assessment 2.)

All graduate programs have key assessments.

Exit Professional Core:

Satisfactory completion of various key assessments

Exit Clinical Practice:

1. Satisfactory completion of various key assessments
2. Satisfactory completion of Clinical Project
3. Satisfactory completion of clinical courses and/or practica

Teacher Education Programs require satisfactory completion of selected clinical projects and Comprehensive Portfolios. The Counselor Education Program requires field-based and practicum performance evaluations and the School Psychology Program also require internship Mid- and End-Point evaluations, and internship activity logs.

Exit Program

1. Comprehensive Portfolio or Comprehensive Examination
2. Graduate Survey
3. Pertinent Assessment (Specialty Program Assessment for some programs)

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)

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- Self-evaluations, team evaluations, and class evaluations
- Rubric developments
- Budget analyses
- Evaluation projects
- Community Action Projects
- Professional Development Activities/Plans

The Interview and Writing Proficiency Process (for applicable Programs)

Candidates enrolled in EDFR 501 or a comparable course will be interviewed by a team of two faculty members from the candidates' major field of study. The questions asked during the admissions interview will be related to the candidate's perceptions, beliefs, and attitudes regarding education, and assess the candidate's understanding of the Conceptual Framework of the College of Education. If both faculty members on the interview team rate the candidate's performance as satisfactory, the candidate is recommended for admission to the program. If the candidate receives unsatisfactory ratings from both faculty members on the team, a referral is made to the Admission and Retention Committee (ARC) which is comprised of faculty from the candidate's major field of study. The ARC will assist the candidate in designing a Professional Growth Plan and monitor the candidates' progress in regard to completion of the plan.

Candidates obtaining a score placing them in the "Provisional" classification in any area of the admission process must complete a Professional Growth Plan that will be developed in conjunction with the Admission and Retention Committee, to be accepted into the Teacher Education Program. Validation of completion of the plan must be presented to the Admission and Retention Committee chair before full admission into the Teacher Education Program will be considered. Candidates who do not meet admission requirements on their second attempt will be strongly encouraged to change to a major in which they can expect to be successful. Upon written verification of successful completion of the Professional Growth Plan, the candidate will be given the opportunity to begin the admission process again. Candidates will only be required to retake the section of the admission process in which they obtained a score placing them in the "Provisional" classification. The Admission and Retention Committee chair will give notice to the candidate in writing with a copy of the letter being placed in the candidate's file.

A candidate failing to meet the minimum score required to be admitted to the Teacher Education Program has the following appeals available.

- Step 1: The candidate may appeal to the Head of the Department of Teacher Education, who in consultation with two other faculty members will review the documentation on the candidate in consideration of the candidate's request.
- Step 2: The candidate may appeal to the Dean of the College of Education to review his or her documentation.
- Step 3: The candidate may then follow the procedures established in the Nicholls State University Student Handbook for appeals to the Vice President of Academic Affairs.

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.

ADVISING INFORMATION

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

ADVISOR CHART			
Program	Advisors	Office	Phone
School Leadership	L. Jones	247 Polk	4344
	G. Stall	138 Polk	4318
	D. Norris	241 Polk	4338
Higher Education	E. Dial	Picciola Hall	4021
Early Childhood	L. Lauer	242 Polk	4343
Elementary Education	S. Triche	232 Polk	4337
High Incidence Disabilities	N. Boudreaux	244 Polk	4341
	G. Gautreaux	122 Polk	4316
	M. Morvant	239	4335
Reading Education	F. Crochet	236 Polk	4336
	S. Roark	119 Polk	4319
Secondary Education	P. Rodrigue	236 Polk	4336
	S. Bhattacharyya	249 Polk	4347
	S. Triche	239 Polk	4337
Counselor Education	Z. Tanner	252 Polk	4348
School Psychology	C. Broussard	256 Polk	4356
	S. Welsh	216 Polk	4370

CURRICULA

Degree Plans

Degree plans for all curricula for programs in the Department of Teacher Education are outlined in the appendices listed below. The degree plan for the School Psychology Program can be found in the *School Psychology Handbook*.

- School Leadership & Higher Education Concentration – Appendix A
- Curriculum and Instruction (Early Childhood) – Appendix B
- Curriculum and Instruction (Elementary Education) – Appendix C
- Curriculum and Instruction (High Incidence Disabilities) – Appendix D
- Curriculum and Instruction (Reading Education) – Appendix E
- Curriculum and Instruction (Secondary Education) – Appendix F
- Counselor Education – Appendix G
- Psychological Counseling – Appendix H
- School Psychology – Appendix I

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**Appendix A: M.Ed. - Educational Leadership (K-12 School Leadership)
Curriculum Sheet**

Candidate's Name: _____

Advisor's Name: _____

FOUNDATIONS CORE (*must be completed with a grade of B or better to be considered for the cohort*)

COURSE	SEMESTER	GRADE	DATE COMPLETED	ADVISOR'S INITIALS	CANDIDATE'S INITIALS
EDFR 501					
EDLE 501					
EDFR 504					

GRE Scores: Verbal _____ Quantitative _____ Analytical Writing _____ Formula Score _____

REQUIREMENTS FOR ADMISSION TO MESL COHORT

- _____ Documentation of previous leadership activities;
- _____ Letter of recommendation by school superintendent/private school equivalent or designee;
- _____ Letter of recommendation by school principal or designee;
- _____ Acceptable GRE scores
- _____ Possession of Level II or Type B teaching certificate
- _____ Letter from school principal willing to serve as mentor
- _____ Interview

COURSES AFTER ADMISSION TO COHORT (*must be taken in sequence*)

COURSE	SEMESTER	GRADE	DATE COMPLETED	ADVISOR'S INITIALS	CANDIDATE'S INITIALS
EDCI 503 Fall term					
EDLE 508 Fall term					
EDLE 507 Spring term					
EDLE 590 Spring term					
EDLE 582 Summer term					
EDLE 535 Summer term					
EDLE 536 Fall term					
EDLE 522 Fall term					
EDLE 530 Spring term					
EDLE 594 Spring and summer terms					
EDFR 595 Summer term					

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M.Ed. K-12 School Leadership

Higher Education Concentration _____ Name _____

Adviser _____ Date _____

Prerequisites: (Must Be Completed Prior To Admission to Program)

G.R.E. Scores Submitted _____ 6 Hrs. Prerequisite Courses _____
(3 hrs. from EDUC 250, and 3 hrs. from EDUC 211, EDCI 512 or EDCI 530)

Foundations Core:

- _____ EDFR 501 - Educational Research
- _____ EDFR 504 - History and Philosophy of Education
- _____ EDLE 508 - Principles of Leadership for School Leadership
- _____ EDCI 504 - Seminar in Secondary School Curriculum Studies

Professional Core:

- _____ EDLE 582- Financial and Legal Implications for School Improvement
- _____ HEAD 505- Organization, Governance & Finance of Higher Education
- _____ HEAD 515- Administration of Student Development and Services
- _____ HEAD 520- Planning, Evaluation, and Institutional Effectiveness In
Higher Education
- _____ HEAD 510- Legal Aspects of Higher Education
- _____ HEAD 585- Practicum in Higher Education
- _____ Elective – Approved by Academic Advisor (3 hrs.)
- _____ Elective – Approved by Academic Advisor (3 hrs.)
- _____ EDFR 595- Master's Comprehensive Examination

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Appendix B: M.Ed. – Early Childhood

Grad	FOUNDATIONS CORE:		Date	Advisor's Initials	Student's Initials
	EDCI 501	Seminar Topics in Foundation			
	EDFR 504	History & Philosophy of American Education			
	EDFR 501	Educational Research			
	EDCI 503	Seminar in K-12 Curriculum Studies			
<p>GRE Scores Verbal _____ Quant _____ Analytical Writing _____</p> <p>Admitted to Program</p> <p>Date _____ Advisor _____</p>					
	EDCI 570	Seminar in Early Childhood Education			
	EDCI 571	Foundations of Early Childhood Curriculum			
	EDCI 572	Seminar in Early Childhood Curriculum			
	EDCI 574	Assessment of the Young Child			
	EDCI 576	Readings in Early Childhood Education			
	EDCI 577	Language Development			
	EDCI 578	Parent Involvement and Community Resources			
	EDCI 579	Practicum in Early Childhood Education			
	EDCI 580	Interdisciplinary and Interagency Teaming			
	EDCI 594	Master's Comprehensive Portfolio			

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Appendix C: M.Ed. – Emphasis in ELEMENTARY EDUCATION

Sem	Grade	FOUNDATIONS CORE:	Date	Advisor's Initials	Student's Initials
		EDFR 501 Education Research			
		EDCI 501 Seminar Topics in Foundations			
		EDFR 504 History & Philosophy of American Education			
		EDCI 503 Seminar in K-12 Curriculum Studies			

GRE Scores Verbal _____ Quant _____ Analytical Writing _____

Admitted to Program

Date	Advisor			
		EDCI 507 Creating a Literate Environment		
		EDCI 508 Instructional Issues for Teaching Diverse Learners		
		EDCI 560 The Reaching of Reading: Developmental		
		EDCI 582 Adv Methods of Instruction in Elementary School Eng Lang Arts		
		EDCI 583 Adv Methods of Instruction in Elementary School Mathematics		
		EDCI 584 Adv Methods of Instruction in Elementary School Science		
		EDCI 585 Adv Methods of Instruction in Elementary School Social Studies		
		EDCI 596 Implementation of Curriculum Integration		
		EDCI 595 Clinical in Elementary & Secondary Education		
		EDCI 594 Master's Comprehensive Portfolio		

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Appendix D: M.Ed. – Emphasis in High Incidence

Sem	Grade	Foundations Core:	Date	Advisor's Initials	Student's Initials
		EDFR 501	Educational Research (every semester)	3	
		EDCI 515	Seminar in High Incidence Disabilities (Spring)	3	
		PSYC 506	Psychology of Behavior Management (Summer)	3	
		EDCI 501	Research Seminar	1	

GRE Scores Verbal _____ Quant _____ Analytical Writing _____
 Total _____ Formula _____
 Admitted to Program

Date _____ Advisor _____

Professional Core:

		EDCI 554	Precision Assessment Diagnostic/Prescriptive Strategies (Summer)	3	
		EDCI 557	Behavior Intervention Strategies (Fall)	3	
		EDCI 540	Mild/Moderate Special Education Practicum(Summer)	3	
		EDCI 547	Instructional Intervention Strategies	3	
		EDCI 599	Field-Based Research Seminar	3	
		EDCI 548	Consultation for Implementation of Class-wide Strategies	3	
		EDFR 594	Master's Comprehensive Portfolio	0	

Total Hours: 18

Electives (Recommended) - Total of 9 Hours

		EDCI 553	Educational Assessment (Fall)		
		EDIC 533	Advanced Instructional Planning for LD (Spring) OR		
		EDCI 536	Adv Methods of Teaching Basic Subjects for LD (Spr)		
		EDCI 537	Methods of Teaching Students with Behavior Problems(Fall)		
		EDCI 562	Analysis of Reading Problems OR		
		EDCI 569	Correction of Reading Difficulties		

Appendix F: M.Ed. – Emphasis in SECONDARY EDUCATION

		EDFR 501	Education Research			
		EDCI 501	Seminar Topics in Foundations			
		EDFR 504	History & Philosophy of American Education			
		EDCI 503	Seminar in K-12 Curriculum Studies			
<p>GRE Scores Verbal _____ Quant _____ Analytical Writing _____</p> <p>Admitted to Program</p> <p>Date _____ Advisor _____</p>						
		EDCI 508	Instructional Issues for teaching Diverse Learners			
		EDCI 561	The Teaching of Reading: Content Area			
		EDCI 586 Or	Adv. Methods in Teaching Secondary Education Subjects			
		EDCI 587 Or	Adv. Methods of Instruction in Secondary School Social Studies			
		EDCI 588 Or	Adv. Methods of Instruction in Elementary School Science			
		EDCI 589 Or	Adv. Methods of Instruction in Secondary School Mathematics			
		EDCI 590	Adv. Methods of Instruction in Secondary School English Lang Arts			
		EDCI 596	Implementation of Curriculum Integration			
		12 hrs	Content Concentration (Listed on Next Page)			
		EDCI 595	Clinical in Elementary & Secondary Education			
		EDFR 594	Master's Comprehensive Portfolio			

SECONDARY CONCENTRATION HOURS

MATHEMATICS

REQUIRED:

Math 509 Logic & Foundations of Mathematics for Teachers

ELECTIVES: Choose 3

Math 510 Number-Theoretic & Discrete Structures
Math 511 Calculus & Analytic Structures
Math 523 Geometric & Algebraic Structures
Math 570 Mathematical Modeling & Problem Solving
Math 573 Topics in the History of Mathematics
Math 584 Technology & Communications in Mathematics Education

ENGLISH

REQUIRED

Engl 505 Seminar in Comparative Literature

ELECTIVES: Choose 3

Engl 410 World Literature I
Engl 411 World Literature II
Engl 424 Southern Literature
Engl 427 Louisiana Literature
Engl 463 Studies in the Novel
Engl 475 Topics in Literature
Engl 482 The Literature of the Middle Ages
Engl 483 Chaucer
Engl 490 Language & Culture
Engl 491 History of the English Language
Engl 493 Language Concepts

HISTORY

ELECTIVES: Choose 4

Hist 400 Russian History
Hist 405 Renaissance & Reformation
Hist 416 The United States in the 20th Century
Hist 420 Civil War & Reconstruction
Hist 435 United States Intellectual History
Hist 485 Tudor England
Hist 490 Problems of History

BIOLOGY

REQUIRED:

Biol 551 Marine & Environmental Biology I
Biol 552 Marine & Environmental Biology II

ELECTIVES: Choose 2

Biol 504 Ecological Restoration
Biol 555 Advanced Oceanography
Biol 556 Biology of Polluted Waters
Biol 560 Marine & Environmental Regulation, Law & Policy Workshop
Biol 561 Wetlands Plant Biology

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Biol 568

Biol 571

Biol 572

Biol 581

Professional Scientific Writing Laboratory

Marine & Environmental Internship I

Marine & Environmental Internship II

Analytical Techniques for Environmental Application

Appendix G: MASTER OF EDUCATION-SCHOOL COUNSELING

DEGREE WORKSHEET PLAN

Foundations Core Courses:

- GUID 500 Principles and Administration of School Counseling
- GUID 511 Theories of Counseling and Psychotherapy **prerequisite for practicum*
- PSYC 519 Advanced Lifespan Developmental Psychology
- PSYC 549 Professional Issues and Ethics in Counseling

Advanced Concentration Coursework

- GUID 505 Analysis of the Individual
- GUID 510 Theory and Procedures in Group Counseling
- GUID 522 Career and Lifestyle development
- PSYC 500 Basic Facilitative Skills
- GUID 530 Counseling Strategies with Children and Adolescents
- PSYC 504 Abnormal Psychology
- PSYC 507 Statistical Analysis and Research Methods
- PSYC 526 Introduction to Marriage and Family Counseling
- PSYC 541 Cross cultural Counseling
- GUID 523 School Counseling Practicum
- GUID 534 School Counseling Internship I
- GUID 535 School Counseling Internship II
- GUID 595 Master's Comprehensive Examination

Total: 48 hours

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APPENDIX H: MAPC PROGRAM

DEGREE PLAN WORKSHEET

PSYC 500	Basic Facilitative Skills
PSYC 504	Abnormal Psychology
PSYC 505	Psychology of Personality
PSYC 508	Introduction to Psychometrics
GUID 505	Analysis of the Individual
PSYC 510	Theory and Procedure in Group Counseling
PSYC 511	Theories in Counseling and Psychotherapy
PSYC 516	Psychology of Child and Adolescent Development
PSYC 540	Advanced Social and Cross Cultural Psychology
Or	
PSYC 541	Cross Cultural Counseling
PSYC 548	Professional Ethics
GUID 522	Career and Lifestyle Development
PSYC 517	Advanced Statistical Analysis & Research Methods
PSYC 520	Psychological Counseling Practicum I
PSYC 521	Psychological Counseling Practicum II
PSYC 599	Psychological Counseling Externship
PSYC 595	Master's Comprehensive Examination
Electives	3 hours of approved electives

Total: 48 Semester Hours

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APPENDIX I: **SP-SPECIALIST IN SCHOOL PSYCHOLOGY**

DEGREE PLAN WORKSHEET

Graduate course work includes 60 academic hours plus 12 hours of internship as outlined below:

Year I	Year II
Abnormal Psychology	Basic Facilitative Skills
Introduction to Psychometrics Testing II	Practicum in Diagnostic
Adv. Statistical Analysis and Consultation Strategies	Instructional Research
Psychology of Child and Adolescent Development	Behavioral School Consultation Strategies
Problems and Issues in School Psychology	Advanced Child Psychopathology
Theories of Learning	Analysis of Reading Difficulties or The Teaching of Reading
Developmental Reading	
Theories of Counseling and Psychotherapy	Psychological Counseling
Psychology of Personality Externship I & II	Practicum I
Psychology of Behavior Management	School Psychology
	Elective
Practicum in Diagnostic Testing I	Specialist Comprehensive Exams

Year III

School Psychology Internship I & II 12

Total: 72 Semester Hours