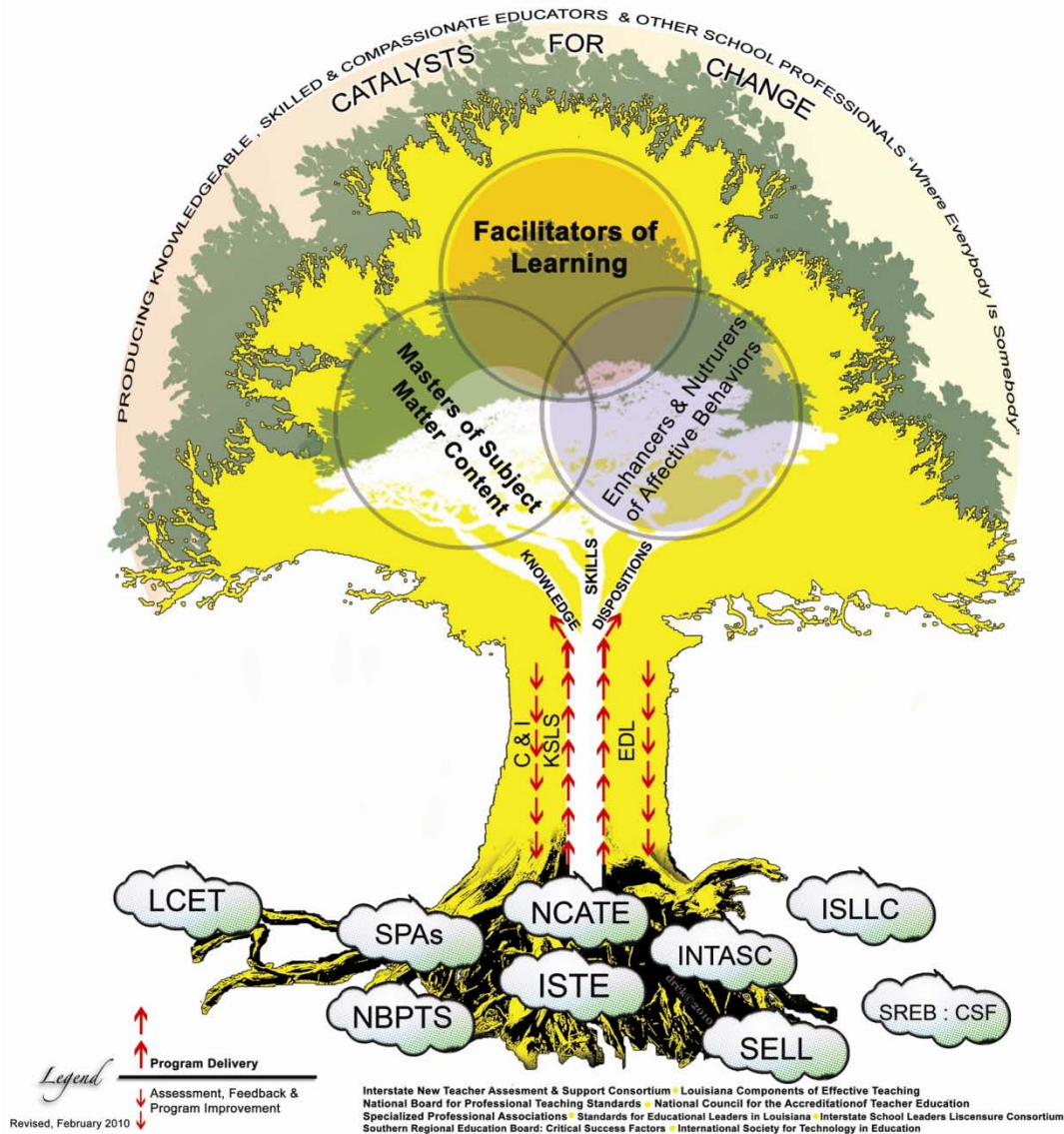


Grambling State University College of Education Faculty Handbook

Grambling State University College of Education Conceptual Framework



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Dean

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PREFACE

The purpose of this College of Education Faculty Handbook is to provide an easily accessible reference and guide to policies and procedures that are pertinent to candidate advisement, program admission and completion, as well as the college's requirements and governance structure. It is designed to provide pertinent information that leads to candidates' demonstration, preparedness to assume positions as knowledgeable and skilled educators and community leaders.

Accredited by the State Department of Education, and since 1964, the National Council for Accreditation of Teacher Education (NCATE), Teacher Preparation Programs are the very core of the College of Education. As a result, faculty are expected to model best practices in teaching, research, and service. They must demonstrate technology infusion into the curriculum, modification of instructional strategies based on the varying learning styles of candidates being taught, along with ensuring sensitivity to their (candidates') needs, and alignment of course requirements with Standards of NCATE, the state of Louisiana and Specialized Professional Associations.

Although great effort is placed in the provision of the highest kind of quality teaching and learning experiences for the candidates, the responsibility for success rests with them - the candidates. Candidates are expected to abide by all policies, including class attendance, periodic meetings with advisors in order to monitor program progression and keeping abreast of any and all curricula/program changes/requirements. It should be noted, however, that program completion, (at both the initial and advanced levels), is neither a guarantee of employment nor admission to another institution.

Governed by the Board of Supervisors, the University of Louisiana System, Grambling State University's statement pertinent to compliance with laws and practices, (that are nondiscriminatory in nature), is found in the General Catalog, 2009-2011, undergraduate/graduate as follows: *The Board of Supervisors for the University of Louisiana System assures equal opportunity for all qualified persons without regard to race, color, sex, national origin, age, religion, disability, or veteran 's status in the admission to, participation in, or employment in its program and activities.*

OVERVIEW OF THE INSTITUTION

Producing knowledgeable, skilled, and compassionate educators and other school professionals in the place: “Where Everybody is Somebody”

Grambling State University emerged from the desire of African-American farmers in rural north Louisiana who wanted to educate Black children in the northern and western parts of the state. The 375-acre campus is nestled in the heart of Grambling, Louisiana, a small but growing community located in Lincoln Parish. The University is five miles west of Ruston and is within easy driving distance of the large cities of Shreveport and Monroe.

Grambling State University combines all the strengths of a major university with the personality of a small college, thereby allowing students to grow and learn in a serene and positive environment. The campus houses students in its 19 residence halls, enhances and promotes student life through its impressive student union and bookstore, and appeals to other areas of life and improvement through buildings such as the dining hall, library, intramural center, and health center. More than 800 courses and 68 degree programs are offered at Grambling. There are five colleges, including an honors college, two professional schools, a graduate school, and a Division of Continuing Education. National and local employers recruit graduates from Grambling’s excellent nursing, computer science, teacher education, and other programs.

A wide variety of student clubs and organizations at Grambling ensure that every student will find an activity of interest. Honor societies, sports, art, religion, politics, and Greek organizations are just a few of the organizations that appeal to a diverse group of students. As a member of one of Grambling’s student organizations, students learn to give of themselves while participating in worthwhile campus and community projects.

One of the most popular campus organizations is the Tiger Marching Band, touted as the number one collegiate show band in the world. Formed in 1926 by President R.W.E. Jones, the Mighty Tiger Marching Band has become a household name. The band has been featured in television ads, the major motion picture *Drumline*, appeared as guest entertainment on television shows, and entertained Liberian President William R. Tolbert at his 1972 inauguration. In 1999, the band was selected to represent the Pageantry of Bands section of the NCAA Hall of Fame. Through an impressive list of accomplishments and honors, the Grambling Tiger Band has become known as “The Best In The Land.”

Intercollegiate athletics has also made Grambling State University a household name among national universities. The football program has been successful in landing prominent coaching staff over the years. Professional football player, Doug Williams, a Super Bowl Most Valuable Player, served as head football coach, succeeding Coach Eddie Robinson, the “winningest coach in the history of football.” Known as the “Cradle of Pros,” Grambling also produced the first black football player in the NFL and the first black quarterback to start in the NFL.

This rich history is now the foundation upon which the institution's current vision was built. Grambling State University strives:

1. to provide equal access to higher education for all applicants regardless of race, color, sex, national origin, age, religion, disability, and veteran status;
2. to provide opportunities for students to develop intellectually, to acquire appropriate job skills, and to achieve self-actualization through instruction, research, public service, and special programs which seek to meet the needs of all students, including those who have been adversely affected by educational, social, and economic deprivation;
3. to generate new knowledge through pure and applied research related to curricular emphases in business, science and technology, nursing, social work, liberal arts, and education;
4. to render service to the community and to the citizenry of Louisiana, dedicated to raising the standard of living and enhancing the quality of life through economic development, entrepreneurial activities and lifelong learning;
5. to expose students to opportunities that enhance their potential for appreciation of diverse cultures;
6. to provide opportunities for students to utilize information technologies in preparation for participation in a global society; and
7. to serve as a repository for preserving the heritage of people of African- American descent.

Grambling State University endeavors to achieve excellence in higher education through teaching, research and service governed by the principals of academic freedom. The university believes that education is the cornerstone of an enlightened, creative and productive society. It strives to be true to its motto: *Grambling State University is the place where everybody is somebody.*

Conceptual Framework

Producing knowledgeable, skilled, and compassionate educators and other school professionals in the place: "Where Everybody is Somebody"

The Conceptual Framework includes three strands: Masters of subject Matter Content, Facilitators of Learning, and Enhancers and Nurturers of Affective Behaviors. This framework describes the values and beliefs that underline the entire educational program.

Outcomes that are aligned with the Conceptual Framework follow:

1.0 Knowledge: Masters of Subject Matter Content

- 1.1 Demonstrate knowledge of content that underlies professional competencies. (Cognitive)
- 1.2 Apply knowledge of best pedagogical practices for use in the instructional process. (Cognitive, Psychomotor)
- 1.3 Describe diverse strategies for interrelating disciplines in the instructional process. (Cognitive, Psychomotor)
- 1.4 Identify technology infusion strategies for diverse populations. (Cognitive, Psychomotor)
- 1.5 Plan effective lesson procedures and demonstrate effective delivery strategies. (Cognitive, Psychomotor)
- 1.6 Interpret and implement appropriate and multiple measures of assessment. (Cognitive, Psychomotor)
- 1.7 Reflect on the value of reflective practices, knowledge inquiry and critical thinking behaviors. (Cognitive, Affective)
- 1.8 Identify personal, professional, and curricular values. (Cognitive, Affective)

2.0 Skills: Facilitators of Learning

- 2.1 Demonstrate the effective delivery of standards-based instruction. (Cognitive, Psychomotor)
- 2.2 Create and maintain effective management strategies (organization of time, space, resources, and activities). (Cognitive, Psychomotor)
- 2.3 Devise activities that promote active involvement, critical/creative thinking and problem solving skills for all students. (Cognitive, Psychomotor)
- 2.4 Demonstrate the use of diverse experiences that incorporate the underlying philosophy of education that is multicultural across the curriculum. (Cognitive, Psychomotor)
- 2.5 Perform strategies that incorporate literacy learning across the curriculum. (Cognitive, Psychomotor)
- 2.6 Apply strategies that accommodate diverse learner needs by selecting and using appropriate resources. (Cognitive, Psychomotor)
- 2.7 Analyze research that relates to strategies for promoting effective teaching and learning in a global society. (Cognitive)
- 2.8 Commit to the continuing development of life-long learning in a global society. (Affective)
- 2.9 Relate knowledge of educational theories to planning, lesson delivery, and classroom management. (Cognitive, Psychomotor)
- 2.10 Demonstrate an awareness of the social, cultural, political, economic and comparative context of schools and learners. (Cognitive, Psychomotor, Affective)
- 2.11 Utilize technology in planning and presenting lessons, research, and professional development. (Cognitive, Psychomotor)
- 2.12 Facilitate School Improvement

- 2.13 Model Best Practices for Teaching and Learning
- 2.14 Demonstrate competence as Action Researchers
- 2.15 Demonstrate proficiency in the application of Research Findings
- 2.16 Model Best Practices for implementing Reading Specific to Content Area
- 2.17 Advocate for Literacy and Numeracy Across the Curriculum

3.0 Dispositions: Enhancers and Nurturers of Affective Behaviors

- 3.1 Display positive self-concept development and respect for others. (Affective)
- 3.2 Practice a positive attitude and mutual respect for others. (Affective)
- 3.3 Display sensitivity to diverse learning styles and multiple intelligences. (Affective, Psychomotor)
- 3.4 Demonstrate sensitivity to the many facets of diversity. (Cognitive, Affective)
- 3.5 Organize school, family, and community partnerships. (Cognitive, Psychomotor)
- 3.6 Influence the development of healthy mental, physical, and social lifestyles. (Affective, Psychomotor)
- 3.7 Display a commitment to the improvement of student learning and school improvement. (Affective, Psychomotor)
- 3.8 Display a classroom climate that is conducive to learning. (Affective, Psychomotor)

COLLEGE OF EDUCATION

The mission of the College of Education, the oldest college at the university, has mirrored both the original mission of the university, to improve the quality of life for students and surrounding communities, and the Conceptual Framework's three strands: **Masters of Subject Matter Content, Facilitators of Learning, and Enhancers and Nurturers of Affective Behaviors**. The College's philosophy: Committing to excellence in teaching, scholarship, service, and professional development through life-long learning and the empowerment of learners.

In 1940, when the normal school evolved into a four-year college, providing authentic experiences for teacher candidates remained the core of the teacher education program. Teacher candidates were required to participate in field experiences through their classes. The culminating activity was a semester of student teaching consisting of nine weeks on-campus and nine weeks off-campus. The teachers in-training continued to impact the quality of life in surrounding communities. Teams of faculty and candidates traveled to communities for practical application of farming, carpentry, and homemaking skills that transformed shacks into standard housing. This tradition of learning through field experiences continues to be a core value of the teacher education program and is reflective of the continuing mission of the University and College of Education.

The primary focus of the initial and advanced programs is to educate candidates in ways that are consistent with the mission, goals, objectives, and mandates of the College and the University. Courses are offered during the day, evenings, online and through distance learning. Instruction is delivered through multiple formats including teacher- directed, student-centered,

collaborative and cooperative learning groups, guest speakers and consultants, technology, and research opportunities. The university represents diversity in many ways - ethnicities, cultures, languages, religions, nationalities, and higher education backgrounds. This diversity enhances the teaching/learning environment for candidates. Though continuous good faith efforts have been made to increase diversity among candidates, the population of candidates remains predominately African-American. Agreements with Louisiana Tech University and the University of Louisiana at Monroe provide opportunities for candidates to interact in diverse environments.

Program restructuring is an integral element of the College reflecting requirements of the Louisiana Department of Education (LDOE), the Board of Regents (BOR), and professional accrediting agencies. External agencies assumed a greater role in program decisions beginning in the early 1980s. For example, entrance requirements such as a specified grade point average and a minimum ACT score were added. The emergence of the No Child Left Behind Act in conjunction with state mandated accountability standards led to additional programmatic revisions. (See Appendix II for the LA Components of Effective Teaching).

Organization

The College of Education is comprised of three academic departments: Curriculum and Instruction; Educational Leadership; Kinesiology, Sport and Leisure Studies. Four auxiliary service units add support through research, program development, consultation, technical assistance and professional service. These units include: The Grambling State University Laboratory Schools (K-12); the Educational Resource Center (ERC); the Office of Professional Laboratory Experiences (OPLE); and the Centralized Advisement, Referral, Recruitment and Evaluation (CARE) Center. There are currently 15 (11 active) teacher preparation programs at the initial level and 4 at the advanced level. There are also two programs at the Advanced level that prepare personnel for post-secondary and other human service settings: Master of Science and Doctor of Education in Developmental Education. Although not leading to a teaching degree, the College offers the Leisure Studies and Sports Administration Degree in the Department of Kinesiology, Sport and Leisure Studies. (See Organizational Chart - Appendix I for Organizational Structure)

DEPARTMENTAL, UNIT, AND SUPPORT FUNCTION DESCRIPTIONS

Descriptions of each department and unit in the College of Education follow:

Centralized Advisement, Referral, Recruitment and Evaluation (CARE) Center

This unit's main emphasis is centered upon the principle of furthering candidate growth and academic achievement. The office is set up to assist students in their personal and scholarly pursuits and to assist advisors in monitoring student performance. An assessment and placement service provide the student an opportunity to review class performance, test results, and field experiences to determine possible admission into advanced standing, graduation and certification. This office also serves as a coordinating point for the recruitment and retention of new and continuing undergraduate and graduate candidates. Candidate progress is monitored from entry to exit from a program.

The CARE Center has a director who coordinates advisement for initial programs with faculty advisors from the Department of Curriculum and Instruction, and the College of Arts and Sciences where all Secondary Programs are administratively housed. Advisors are assigned upon admission to the COE.

Educational Resource Center (ERC)

The main function of the Educational Resource Center is to provide faculty, students, and teacher candidates with high quality learning resources and technical support. The aim is to help broaden and enhance the quality of teacher preparation and instructional delivery systems. State of the art educational resources are available for teacher candidates, in-service teachers and other majors within the college. Those resources include materials designed to enhance candidates' depth of knowledge and skills. The Educational Resource Center is also an instructional resource within the College. Workshops/Seminars in the use of instructional materials are often conducted in the Educational Resource Center. Candidates are supported through PRAXIS, PLATO, GRE and basic skills programs offered by the center. Faculty members are provided with instructional media (e.g., Smartboards, video tapes, projectors, laptops, tape recorders, overhead projectors, digital cameras, and Elmos) and material production service (e.g., print, transparency, lamination, etc.). The center maintains databases on numerous topics for the college. Instructional research services are also provided by center personnel.

The Educational Resource Center is a catalyst for dynamic growth and change in the College. It is a means by which both faculty and students can learn about and experience the latest innovations in educational service delivery systems and educational technology. The Educational Resource Center, and the Faculty Laboratory (a Title III Funded Project) present the students and faculty members, respectively, the opportunity for professional growth.

GSU Laboratory Schools

The Grambling State University Laboratory Schools are K- 12 campus-based facilities which provide for the educational needs of children and youth in Grambling and surrounding communities. They offer opportunities for field experiences, including observation/participation activities, tutorial services, student teaching and research. Complete laboratory facilities allow for hands-on experiences with technology at all levels.

Office of Professional Laboratory Experiences (OPLE)

Working in conjunction with a team of University supervisors, the Laboratory School administrators, and administrators of local education agencies, the Director of Professional Laboratory Experiences plans and coordinates laboratory experiences for Teacher Candidates in the College of Education. These experiences include observation/participation in diverse settings for a variety of purposes, internships and student teaching. Moreover, these field experiences assist with the preparation of certified teachers and other school personnel who can effectively educate diverse students in grades PK-12 settings, and to produce completers with knowledge, skills and attitudes that demonstrate effective teaching as defined by the university and outside stakeholders. Teacher education candidates also develop knowledge of human development, learning, and socio-cultural factors as the basis for pedagogical decision-making. They develop skills of observation, reflection, decision-making, and content knowledge that shape the behaviors of knowledgeable, skilled, and compassionate practitioners. Candidates become professionals who are masters of subject matter content, facilitators of learning, and enhancers and nurturers of affective behaviors.

This commitment to outcomes required for success is clearly demonstrated by the field experiences program portion that includes student teaching. Throughout the content area/grade level and professional education components, candidates observe and participate in an extensive number of teaching and learning experiences in diverse classroom settings. This culminates with a full semester of student teaching.

The goal of the field experiences program is to guide teacher education candidates through progressive stages of the pre-student teaching period by engaging them in numerous and varied experiences that prepare them for the rigors of teaching.

Candidates are required to present themselves as pre-service professionals participating in instructional and non-instructional activities both within and outside the immediate classroom assignment. They interact with students, teachers, and administrators in educational settings.

The Field Experience Program is divided into five levels: Level I - Exploring Teaching; Level II – Understanding and Analysis of Classroom Management, Motivation, Diversity, and the Teaching-Learning Process; Level III - Practice and Feedback; and Level IV- Implementation in the Field; Level V-Advanced Implementation in the Field

Department of Educational Leadership

Purposes of the Department

The Department of Educational Leaders has as its mission the preparation of personnel for positions ranging from teaching to administrative and supervisory positions in education-related and other human service settings.

Its purposes include, but are not limited to:

1. preparing professionals in the field of developmental education for teaching and leadership roles in colleges/universities, private industry, government, business and human service settings;
2. preparing professions for roles in elementary, middle and secondary school settings;
3. providing instruction in educational administration and supervision for students seeking certification in principalship and instructional supervision.

Department of Curriculum and Instruction

Purpose of the Department

The Department of Curriculum and Instruction provides initial and advanced programs for teachers and other school personnel. Each program offered at the baccalaureate level in teacher education leads to initial licensure (certification) as a teacher in the respective field.

The primary purpose is to produce candidates who:

1. demonstrate competency in their respective teaching areas;
2. exhibit characteristics of being reflective practitioners, inquirers of research, users of best practices and of being informed decision-makers;
3. advocate for children; and
4. are accountable to themselves, their students and the profession.

Department of Kinesiology, Sport and Leisure Studies

Purpose of the Department

The Department of Kinesiology, Sport and Leisure Studies provides learning experiences and hands-on activities necessary for the preparation of competent and skilled candidates for entry into teaching, coaching, fitness and leisure service areas. The major purposes are:

1. To develop fundamental skills in outdoor recreation, games, sports, aquatics and dance.
2. To develop knowledge, attitudes and practices conducive to health, fitness and leisure.
3. To develop an understanding of past and current educational issues as they relate to health, physical education and recreation.
4. To develop competent personnel in health, physical education and recreation.

Assessment

Assessment and evaluation in the College of Education is comprehensive and systematic. An Assessment Coordinator works collaboratively with unit faculty to collect, analyze, aggregate, disaggregate, and disseminate data related to programs, courses, candidates, and the unit and to share data results with all stakeholders for program improvement. Assessment strategies measure the strength and weaknesses of candidates at the point of program entry, mid-point, and at program completion. Measures of candidates' performance include the professional licensure examination, quality of field experiences, and performance post-graduation. The evaluation components of the systematic process is when the Assessment Committee, PK-16+ Council, the College of Education Administrative Council and other analyze data and identify implications for actions.

Continuous assessment at the unit level informs operation decisions such as the use of resources, effectiveness of policies and procedures, the alignment of the unit's practices with the university, the state and national/professional standards. The assessment unit coordinates all data collection and analysis strategies in the College and serves as a liaison to various stakeholders.

PK-16+

The primary role of the PK-16+ Council includes reviewing issues and areas of concern relevant to P-12 schools, along with developing and providing professional development activities for new and veteran teachers. The PK-16+ Coordinator ensures that collaborative efforts take place between the unit, P-12 schools and the Professional Development Schools, Mooretown in Caddo Parish and Gibsland-Coleman in Bienville Parish. Responsibilities of the PK-16+ Council *are*:

1. To create cross-institutional relationships with other stakeholders.
2. To collect, analyze, and use data for program improvements between the University and PK-12 settings.

Licensure, Record and Certification (LRC) Specialist

The primary responsibilities of the LRC Specialist are: processing recommendations for admission to the College of Education; processing applications by program completers for licensure and monitoring certification requirements. Additional responsibilities include:

1. ensuring that all reports, information and data needed for the unit are compiled and prepared for submission.
2. ensuring that prospective candidates receive appropriate information pertinent to admission to the College of Education.
3. ensuring that program completers abide by the requirements of the State Department of Education pertinent to applying for a Teaching Certificate.

Network Manager

The primary responsibilities of the COE Network Manager are:

1. To ensure that the COE's Technology Infrastructure is State-of-the Art.
2. To maintain all equipment.
3. To provide professional and technical assistance to candidates and faculty.
4. To conduct workshops as needed.

Statistical Laboratory Manager

The primary responsibilities of the Statistical Laboratory Manager are:

1. To teach courses in instructional computing/technology and media.
2. To manage and coordinate the technical activities of the statistical laboratory and other units of the ERC.
3. To assist faculty and students with research design.
4. To assist faculty and students in analyzing data and interpreting results.
5. Conduct workshops on various research designs and statistical analysis.

Educational Resource Center (ERC) Coordinator

The primary responsibilities of the ERC Coordinator are:

1. To prepare all publications.
2. To prepare all news releases.
3. To maintain documentation of all COE programs, events, workshops and seminars.

Praxis Laboratory Coordinator

The primary responsibilities of the Praxis Laboratory Coordinator are:

1. Coordinating the support services provided through the PRAXIS Laboratory;
2. Working with individuals, groups and classes to improve test taking skills;
3. Administering PRAXIS preparation examination and providing effective feedback to improve test performance of individuals, groups and classes;
4. Distributing information to students about examinations required for Louisiana Teaching certification;
5. Coordinating in-house PRAXIS preparation workshops for students (soliciting students who have had success with PRAXIS I & II examinations to conduct workshops and motivational seminars);
6. Monitoring access to the lab, enforcing policies and procedures, and maintaining the facility;
7. Maintaining files on student achievement and collecting current trend data relative to Praxis

COMMITTEES

Curriculum Committee. Reviews requests for curricula changes (including the addition or deletion of courses), degree requirements and other matters associated with the curriculum

Textbook Adoption Committee. Reviews proposed textbooks for specified courses to ensure appropriateness to subject matter/course content and publication date (not older than five years for contemporary; if older than 5 years, classic).

Technology Committee. Ensures operation of all technology hardware and works with faculty to infuse technology in instruction.

Student Appeals Committee. Reviews appeals of students who are on academic probation or suspension.

Promotion and Tenure Committee. Ensures that faculty portfolio include all appropriate documentation to demonstrate compliance with requirements.

Assessment Committee. Gathers and aggregates data; recommends best practices for strengthening unit assessment and evaluation processes and procedures.

COUNCILS

College of Education (COE) Administrative Council. Advises the Dean on matters pertaining to specific policies and procedures general to each entity in the College of Education.

PK-16+ Council. Creates cross-institutional relationships with other stakeholders to collect, analyze, and use data for program improvements between the university and the PK-12 settings.

- Membership: The PK-16+ Coordinator serves as the chair
- PK- 12 school partners, professional education faculty, head of Curriculum & Instruction, associate vice president for Academic Affairs, deans: College of Education, College of Arts and Sciences, Graduate Studies; students, director of the Office of Professional Laboratory Experiences and community partners.

ADMISSION REQUIREMENTS (Initial Programs)

All persons interested in initial programs offered in the College of Education must meet requirements as outlined below:

1.0 Admission to the College of Education

1.1 Those candidates who have completed the required hours of general education and have at least a 2.0 cumulative grade point average are eligible for admission to the College. All candidates must complete an application for admission before final approval is granted.

1.2 Transfer Students:

1.2.1 Candidate must complete appropriate application form.

1.2.2 Candidate must have a 2.0 GPA on all grades earned.

1.2.3 Candidate must have a total of 24 or more acceptable credit hours (grades of “C” or higher) as shown on the transcript.

Candidates transferring in with 24 hours or more are not required to take ED101 and 102 – First Year Experience for Education Candidates.

2.0 Admission to a Non-Teaching Degree Program

2.1 Candidate must complete appropriate application.

2.2 Candidate must have been granted admission to the College of Education.

2.3 Candidate must have a minimum 2.0 cumulative gradepoint average.

2.4 Candidate must appear before and receive acceptance from a departmental screening committee.

3.0 Admission to a Teaching Degree Program

3.1 Candidate must have been granted admission to the COE Undergraduate Programs. 3.2

Candidate must have at least a 2.5 cumulative grade point average.

3.3 Candidate must have taken and passed the Communication Skills Module or the Reading and Writing Component of the PRAXIS Exam and the General Knowledge Module or the Mathematics Component of PRAXIS I.

3.4 Candidate must appear before and receive acceptance from a departmental screening committee.

4.0 Conditional Admission

A candidate who has been admitted to the COE may be granted conditional admission to a teaching or nonteaching degree program based upon the following:

- 4.1 A non-teaching degree program (complete 2.1 through 2.3 above).
- 4.2 A teaching degree program (complete 3.1 and 3.2 above).
 - 4.2.1 Candidate must have official Communication Skills and General Knowledge Test or Reading, Writing & Mathematics Praxis Exam scores on file and must have passed two of the above modules.

All candidates must meet the unconditional admission requirements (3.0) before being admitted to Advanced Methods.

Note: Special Requirements of Teacher Education Candidates

All secondary teacher education candidates (grades 6-12) must complete a minimum of 31 semester hours in a primary teaching focus area and a minimum of 19 semester hours in a secondary teaching focus area. Candidates must pass the speciality areas PRAXIS Exam in the primary teaching focus area. Passing the speciality area PRAXIS exam in the secondary teaching focus area is at the teacher candidate's discretion.

All teacher education candidates must pass special requirements associated with specific courses.

All teacher education candidates must complete three semesters of ED 201 Advisee Report prior to admission to Advanced Standing.

5.0 Admission to Advanced Methods (Teaching Candidates Only)

- 5.1 Candidate must have been admitted to Degree Program.
- 5.2 Candidate must complete appropriate application.
- 5.3 Candidate must have a minimum 2.5 GPA.
- 5.4 Candidate must show evidence of satisfactory performance on all required examinations.
- 5.5 Candidate must have at a least a grade of "C" in all English and Mathematics courses, and professional education and specialized academic courses.

6.0 Admission to Student Teaching/Field Work

- 6.1 Teaching candidates must have completed all required coursework.

Note: Candidate may enroll in no more than three semester hours concurrently with student teaching or field work. Exception: In rare circumstances, additional hours may be allowed (no more than three), if these are the only hours needed for graduation, if the candidate can justify the need, and if the candidate's past performance indicates that he/she can successfully complete a total of two courses along with student teaching. This must be approved by the Department Head of Curriculum and Instruction.

6.2 Candidate must complete appropriate application.

6.3 Grade Point Average – Teaching candidates must have a minimum GPA of 2.5.

6.4 Coursework hours completed (including Advanced Methods) – Teaching candidates must have completed a minimum of 180 hours of observation/ participation.

6.5 Candidate must show evidence of satisfactory performance on all required examinations such as PRAXIS exams.

6.6 Candidate must have earned a grade of “C” or higher in all specialized and professional education courses and all English and Mathematics courses taken.

Note: Final approval for admission to Advanced Methods and Student Teaching must be granted by the Department Head of Curriculum and Instruction.

OBSERVATION-PARTICIPATION REQUIREMENTS (Teacher Candidates Only)

The Observation-Participation Program is designed to give all teacher candidates practical experiences in the field prior to student teaching. These experiences will:

- afford all candidates access to basic understanding about the process of teaching and learning;
- enhance understanding of the relationships among the theories found in books and University curricula, and actual classroom situations; and
- provide sufficient information to candidates for making appropriate personal career decisions early during their academic pursuits.

REQUIREMENTS FOR GRADUATION

Non-Teaching Candidates

1. Satisfactory completion of an approved program of study with an overall grade point average of 2.0.
2. Completion of the final 30 semester hours in residence at Grambling State University, including practicum, internship or field work.
3. Evidence of proficiency in oral and written communication.
4. Demonstration of character and personal traits that will reflect credit upon the chosen profession.
5. Satisfactory performance on any required exit examination.

Teaching Candidates

1. Satisfactory completion of an approved teaching program with an overall grade point average of 2.5.
2. Completion of a primary and secondary teaching focus area.
3. Completion of the final 30 semester hours in residence at Grambling State University, including the advanced methods courses and student teaching or practicum.
4. Proficiency in oral and written communication.
5. Demonstration of character and personal traits that will reflect credit upon the chosen profession.
6. Satisfactory performance on required exit examinations, and a passing score on all appropriate parts of the PRAXIS I and II Exams.

Note: Candidates making an application for a teaching certificate must also complete and sign a professional conduct form.

It is a dedicated and committed group of faculty, staff and administrators, working together to ensure that the admission process has strict adherence. This group works to provide the best possible services to those aspiring to become professions in the field of education and other human service settings.

ADVISEMENT PROCESS (Advanced Programs)

The College of Education has a systematic approach to advising graduate students as evidenced by the following:

1. Candidates must apply and be admitted to the School of Graduate Studies.
2. Upon admission to Graduate Studies, the appropriate Department Head receives a copy of the applicant's records.
3. Upon receipt of the applicant's records, the Department Head submits to the Screening and Admissions Committee.
4. The Screening and Admissions Committee interviews the applicant and reviews the application to the program.
5. Recommendations are submitted to the Department Head for either program admission or preliminary requirements applicant must meet for consideration of program admission.
6. Applicant is notified of the Department's decision.
7. Advisors are assigned by the Department Head based on area of expertise.

(Note: More specificity can be found in the Advisement Manual for faculty.)

**College of Education
Department of Curriculum and Instruction
Degree Programs**

Curriculum and Instruction

- *Inactive programs
- **Approved but not implemented
- ***Does not prepare participants for PK-12 employment
- ****Certification ONLY -Not a Degree Program

Initial Programs

- B.A. Art Education K-12
- B.S. Biology Education 6-12
- B.A. English Education 6-12
- B.A. French Education 6-12*
- B.S. Early Childhood Education PK-3
- B.S. Elementary Education 1-5
- B.S. Mathematics Education 6-12
- B.S. Middle School Education
 - Concentration in English 4-8**
 - Concentration in Mathematics 4-8 **
- Bachelor of Music Education, Instrumental, K-12
- Bachelor of Music Education, Vocal, K-12
- B.S. Physics Education, 6-12**
- B.A. Social Studies Education, 6-12
- B.S. Special Education, Mild/Moderate Elem. Dual
- B.S. Special Education Mild/Moderate Secondary

Kinesiology, Sport and Leisure Studies

- B.S. Kinesiology
 - Pedagogy K-12 (formerly Health and Physical Education)
 - Sport Management***
 - M.S. Sports Administration***
 - Health Promotion***
- B.S. Leisure Studies***
 - General Recreation***
 - Therapeutic Recreation***
- ***** Alternate Certification
- Elem 1-5 Special Education (Mild/Moderate) 1-12]

Advanced Programs

- M.Ed. Curriculum and Instruction
 - Concentration in Early Childhood Education **
 - Concentration in Reading
 - Concentration in Technology Facilitator**
 - Concentration in Technology Leader**
- M.Ed. Special Education
 - Concentration in Mild/Moderate (Grades 1-5)
 - Concentration in Early Intervention**

Educational Leadership

- M. Ed. Educational Leadership
- M.S. Developmental Education***
 - Concentration in English
 - Concentration in Guidance and Counseling
 - Concentration in Mathematics
 - Concentration in Reading
 - Concentration in Science
- Ed. D Developmental Education***
- Ed. D Curriculum and Instruction
- Ed. D Educational Leadership
- Post Masters Certificate- Developmental Education ***

The College of Education also offers the TeachGSU (Practitioner Teacher Program) an alternate route to teacher certification and licensure. This accelerated path leads to licensure in Elementary 1-5 and Special Education (Mild/Moderate) 1-12.

Identification of Programs (Re-design)

Program Name	Award Level	Program Level (Initial or Advanced)	Number of Hours
Regular Undergraduate - Grades PK-3	Bachelor's	Initial	143
Regular Undergraduate - Grades 1-5	Bachelor's	Initial	137

Program Name	Award Level	Program Level (Initial or Advanced)	Number of Hours
Regular Undergraduate – Middle School-Grades 4-8	Bachelor's	Initial	139
Regular Undergraduate Education - Grades 7-12 English Education;; Secondary Education: Science (Biology); Secondary Education: Science (Chemistry); Secondary Education: Science (Physics); Secondary Education: Science (Mathematics); Social Studies Education; and French Education	Bachelor's	Initial	134-162
Curriculum and Instruction	Master's	Advanced	36
Educational Leadership	Master's	Advanced	36-39
Elementary Education/Early Childhood Education	Master's	Advanced	33 with Thesis, 39 without
Special Education	Master's	Advanced	36-39
Curriculum and Instruction	Doctorate	Advanced	66
Educational Leadership	Doctorate	Advanced	66

ACCREDITATIONS AND MEMBERSHIPS

The College of Education is accredited by or holds membership in the following organizations:

- American Association of Colleges for Teacher Education (AACTE)
- American Association of State Colleges and Universities (AASCU)
- American Council of Education (ACE)
- Louisiana Association of Colleges of Teacher Education (LACTE)
- Louisiana Conference of Colleges and Universities (LCCU)
- Louisiana Department of Education (LDOE)
- National Council for Accreditation of Teacher Education (NCATE)
- National Recreation and Parks Association (NRPA)
- Commission on Colleges - Southern Association of Colleges and Schools (SACS)

APPENDIX I

ORGANIZATIONAL CHART
College of Education

UNDER CONSTRUCTION

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APPENDIX II

LOUISIANA COMPONENTS OF EFFECTIVE TEACHING

Louisiana Components of Effective Teaching

DOMAIN I. PLANNING

Component A. The teacher plans effectively for instruction.

Attributes:

1. Specifies learner outcomes in clear, concise objectives
2. Includes activity/activities that develop objectives
3. Identifies and plans for individual differences
4. Identified materials, other than standard classroom materials, as needed for lesson
5. State method(s) of evaluation to measure learner outcomes
6. Develops an Individualized Education Program (IEP) and/or Individualized Family Service Plan (IFSP) as needed for the lesson*

The Individualized Education Program (IEP) and/or Individualized Family Service Plan (IFSP) will meet state guidelines.

** For special education teachers only.*

DOMAIN II. MANAGEMENT

Component A. The teacher maintains an environment conducive to learning.

Attributes:

1. Organizes available space, materials, and/or equipment to facilitate learning
2. Promotes a positive learning climate

Component B. The teacher maximizes amount of time available for instruction.

Attributes:

1. Manages routines and transitions in a timely manner
2. Manages and/or adjusts allotted time for activities planned

Component C. The teacher manages learner behavior to provide productive learning opportunities.

Attributes:

1. Establishes expectations for learner behavior
2. Uses monitoring techniques to facilitate learning

DOMAIN III. INSTRUCTION

Component A. The teacher delivers instruction effectively.

Attributes:

1. Uses technique(s) which develop(s) lesson objective(s)
2. Sequences lesson to promote learning
3. Uses available teaching material(s) to achieve lesson objective(s)
4. Adjusts lesson when appropriate
5. The teacher integrates technology into instruction

Component B. The teacher presents appropriate content.

Attributes:

1. Presents content at a developmentally appropriate level
2. Presents accurate subject matter
3. Relates relevant examples, unexpected situations, or current events to the content

Component C. The teacher provides opportunities for student involvement in the learning process.

Attributes:

1. Accommodates individual differences
2. Demonstrates ability to communicate effectively with students
3. Stimulates and encourages higher-order thinking at the appropriate developmental levels
4. Encourages student participation

Component D. The teacher demonstrates ability to assess and facilitate student academic growth

Attributes:

1. Consistently monitors ongoing performance of students
2. Uses appropriate and effective assessment techniques.
3. Provides timely feedback to students
4. Produces evidence of student academic growth under his/her instruction

DOMAIN IV. PROFESSIONAL DEVELOPMENT

Component A. The experienced teacher plans for professional self-development.

Component B. The new teacher plans for professional self-development.

Attributes:

1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan
2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

DOMAIN V. SCHOOL IMPROVEMENT

Component A. The teacher takes an active role in building-level decision making.

Attributes:

1. Participates in grade level and subject area curriculum planning and evaluation
2. Serves on task force(s) and/or committees
3. Implements school improvement plan at the classroom level

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

Attributes:

1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
3. Seeks community involvement in instructional program

APPENDIX III

CONCEPTUAL FRAMEWORK AND OUTCOMES

Conceptual Framework Theme and Selected Program Outcomes

Catalysts for Change

Producing knowledgeable, skilled and compassionate educators and other school professionals “Where Everybody is Somebody”

Through broad-based curricula, consisting of performance-based assessment, research-based instruction and strategic field experiences, the teacher education and educational leadership programs at Grambling State University graduates teachers and educational and community leaders. Content, professional and pedagogical knowledge, skills and dispositions enable professional educators to help all students reach their full potential. The department recognizes three strands: preparers of subject matter scholars, facilitators of learning, and enhancers and nurturers of affective behaviors.

The following program outcomes represent what teacher candidates and other professionals will know and be able to do at the completion of this course as it relates to the conceptual framework:

Discussion of Program Outcomes for Each Strand

1.0 Knowledge: Masters of Subject Matter Content

- 1.9 Demonstrate knowledge of content that underlies professional competencies. (Cognitive)
- 1.10 Apply knowledge of best pedagogical practices for use in the instructional process. (Cognitive, Psychomotor)
- 1.11 Describe diverse strategies for interrelating disciplines in the instructional process. (Cognitive, Psychomotor)
- 1.12 Identify technology infusion strategies for diverse populations. (Cognitive, Psychomotor)
- 1.13 Plan effective lesson procedures and demonstrate effective delivery strategies. (Cognitive, Psychomotor)
- 1.14 Interpret and implement appropriate and multiple measures of assessment. (Cognitive, Psychomotor)
- 1.15 Reflect on the value of reflective practices, knowledge inquiry and critical thinking behaviors. (Cognitive, Affective)
- 1.16 Identify personal, professional, and curricular values. (Cognitive, Affective)

2.0 Skills: Facilitators of Learning

- 2.18 Demonstrate the effective delivery of standards-based instruction. (Cognitive, Psychomotor)
- 2.19 Create and maintain effective management strategies (organization of time, space, resources, and activities). (Cognitive, Psychomotor)
- 2.20 Devise activities that promote active involvement, critical/creative thinking and problem solving skills for all students. (Cognitive, Psychomotor)
- 2.21 Demonstrate the use of diverse experiences that incorporate the underlying philosophy of education that is multicultural across the curriculum. (Cognitive, Psychomotor)
- 2.22 Perform strategies that incorporate literacy learning across the curriculum. (Cognitive, Psychomotor)

- 2.23 Apply strategies that accommodate diverse learner needs by selecting and using appropriate resources. (Cognitive, Psychomotor)
- 2.24 Analyze research that relates to strategies for promoting effective teaching and learning in a global society. (Cognitive)
- 2.25 Commit to the continuing development of life-long learning in a global society. (Affective)
- 2.26 Relate knowledge of educational theories to planning, lesson delivery, and classroom management. (Cognitive, Psychomotor)
- 2.27 Demonstrate an awareness of the social, cultural, political, economic and comparative context of schools and learners. (Cognitive, Psychomotor, Affective)
- 2.28 Utilize technology in planning and presenting lessons, research, and professional development. (Cognitive, Psychomotor)
- 2.29 Facilitate School Improvement
- 2.30 Model Best Practices for Teaching and Learning
- 2.31 Demonstrate competence as Action Researchers
- 2.32 Demonstrate proficiency in the application of Research Findings
- 2.33 Model Best Practices for implementing Reading Specific to Content Area
- 2.34 Advocate for Literacy and Numeracy Across the Curriculum

3.0 Dispositions: Enhancers and Nurturers of Affective Behaviors

- 3.9 Display positive self-concept development and respect for others. (Affective)
- 3.10 Practice a positive attitude and mutual respect for others. (Affective)
- 3.11 Display sensitivity to diverse learning styles and multiple intelligences. (Affective, Psychomotor)
- 3.12 Demonstrate sensitivity to the many facets of diversity. (Cognitive, Affective)
- 3.13 Organize school, family, and community partnerships. (Cognitive, Psychomotor)
- 3.14 Influence the development of healthy mental, physical, and social lifestyles. (Affective, Psychomotor)
- 3.15 Display a commitment to the improvement of student learning and school improvement. (Affective, Psychomotor)
- 3.16 Display a classroom climate that is conducive to learning. (Affective, Psychomotor)

Revision 01-25-10

APPENDIX IV

COLLEGE OF EDUCATION
Administrators, Faculty and Staff

Office of the Dean (AH-12) Ext. 2231

Dr. Wynetta Y. Lee, Dean
Mrs. Melody Ford, Adm. Asst. 4
Mr. Sheddric Bradford, Network Manager

Curriculum and Instruction (AH-115) Ext. 2251

Dr. Patricia Johnson, Interim Head/Asst. Professor
Ms. April Hill, Adm. Asst. 3
Ms. Gloria Ard, Instructor
Mrs. Suzanne Bailey, Cert. Supp. Spec./Instructor
Dr. Felicie Barnes, Asst. Professor
Ms. Courtney Flemon, Praxis Lab Coord.
Dr. Elaine Foster, Assoc. Professor
Dr. Loretta Jagers, Professor
Ms. Genevia Jones, Director-CARE Center/Instructor
Dr. Nanthalia McJamerson, Professor
Ms. Melanie Monroe, LRC Specialist
Dr. Kathryn Newman, Professor
Dr. A. Kadir Nur-Hussen, Professor
Dr. Pamela Payne, Asst. Professor
Ms. Florence Simon, Asst. Professor
Mr. Eugene Taylor, Instructor
Dr. Doris Williams-Smith, Professor

Office of Professional Laboratory Experiences
(AH-114) Ext. 2184

Ms. Gloria Rabon, Director/Lecturer I
Ms. Tara Heath, Adm. Asst. 2

Educational Leadership (AH-113) Ext. 2238/6105

Dr. Olatunde Ogunyemi, Acting Dept. Head/Professor
Ms. Brenda Cooper, Adm. Asst. 3
Ms. Sharon Edwards, Adm. Asst. 3
Dr. Wilton Barham, Professor
Dr. Vicki Brown, Professor
Dr. Vernon Farmer, Professor
Dr. Andolyn Harrison, Professor
Dr. Prentiss Love, Professor
Dr. Bennie Lowery, Professor
Dr. Ellen Smiley, Asst. Professor
Dr. Reubenson Wanjohi, Mgr.-Stat. Lab/Asst. Prof.

Kinesiology, Sport and Leisure Studies (AC-148)
Ext. 2294

Dr. Willie Daniel, Head/Professor
Ms. Sheila Griffin, Adm. Asst. 3
Dr. Martin Ayim, Professor
Ms. Yvonne Calvin, Asst. Professor
Mrs. Mertrude Douglas, Asst. Professor
Dr. Jeanette Hutchinson, Asst. Professor
Ms. Theresa Gray-Jacobs, Instructor

Mr. Aaron James, Asst. Professor
Ms. Barbara Lewis, Asst. Professor
Dr. Phyllis Love, Professor/Coord. Knes.
Dr. Mellisa Noland, Asst. Professor
Ms. Anna Reed, Instructor
Dr. Obadiah Simmons, Assoc. Professor
Mr. Christopher Wiley, Instructor/Aquatics Mgr.
Mr. Howard Willis, Asst. Professor

Educational Resource Center (AH-201/218)
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Dr. Olatunde Ogunyemi, Director
Ms. Janet Bryant, Computer Lab Coordinator

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Mrs. Debra Wright, Adm. Asst. 3

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Mrs. Shirley Lewis, Acting Principal
Ms. Veronica Cregut, Adm. Asst. 3

Grambling High School Ext. 6153

Mr. Gregory Williams, Principal
Ms. Queen Lawhorne, Adm. Asst. 3