

# *Bayou Currents*

The Journal of Nicholls State University



Fall 2003

# Bayou Currents

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Bayou Currents is a publication of the Academic Affairs division at Nicholls State University. It is an annual, free-distribution journal.

## From the president

The children of the Bayou Region are our most precious resource. And Nicholls State University has a long history of providing highly qualified classroom teachers, educational administrators, and other school professionals to educate them.



The University's PK-16+ Council has proven invaluable in redesigning the teacher preparation curriculum. I remind you that it is the responsibility of everyone in the university community that we graduate caring and qualified K-12 teachers, educational leaders and other professional specialists to serve school districts across the Bayou Region, the State of Louisiana and beyond. While the College of Education faculty does help candidates learn to teach content effectively, subject knowledge is an equally important factor in improving student achievement. Prospective history teachers need competent instruction in history; the Languages and Literature faculty need to teach future language arts educators with passion, and so on.

As the institution seeks to renew accreditation of its teacher preparation programs through the National Council for Accreditation of Teacher Education, there is no better time to acknowledge the efforts of so many to appropriately restructure the design of the teacher preparation program at Nicholls State University. I am confident that we are ready for the challenges that the accreditation process entails. But we must remain vigilant in demonstrating appropriate accountability and constant improvement in our preparation of classroom teachers.

In this issue of Bayou Currents, the focus is on many of the people and programs of the College of Education. I encourage you all to learn more about how we are all important players in the preparation of tomorrow's teachers.

Stephen T. Hulbert,  
President

### ON THE COVER

The cover art is a piece created by Karin Eberhardt, an art instructor at Nicholls State University. "Magnolia 6018A" was designed using a scanner.



(photo by Cliff Fenton)

# Let's get physical

by *James Stewart*

It's a bright spring day, and Markeith Brown is in the weight room. Off-season weight training might be expected of Brown, who started 26 of 28 games for the Division I Nicholls State University basketball team during the 2002-2003 season. After all, year-round conditioning is a must for the modern college athlete who expects to be competitive.

What might come as something of a surprise is the contrast between Brown and his workout partner this particular afternoon.

Brown is a 6-foot, 220-pound, 21-year-old African-American.

His partner, Irene Landry of St. John, is about a foot shorter, more than 100 pounds lighter, a woman and white.

Her age? Well, one should never ask a lady her age. It's bad form. However, given that the program in which the pair is participating is designed to let college students interact with people over the age of 50, it's safe to assume there is a significant difference in their ages.

But then it's these very differences that are at the heart of the University's Adult Health and Development Program.

Angela Hammerli, associate professor of health and physical education at Nicholls State and director of the program, explains that it is as much about socialization as it is about physical activity.

"Getting the right mix of people is important," she says. For many participants, this is their first opportunity to interact with people from different backgrounds.

Dr. Marie Zannis, who retired from Nicholls as an associate professor of health and physical education during the 2002-2003 year, started the program at the University in 1993.

More than 1,000 people have taken part in it

*Adult physical education program brings together people from all walks of life*



**ABOVE:** Denise Alfred, a teaching assistant at Nicholls State University, shows Irene Landry of St. John how to adjust the treadmill setting. **LEFT:** Alfred helps Frances Thomas of Thibodaux use the correct form during a weight-lifting exercise.

since its creation. Many are repeat participants, both college students and members, as staffers refer to the senior participants.

Clyde Washington, a special education teacher at Ellender Memorial High School in Houma and an NSU graduate who expects to finish a master's in education at Nicholls during the fall, worked with the program in the mid-1990s for two semesters, the second as a group leader.

"It was just so rewarding," says Washington, who lettered three years as a running back on the Colonel football team and is the school's ninth-leading rusher with 1,384 career yards.



(photo by Cliff Fenton)

**Angela Hammerli** (left), associate professor of health and physical education at Nicholls, observes Frances Thomas as she uses a machine designed to strengthen the abdominal muscles.

He explains that as a young man he learned much from working with seniors and that became an important part of his college career.

"When I look at this gym, that's what I think about," he says, adding that he visits Shaver Gymnasium each time he is on campus.

*"I thought it would be a good thing to get to know some older people. . . . They could give me some wisdom."*

**Markeith Brown**

undergraduate.

Hammerli says, "I think it's people like Denise who make the program." She explains the program requires a lot of work from people who care.

Each semester there are about 50 participants, 25 students and 25 members. The students can earn three hours of health and physical education credit for the course. But it's not a required course in any degree program on campus. Students take it as an elective because they want to be there.

Positive experiences of the students not only create repeat participants but attract new ones.

They, in turn, tell friends.

"It's a lot of students telling students," Hammerli says, adding that some students will return as volunteers for no credit. "A lot of college students you think are only concerned about themselves," yet, she says, that's not what she sees in the program.

Students receive at least as much from the program as they give it.

"I thought it would be a good thing to get to know some older people," Brown, who heard about the program from a teammate, says. "They could give me some wisdom," he says, to help with decisions he will face.

And learn he did.

The program starts each fall and spring semester with a six-week orientation for the college students. It covers such issues as first aid and exercise procedures.

Then the students work with members for 16 sessions.

Brown says things became fun when the members showed up.



(photo by Cliff Fenton)

**Clyde Washington** (left), a Nicholls State University alumnus and special education teacher at Houma's Ellender Memorial High School, Irene Landry and Denise Alfred take a break in the weightroom in Shaver Gymnasium.

From that point on, "I couldn't wait for the class," he says.

Most members are far from shy. "They talked a lot," he says. "They will teach you a lot of things."

Including some sports tips.

Landry chuckles and says that she had to teach Brown how to play shuffleboard.

She entered the program in 1998 after hearing about it from her daughter, Rebecca Hauffman-Spears, a 2001 social service graduate of Nicholls. She has never missed a semester since.

"I guess I've been haunting ya'll so long it seems like I've been here since the beginning," she says.

While the activity is a draw, it is the people who make the difference. "You make good friends," Landry says.

Although his shuffleboard skills needed some work, she says of Brown, "I couldn't have asked for a nicer person."

Member Frances Thomas of Thibodaux says, "You're going to like the people. It's very refreshing."

Thomas entered the program five years ago after her daughter, Cheryl, a nursing student who was taking a dance class with Hammerli, kept after her to try it. She was nervous until the first social when Landry took Thomas under her wing. "That's my guardian angel," Thomas says of Landry.

While the program is fun, it is also work.

Thomas explains that some first-time members can barely move at first but are much better by the time they complete the program.

“Ms. Hammerli is very strict. She pushes you to the limit and beyond,” Thomas says, adding that the prodding is done in a loving way.

The twice-per-week meetings begin with a lecture on some health-related subject, such as diabetes or nutrition.

Then there is a 10-minute warm-up, followed by the activity sessions.

The members set the workout pace during the two 20-minute workouts each session, and Hammerli says they will occasionally get the best of their younger counterparts.

During these sessions participants take part in activities such as tai chi, dancing or pingpong.

The meetings close with a cool-down period.

Once the meetings begin, “The semester seems so fast; then we’re out of here,” Thomas says. Between semesters she looks forward to the program starting again.

Learning about people from other walks of life is just as important as the health-related information. These are lessons that benefit all participants.

Washington says he began to truly appreciate the

importance of good health through the program.

He says that as a young college athlete he took so many things for granted.

Now, he says, he has to take care when he bends over to pick up something so that he does not pull a muscle.

He says that after taking part in the program, he pays more attention to what might appear to be little things, such as a clear walkway, good lighting or mobility.

“As you get older, you appreciate it (mobility) more, especially if you’ve been through this program,” he says.

He adds that he now understands how important good health is as one ages. But it is just as important for all participants to learn of their fellow’s strengths as well as their limitations – and not just as they relate to age.

As participants build physical strength, organizers hope cultural barriers are breaking down.

“We want to break down stereotypes of every culture,” Alfred says, summarizing the real lesson to be learned from the program.

## PREPARING JOURNALISTS AND PUBLIC RELATIONS PROFESSIONALS FOR SUCCESS

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(photos by Cliff Fenton)



**ABOVE:** Clyde Washington (center) and Angela Hammerli (right) review an exercise routine with Irene Landry. **LEFT:** Washington works with Frances Thomas on a chest-press machine.

# Altered states

Program offers new, faster method for those with non-education degrees to become teachers

By Jaime Lugibihl Dishman

Christina Aysen had always dreamed of being a teacher. She grew up watching her mother teach. Being with children was a job she wanted. But during her four years at Nicholls State University, she strayed from that goal.

“All of a sudden, I just didn’t think teaching would be for me,” she explains.

Throughout her undergraduate studies, she thought she would be more interested in health care, so she graduated from Nicholls in December 2002 with a bachelor’s degree in health care management.

But only weeks after graduation and confronted with the reality of trying to get a job, Aysen regretted her decision not to get a degree in education.

Not wanting a career that would ultimately leave her unsatisfied and frustrated, Aysen decided to become a substitute teacher in Assumption Parish.

She worked at various schools in the parish, all the while considering returning to Nicholls to earn a degree in education. But the idea of going back full-time for another two years or part-time for three years discouraged her from seeking a second degree. Then she happened to read an article in her local newspaper about a program called Teach Bayou Region.

Although unfamiliar with the program’s requirements, Aysen thought it would be worth a chance to apply for a teaching position.

A few months later, Aysen was approved as a candidate and began looking forward to a permanent position as a full-time second-grade teacher at Belle Rose Primary School in Assumption Parish.

With the help of the Teach Bayou Region program, Aysen will have her teacher’s certification in two years while enjoying the benefits of a full-time teacher’s job with a starting teacher’s salary.

“It definitely beats going back to school for three years to get a second degree,” Aysen says. “It was

almost like opportunity just fell into my lap.”

Aysen and nearly 40 other candidates will be part of a fast-track teacher program that began in the summer of 2003.

Teach Bayou Region, a much-publicized campaign with billboards and advertisements splashed across south Louisiana, is an alternative certification program that allows those with a bachelor’s degree to give teaching a try.

Nicholls is one of five Louisiana universities participating in a pilot program to give professionals who are considering a career change a chance to try teaching.

Throughout rural Louisiana, demand for teachers is high, as long-time teachers retire and college graduates turn toward higher-paying careers.

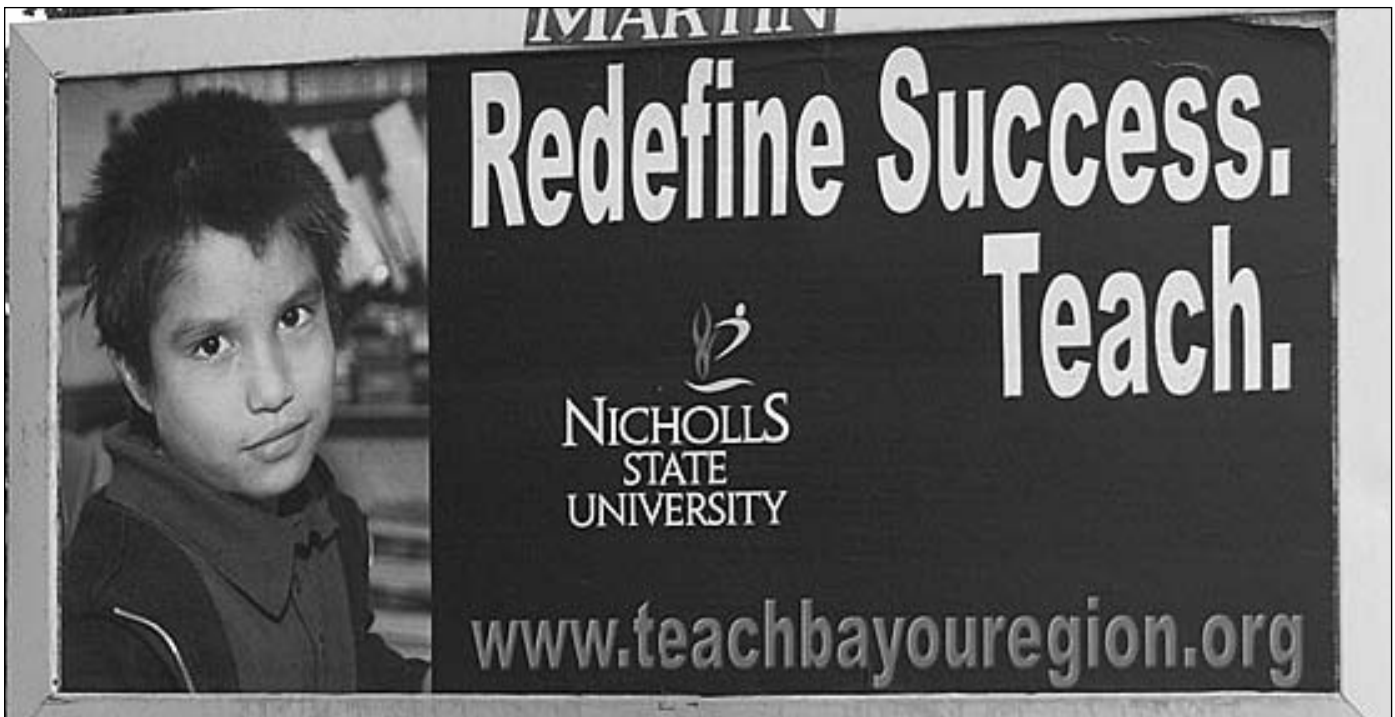
“I think this program brings people who are qualified in specific subject areas and who have an interest in teaching to our school systems and gives them the chance to fill those positions where there are not enough certified teachers available,” says

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*‘I think this program brings people who are qualified in specific subject areas and who have an interest in teaching to our school systems and gives them the chance to fill those positions where there are not enough certified teachers available.’*

**Judy Theriot**

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(photo by Cliff Fenton)

*Above is one of several billboards in the Nicholls State University service area advertising the “Teach Bayou Region” Program.*

Judy Theriot, director of the Nicholls Teach Bayou Region in Spring 2003.

Theriot said that 85 applications were received, and, after a lengthy interview process and application reviews, 38 applicants were recommended for teaching positions in South Louisiana.

The new teachers will be teaching in Ascension, Assumption, St. Charles, St. John, St. Mary and Terrebonne Parishes.

The aspiring teachers went through a full schedule of nine hours of classes during the summer, as well as a one-year mentoring and teaching program. During the fall and spring semesters, the teachers will be required to complete six hours of coursework each semester by taking after-school classes at Nicholls.

During their second year, the teachers-in-the-making will have to complete the Louisiana Teacher Assistance and Assessment Program. “Once they pass that, they are eligible to attain their Type One teaching certificate,” Theriot says.

The certificate is the equivalent to a four-year degree. This alternate route toward teaching results from a high demand for certified teachers through-

out Louisiana.

According to the U.S. Department of Education, more than two million new teachers must be hired during the next decade. Throughout the country, about 300 universities offer alternative routes to teacher certification for people who hold degrees in a field other than education.

The Teach Bayou Region program requires students to enroll in introductory courses in classroom management and instruction strategies and in seminars in current education topics, says Theresa Davis, who now directs the program. In addition, they take classes in child and adolescent psychology. The program does not attempt to give the teachers an entire undergraduate educational experience but, instead, emphasizes practical knowledge about how to be competent teachers.

The new teachers are being paid starting teacher salaries, ranging from \$28,544 in Terrebonne Parish to \$31,749 in St. Charles Parish.

The program is part of a Louisiana undertaking known as the New Teacher Project. Similar programs are also underway at four other university’s in the state.

# Teaching technology



(photo by Cliff Fenton)

In the traditional classroom, the blackboard is a familiar piece of equipment; it's a surface where teachers and students can write for all to see. In the modern classroom, the "blackboard" can be a piece of software used by students and teachers to communicate with each other via computer.

The integration of software like Blackboard is only one of many changes that reflect how technology is affecting classrooms.

Computers, the Internet, multimedia projectors and countless other software and hardware, have become major elements of teaching and learning. Nicholls State University's College of Education teaches future teachers how to use technology effectively.

Greg Stall coordinates the PT3 program – Preparing Tomorrow's Teachers to use Technology – thanks to a U.S. Department of Education grant written in 2000 by Dr. Jim Barr.

"The focus of our grant is to ensure that Nicholls students majoring in education exit Nicholls skilled in using some instructional technology," Stall says.

But, instead of merely training students with the \$1.3-million three-year grant, the project takes a different approach – it trains the people who teach future teachers.

The project was designed for sustainability "because we realize this grant has a limited timeline, and when this grant goes away, we want the mechanism in place," Stall says. "These people who have worked with us are going to be using technology throughout their careers, and their students will benefit from that."

The project relies on a system of learning through example in educating both college-level professors who teach education majors and teachers in the K-12 school system who supervise student teachers.

Instructors engage their students in technology and model the effective use of technology in the classroom.

The hope is that after the grant ends, these teachers will continue to use technology in the classroom and provide good examples for many years to come. Stall says that this and technology training for education students will produce more teachers who use technology in the classroom.

Initially, the program faced limited technology equipment available on the Nicholls campus. Many instructors used computers unable to handle the types of programs used in PT3 classes.

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## *Federal grant helps University prepare future teachers for the changing face of classrooms*

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*LEFT: Students use computers in the Writing Across the Curriculum lab in Ellender Memorial Library, one of a number of places on campus where they have the opportunity to work with computers.*

This problem was solved as instructors across campus began to receive new computers.

Also across campus, classrooms are being equipped with new computers, projectors and other equipment.

A technology fee paid by students “has really been a great thing” in helping to obtain the latest equipment, Stall says.

The program offers a flexible training schedule. Classes are offered five days a week and at varying times to accommodate almost every participant.

“Our biggest challenge has been dealing with the range of technical skills of our participants,” Stall comments, but this problem was easily solved by offering courses ranging from elementary computing to advanced software training.

A test at the beginning of the 120-hour training program assesses the strengths and weaknesses of each participant.

They then can choose the courses that best suit their needs. PT3 has classes for everyone, from basic Microsoft Windows instruction to advanced graphics with Dreamweaver.

“A lot of our courses are instructionally based,” Stall says, explaining that participants learn how to teach with technology, not simply how to use it. “There are teachers who are very skilled technically, but they really weren’t using [technology] as an effective tool instructionally,” Stall explains.

He says sometimes using technology leads to the loss of the lesson’s content. While the students may

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***‘A lot of our courses are instructionally based.’***

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***Greg Stall***



(photo by Cliff Fenton)

***Students***, like those pictured above, have access to portable laptop computers that allow them to do work outside of established computer labs.



(photo by Cliff Fenton)

**Dr. M. Khurram Bhuh**, assistant professor of computer information systems, uses a projection system to teach students in his quantitative business analysis class.

have learned something about a piece of technology, sometimes they have failed to grasp the core of the lesson.

Skilled and unskilled participants take part in the PT3 program.

“Some people were eager to do this,” Stall says. “They got involved and enjoyed it.” Stall also tells of some participants who were a bit reluctant at first but who have since become “most enthusiastic advocates.”

Many instructors begin their learning process in the PT3 classes and continue to learn outside of the classroom.

“They come back and teach us things,” Stall says.

Louisiana education officials recently added a technology criterion to the Louisiana Component of Effective Teaching, the tool used to evaluate a

teacher’s performance.

Using technology in the classroom is no longer a choice but a requirement. PT3, along with support from other grants, will help tomorrow’s teachers meet that requirement.

Education majors who will graduate with the class of 2005 will have seen and experienced technology in use in the classroom.

They may remember using Blackboard to correspond with an English professor about a novel. Or they may remember a history instructor delivering a lecture with the aid of PowerPoint.

They themselves may have had to give PowerPoint presentations in their classes.

Now they move out into classrooms, ready to use technology to engage and enrich the minds of their students.

# Students of history

by *Felicia LeDuff Harry*

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Most people, when they think of early education in America, likely envision a one-room schoolhouse with a young woman teaching students of varying ages and skill levels. Some may think of church schools, with stern-faced taskmasters presiding over students engaged in rote memorization.

While both visions might be somewhat accurate, they hardly cover the history of education in America.

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The current state of education can be understood by examining its evolution

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It's probably more true that few people think about early education at all. Education is just something that has been around for a long time. It's a part of our daily lives, something we take for granted.

Rarely do we ask critical questions about education, says Dr. O. Cleveland Hill, dean of the College of Education at Nicholls State University. We just know "that's the way we have always done it."

Rarely do people ponder why there is no school in the summer or why schools are organized according to numbered grades, Hill says.

"The true answers to these questions and others," Hill explains, are "embedded in the history of education," and that's why it is important for students of education to study the history of education, to investigate why things are the way they are.

Education in America, which pre-dates the one-room schoolhouse, began with the country itself, with a belief by the founding fathers that an informed and educated citizenry was crucial to the success of the new democracy.

"The founders (of America) were men of enlightenment," Stephen Triche, assistant professor of education at Nicholls, says.

"They understood that in order to have a working democracy, an educated citizenry was needed." From the earliest days of America, the federal government had an interest in public education, Triche says, but it left education primarily as a local decision with no federal funds to support it.

Triche, who teaches courses in educational foundations, history and philosophy, says that prior to the American Revolution, a strong connection existed between religion and education. "Most schooling was a religious function, and often the preacher was also the teacher."

In Colonial America, religious schools held an important place. The Puritans believed that all children should receive some basic education.



**Dr. Cleveland Hill**, dean of the College of Education, says the nation's founders understood that education is crucial to democracy.

“Basic education was defined as reading and writing,” Triche adds.

Lessons included religious doctrine as well as secular material.

The secular lessons, according to Triche, “were grounded in the general humanist movement of the Northern Renaissance, which was tied to the educational reforms of the day.”

Lessons included the works of the great philosophers such as Plato and Aristotle. In addition to the reading and writing, there was the study of logic, because, according to Aristotle, “reasoning is a form of logic.” This represented the early entry of calculation or arithmetic.

These origins of American education, Triche says, still provide the basic structure for today’s

school curriculum, with some influence from German movements.

To many, Horace Mann is the “father of American public education,” although Mann’s work didn’t appear until the 1800s, many years after the Declaration of Independence.

However, his influence on modern education is apparent, according to Triche.

“Mann’s ideas were not readily accepted,” Triche says, and some who disapproved of his notion of state involvement in education engaged in armed resistance.

“State involvement in education was seen as a threat,” Triche explains. Mann, who served as the first secretary of the Board of Education in Massachusetts, found many inequities in community schools and tried to eliminate them.

Many of today’s ideas about education can be found in Mann’s philosophy.

Mann’s influence can be seen, Triche explains, in curricula, not just content, but in general purposes and methods as well. These include the social purpose of education, the culture, teacher-student interaction and school organization.

Mann is also credited with the concept of a regular school day and teacher training.

In the South, only the elite were educated, and Triche says most of that education came from tutors. The education of the poor or lower classes, he says, “wasn’t even considered.”

By the 1930s, compulsory education for all, except minority groups, was legally required in every state of the Union at the behest of the federal government and as part of New Deal reforms, Triche notes. Many minority groups were excluded from education until the 1960s.

“For those of us in the education profession,” Hill says, “studying the history of education informs us of how our world came to be.”

The history of education allows educators to understand the “causes or the events that have shaped the profession,” Hill adds.

If those involved in education are going to affect the academic lives of students, they must understand education’s origins, Hill says.

# Something special

## University programs prepare teachers to meet educational needs of all students

by *Farren Clark*

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Scientists once believed that the short attention span and hyperactive behaviors of some children were caused by brain damage, poor parenting or ineffective teaching. Now, experts at the National Institute of Health say that Attention Deficit Disorder is largely a genetic factor caused by low levels of glucose in the brain.

The U.S. Department of Education estimates that 3 to 5 percent of school-age children have problems related to ADD.

This is just one of a number of challenges to learning which might face students and teachers. The Nicholls College of Education is aware of that and, therefore, prepares its students to assist students with various learning disorders.

All education courses at Nicholls cover instructing students with learning disorders, Dr. Lavone Rodrigue says.

The head of the Department of Teacher Education, Rodrigue says, "We also have a course designated for the study of the exceptional student. Undergraduates learn about the different characteristics of the exceptionalities."

The course, "The Psychology and Education of the Exceptional Child," focuses on the needs of students in regard to developmental delays, physical disabilities, and severe learning and behavioral problems. The Department of Psychology is also involved with the instruction.

"We have psychology courses that deal with the developmental nature of children and what happens when they don't develop at the proper stage. They don't all reach the same stage at the same time," Rodrigue says.

An undergraduate must complete 60 hours of direct observation and 180 hours of successful teaching in a public school setting from kindergarten to Grade 12.

Either a Nicholls instructor or the assigned classroom teacher observes undergraduate progress. Rodrigue says that undergraduates must create portfolios that provide evidence of awareness of changes that must be made for students with learning disabilities.

"They have to explain to us, to the best of their knowledge, the child's disability and how they plan to change their lessons based on that knowledge," she says.

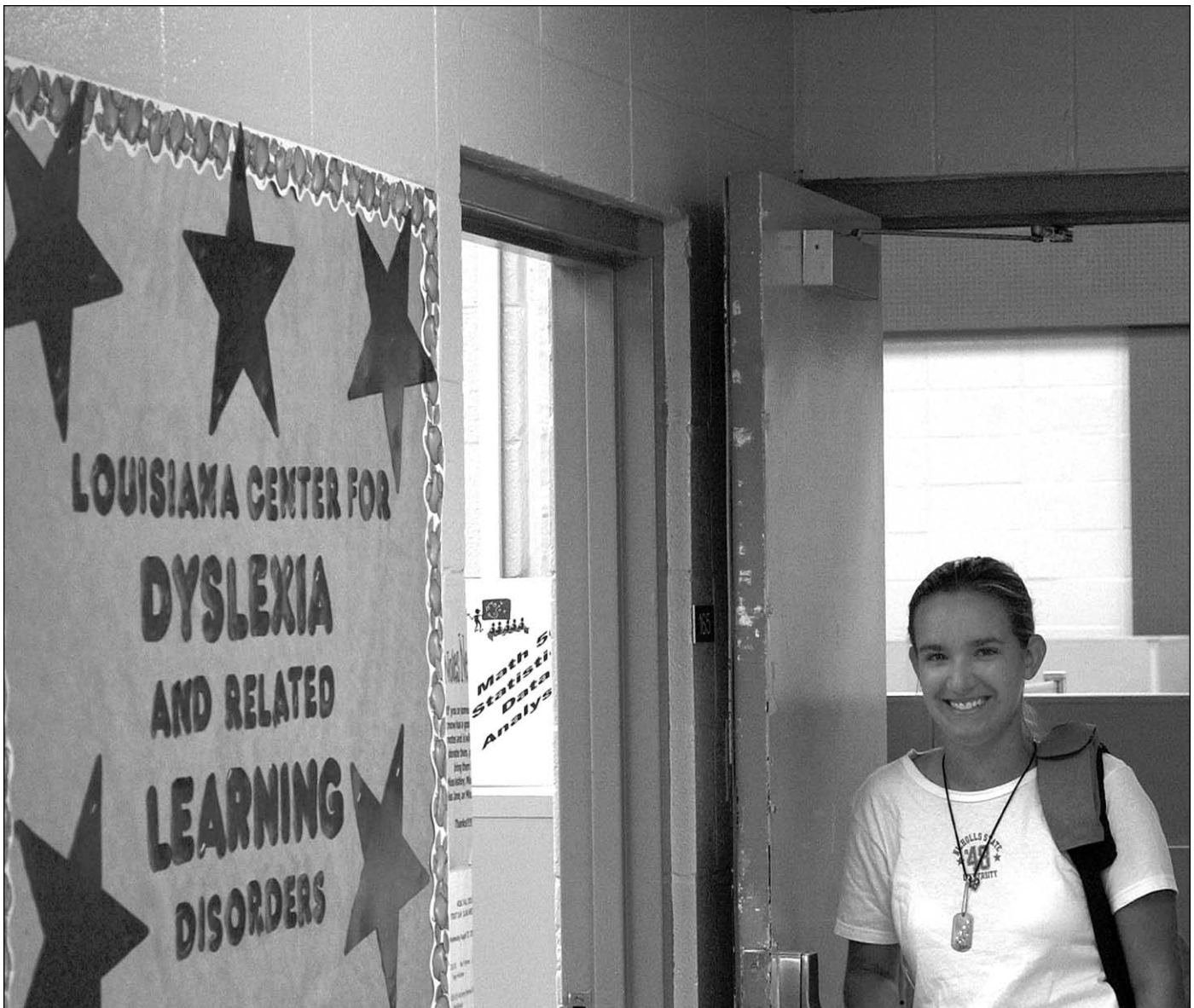
Distractibility, impulsiveness and hyperactivity serve as behavioral warnings that appear before age 7 and may last for about six months. Rodrigue says that distinguishing a child with an active personality from a child with ADD depends on the consistency of the behavior.

"There are some very bright children who are curious and learn through asking 'why, why, why?' These children want to know everything that they possibly could know through the method of inquiry. ADD children cannot focus and stay on task. They have nothing to do with wanting to know more," Rodrigue says. Students in danger of not being identified with ADD are those "who are just there and are not as curious as the vocal misbehaving type of ADD children," she explains.

Monique Ledet, an 11-year, first-grade teacher at Thibodaux Elementary School, says that recognizing students with certain learning disabilities comes with experience. "Once you're teaching a few years, you can spot them. I would then refer them to be tested, and the exceptionality would be recorded on the IEP (Individual Education Plan)," Ledet says.

Rodrigue says the undergraduates are not given permission to see the IEPs since they are not in the public school system.

"We have to take the word of the teachers as to



(photo by James Stewart)

*Lauren Nuelle, an art freshman from Houston, waits to meet with an instructor in the University's center for dyslexia.*

which students are identified as ADD and how to help them learn," she says.

ADD students fall under the 504 section of the U.S. Department of Education Special Education and Rehabilitative Policy, which states that they are to be part of a regular class.

Inclusion teachers assist teachers by helping them focus on the needs of the child and by setting up small groups of children with learning disorders who may disrupt the class.

Rodrigue says that undergraduates are taught to make sure that children with learning disabilities are

integrated into the classroom and treated equally.

Ledet, a Nicholls graduate, says that with the growing knowledge of different learning styles and disorders, teaching has taken on more of a hands-on approach. "It is about finding out what works best with students and learning how to teach them by using different methods as opposed to one."

Ledet says teaching students with ADD can be challenging. "Each year, you get kids with different needs. So different kinds of teaching must be utilized."

Although it is difficult to teach students with



(photo by James Stewart)

*Dr. Lisa Lauer, assistant professor of education, talks with her students in Psychology and Education of the Exceptional Child about their career goals.*

ADD, using different techniques to incorporate them with the rest of the class is helpful, Ledet explains.

Peer assistance, repeated questions and extended time for taking tests are approaches she uses to help the child stay focused.

“I would seat the child where he would not experience too much stimulation,” Ledet says.

She says her instruction at Nicholls prepared her for teaching because the instructors focused on having many methods of teaching.

Medication is often used to help the areas of the brain inhibit impulses and control attention span.

Ritalin, a stimulant, has become a controversial solution because many authorities argue that it is over-prescribed. Rodrigue says that Ritalin is helpful, but warns that parents and doctors need to work together to insure that it is indeed needed.

“I have had children with ADD who were on Ritalin, and their learning curves increased. I’ve also had some children who were on Ritalin who really did not need it. It would almost put them in a daze.”

Rodrigue says undergraduates are prepared to communicate with parents about the child’s well-being.

“In the elementary program,” she says, “we have a course that specifically teaches parent-teacher interaction.”

Dyslexia is another common learning disorder. Its symptoms include difficulties with left and right, organization, spelling, and leaving out words when reading. The causes of dyslexia are unknown, which means that teachers must be able to adjust to different learning challenges by taking various approaches. Rodrigue says that the student teaching process targets these differences in learning.

“We try to do a lot of assessment with our students when we teach them,” she comments. Rodrigue says that children are over-identified for dyslexia.

“I don’t care how bright or how intelligent or how educated you are, everybody has some kind of tendencies toward and characteristics of dyslexia,” she says. “If they are just given longer time to learn and better teaching, they may not be reversing D’s and B’s the rest of their lives.”

The search for the cure to learning disorders such as ADD and dyslexia is ongoing. But at the forefront of battling the problem are teachers able to identify student needs and able to use alternative methods that lead to successful learning.

# Research/Service Roundup

The following pages present abstracts of some University faculty & staff research activities

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## **The 150-Hour Education Requirement: Revisiting the Public Choice vs. Public Interest Debate**

*Abstract:* The paper attempts to determine whether the 150-hour education requirement to sit for the CPA exams is in the public's interest or self-motivated.

*Authors:* Shelton, J., Chiasson, M. (associate professor of accounting), and Mauldin, S. (professor of accounting)

*Published:* The Journal of Accounting and Finance Research. V. 11, #2, Summer 2003.

## **Art Slide Retrieval: One Library's Solution**

*Abstract:* This article describes an original online database using NutPlus software, a relational file manager, to access art slides using sixteen access points.

*Author:* Alice Benthall Saltzman, (associate professor of Library Science)

*Journal:* MC Journal: The Journal of Academic Media Librarianship, vol. 8, #2, 2002, 7076

## **A Class Divided – Then and Now--The Video Revisited from an OB Teaching Perspective**

*Abstract:* Jane Elliott's exercise in discrimination has become a world-renowned diversity training technique. Although the exercise has been duplicated, it is not an activity many teachers would be comfortable facilitating. The documentary video of her diversity training session allows instructors to integrate diversity and numerous other organizational behavior topics typically introduced in an OB course. This paper explores the various ways in which this video may be used to enhance these courses.

*Presenter:* Allayne B. Pizzolatto (Distinguished Service Professor of Management)

*Presented:* Southwest Business Teaching Conference, October 2002 in Houston

## **Culinary Education and Computer Technology: A Longitudinal Study**

*Abstract:* This study examines the perceived importance of computer competency for culinary arts graduates by culinary educators using a longitudinal approach from 1996 to 2001.

*Authors:* Robert Harrington (dean and professor, Chef John Folse Culinary Institute) and Keith Mandabach, Dawn VanLeeuwen & Damon Revelas

*Journal:* Journal of Hospitality & Tourism Education, 14(2): 9-15. Received Emerald Management Review Citation for Excellence.

## **The Demand For Bribed Votes and the Secret Ballot in the U.K., 1835-1880**

*Abstract:* From the theory of the demand for bribed votes, this project hypothesizes that the secret ballot increases the value of political brand-name capital is developed. The hypothesis is tested by examining the frequency in which British politicians move from districts where they were incumbents to run in other districts, both before and after the passage of the Secret Ballot Act in 1872.

*Authors:* R. Morris Coats (professor of Economics and Finance), Thomas R. Dalton, Arthur Denzau

*Presented:* 2003 Meetings of the Public Choice Society and Economic Science Association, March 2003, Nashville, Tenn.

## **Do We Practice What We Preach: Tracking Costs in Food Laboratory Classes**

*Abstract:* This is an interactive workshop designed to stimulate dialogue among food service educators about tracking costs in food service/culinary labs.

*Presenters:* George Kaslow (assistant professor, the Chef John Folse Culinary Institute) and Keith Mandabach & Wallace Rande

*Presented:* 2002 International CHRIE Convention in Orlando, Fla.

## **Does Student Work Experience Affect CPA Firm Recruiting Decisions?**

*Abstract:* This paper attempts to determine if different types of student work experiences affect CPA firm recruiters' hiring decisions of entry-level accountants.

*Authors:* Mauldin, S., Zachry, B. (professor of accounting), and J. Morris

*Published:* The Accounting Educators Journal

## **The Effect of an Accounting Tutoring Program on Students, Success in the First Principles Course**

*Abstract:* This article attempts to determine impact of accounting tutoring labs on accounting and non-accounting students' success.

*Authors:* Brown, P., and Mauldin, S.

*Published:* The Journal of Accounting and Finance Research. V. 10, #1, Spring 2002

## **Income Level and Income Type as Determinants of Tax Return Preparation Fees: An Empirical Investigation**

*Abstract:* This paper examines whether income level and income type, two factors affecting a taxpayer's ability to pay taxes, impact tax preparation fees.

*Authors:* Mauldin, S., Brown, P., and Braun, B.

*Published:* Advances in Accounting. (July 2002). V. 19, pp. 189-213

**The Irreducible African: Challenges to Racial Stereotypes in George W. Cable's The Grandissimes**

*Abstract:* This article examines Cable's depiction of African-American characters who resist reduction to prevailing racial stereotypes despite the political and social powers that work for their systematic dehumanization.

*Author:* R. Allen Alexander (assistant professor of Languages and Literature)

*Published:* Songs of the Reconstructing South: Building Literary Louisiana 1865-1945, eds. Suzanne Disheroon-Green and Lisa Abney (Westport, Connecticut: Greenwood Press, 2002)

**Lego that Ego: Teaching Students to Collaborate**

*Abstract:* Using Legos and a carefully structured plan for student collaboration, students invent a device, create a model for it, and write about their plan, giving instructions for its creation. Guidelines for this teaching unit as used in Technical Writing classes are explained.

*Author:* Olivia Pass (professor, Languages and Literature)

*Presented:* Louisiana Association for College Composition February 21, Nicholls State University

**Martin Luther and the Miss Goldie Chicken Song**

*Abstract:* This is an article about Martin Luther's conscious choice to write original hymns for the Reformation Church, rather than adapt "popular" songs for use in worship.

*Author:* Carol Britt (Director of the School of Fine Arts, assistant professor)

*Journal:* Journal of the American Guild of Organists

**A Mother Goose Genealogy**

*Abstract:* The roots of the fictional character Mother Goose are traced in history, literature, art, folklore, mythology and etymology.

*Author:* Alice Benthall Saltzman (associate professor of library science)

*Journal:* Bookbird: An International Journal of Children's Literature, v. 40, no. 2, 2002, p. 42-46.

**On Pseudo Object-Oriented Programming Considered Harmful**

*Abstract:* Because confusion exists between the fundamentals of Object-Oriented Programming and Object-Oriented Programming Languages among programming practitioners and in particular among college and university educators, this article elaborates the essence of OOP, clarifies the entanglement between OOP paradigm and OOPL idiosyncrasies, points out shortcomings and serious mistakes in current textbooks, and emphasizes what should be the teaching focus of OOP.

*Author:* Dr. Cong Xing (assistant professor, Department of Mathematics and Computer Science)

*Journal:* Communications of the ACM (upcoming issue)

**Pentimento: From Past to Present**

*Abstract:* This presentation examines the use of history in Tracy Chevalier's "Girl with a Pearl Earring," Truman Capote's "In Cold Blood" and Joyce Carol Oates's "Blonde," concluding that all three authors took great liberties with "the truth."

*Author:* Olivia Pass (professor, Languages and Literature)

*Presented:* The American Culture/Popular Culture Conference on April 18, New Orleans

**A Question of Fit: The Links Among Environment, Strategy Formulation and Performance**

*Abstract:* This study examines the effect that environmental

dynamism has on realized strategies that were initially intended versus those that emerged during the formulation process. It is argued that firms match their strategy-formulation process with the level of dynamism, and that a fit between the balance of deliberate and emergent strategies with the environment enhances financial performance.

*Authors:* Robert Harrington (dean and professor, Chef John Folse Culinary Institute) and

David Lemak, Richard Reed, & K.W Kendall

*Journal:* Journal of Business and Management (in press).

**Roman Elections, Vote-Buying and Campaign Reform Legislation**

*Abstract:* This paper examines the nature of political campaigns and campaign reform legislation during the Roman Republic. It examines three related aspects of the Roman electoral process, the instruments of Roman public choice, the nature of electioneering in ancient Rome and the numerous attempts at electoral reform.

*Authors:* Gary M. Pecquet, R. Morris Coats (professor of Economics and Finance) and Thomas R. Dalton

*Presented:* 2003 Meetings of the Public Choice Society and Economic Science Association, March 21/22, Nashville, Tennessee

**Strategic Management Education Incorporating Written Cases or Simulations: An Empirical Test**

*Abstract:* This paper reports on an empirical study of student learning considering four factors: strategic management skills, team process skills, level of difficulty and overall perceived learning. Results suggest that the use of management computer simulation cases facilitates greater educational development than written cases or a combination as perceived by students.

*Authors:* Robert Harrington (dean and professor, Chef John Folse Culinary Institute) and Kendall, K. W.

*Journal:* Journal of Hospitality & Tourism Research, 26(4): 1-23.

**Student Involvement in Accounting Organizations: The Effect on CPA Firm Recruiting**

*Abstract:* This paper attempts to ascertain the importance that CPA firm recruiters place on student participation in Beta Alpha Psi and the Institute of Management Accountants.

*Authors:* Mauldin, S., Crain, J., and Morris, J.

*Published:* Advances in Accounting Education, 2003

**Tax Implications of 529 Plans**

*Abstract:* This article provides CPA practitioners with the most recent information about College Savings Plans. This information will help CPAs advise their clients about IRC Section 529 as it relates planning for rising college costs.

*Authors:* Chiasson, M., and Mauldin, S.

*Published:* Today's CPA Journal, 2003

**The Threat-Rigidity Thesis in Newly Formed Teams: An Empirical Test**

*Abstract:* This is a test of interactions between external or internal attribution of threat and likelihood of success or failure for newly formed teams based on Staw, Sandelands, and Dutton's threat-rigidity thesis. Results suggest groups with either a higher level of threat or internal attribution of the threat restrict information and constrict control within the group.

*Authors:* Robert Harrington (dean and professor, Chef John Folse Culinary Institute) and David Lemak and K. W. Kendall

*Journal:* Journal of Business and Management, 8: 127-145.