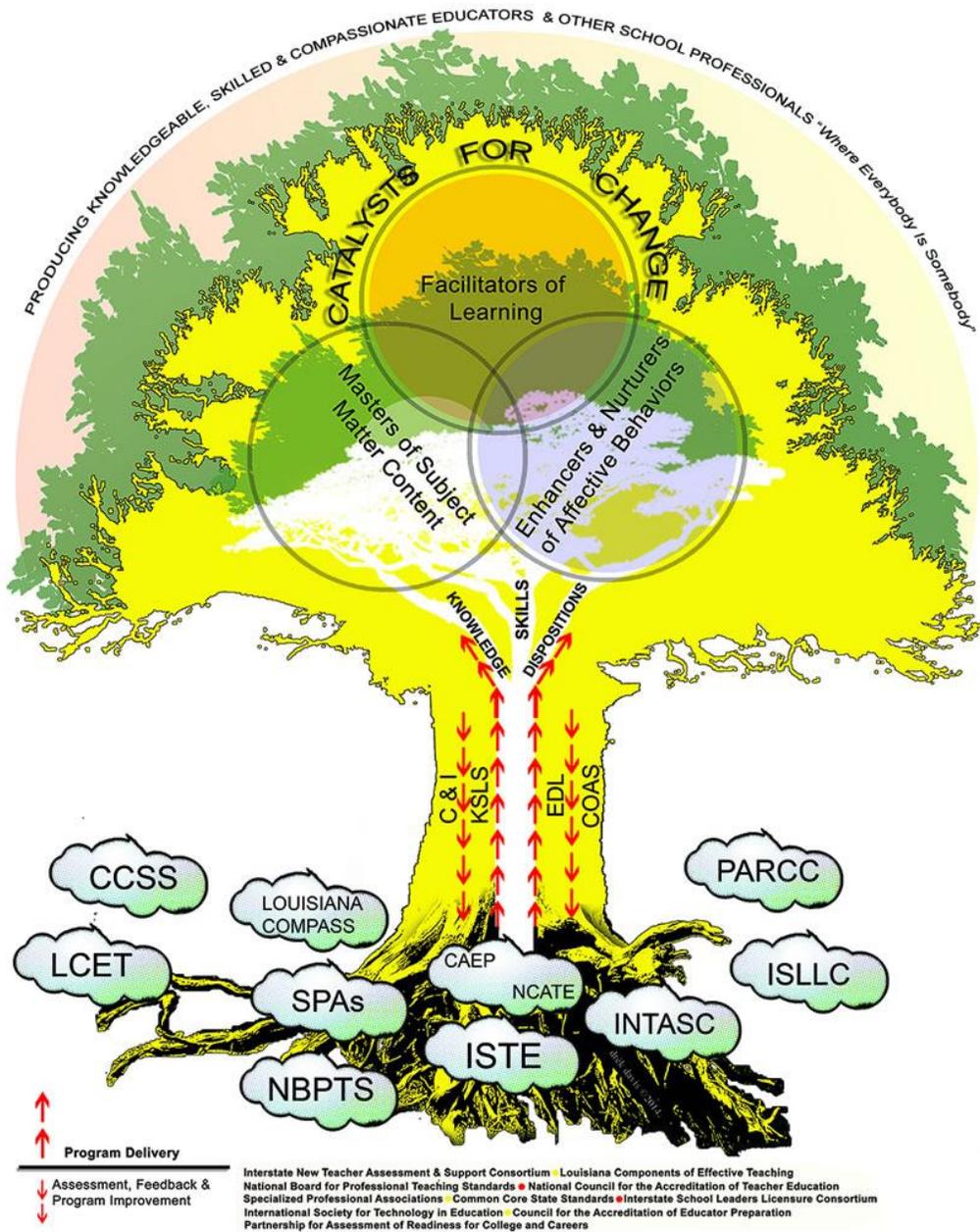


# Grambling State University College of Education Faculty Handbook



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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/Council for the Accreditation of Educator Preparation (NCATE/CAEP), 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/CAEP, 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, 2013-2015, 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.” Also, the Tiger Marching Band marched in President Barack Obama’s Inauguration Parades in 2009 and 2013.

Intercollegiate athletics has also made Grambling State University a household name among national universities. The football program has been successful in landing prominent a 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 provide equal access to higher education for all applicants regardless of race, color, sex, national origin, age, religion, disability, and veteran status;
4. 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;
5. 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;
6. to expose students to opportunities that enhance their potential for appreciation of diverse cultures;
7. to provide opportunities for students to utilize information technologies in preparation for participation in a global society; and
8. 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

## 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 curriculum and instruction; kinesiology, sport and leisure studies and educational leadership programs at Grambling State University graduate 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 College of Educational, Professional and Graduate Studies and College of Arts and Sciences recognize three strands: preparers of subject matter scholars, facilitators of learning, and enhancers and nurturers of affective behaviors.

Outcomes that are aligned with the Conceptual Framework follow:

### **1. 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. 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. *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 towards students, parents and colleagues. (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 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 central focus of the teacher education program and reflective of the continuing mission of the university and College of Education.

For the past three years, university enrollment has averaged 4500; 58% of students are female and 98% are black. Students majoring in programs in the College of Education have a larger proportion of females (64%) and other race students (5%). Freshmen are required to live on campus. Approximately 50% of the student population commutes. The majority of the student body is Protestant. Between 96% and 98% of the students receive federal financial assistance.

The primary focus of the educational programs at the University is the education of candidates consistent with the mission, goals and objectives. Courses are offered during the day, evenings, on Saturdays, 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 State Department of Education (LDE), the Board of Regents, and professional accrediting agencies. External agencies assumed a greater role in program decisions beginning in the early 1980s. In 1986, a laboratory was instituted to help candidates prepare for the teacher licensure examination. Additionally, 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. The transition to Louisiana Believes, Louisiana Compass, and Partnership for Assessment of Readiness for Colleges and Careers (PARCC) and Common Core State Standards

prompted additional revisions in the teacher education preparation programs.

## **Organization**

The College of Education is comprised of three academic departments: Curriculum and Instruction; Educational Leadership; Kinesiology, Sport and Leisure Studies. The unit is now called the College of Educational, Professional and Graduate 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; and the Centralized Advisement, Referral, Recruitment and Evaluation (CARE) Center. There are currently 11 teacher preparation programs at the initial level and four 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 Sport Administration Programs in the Department of Kinesiology, Sport and Leisure Studies.

As a result of certification requirements mandated by the State Department of Education, the Board of Elementary and Secondary Education, Louisiana Compass, Common Core State Standards, PARCC and the No Child Left Behind Act of 2002, it was necessary to establish three other entities within the College. One entity is the PK-16+ Council. This council's responsibilities include reviewing, and recommending remedies for 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 Council Co-chairs ensure that collaborative efforts take place between the unit, P-12 schools and the Professional Development Schools--Mooretown and Gibsland-Coleman, located in Caddo Parish and Gibsland-Coleman High School, located in Gibsland, LA. The Certification Specialist deals specifically with processing recommendations for admission to the College of Education; processing applications by program completers for licensure; and monitoring related NCATE/CAEP requirements. The Assessment Coordinator deals with the facilitation and monitoring of the electronic assessment management system, faculty training and ensuring that there can be validation of what teacher candidates should know and be able to do based on results of the key assessments. (See Organizational Chart - Appendix I for Organizational Structure and Appendix II for the LA Components of Effective Teaching).

In order to remain current and provide the best educational opportunities for our candidates, faculty in the College of Education are expected to engage in scholarship, professional development, and service to the profession and P-16+ educational community, regardless of rank. In addition to exemplary teaching, documentation of research endeavors, continual professional development, and service will be assessed for tenure and/or promotion, as well as graduate faculty status. While these activities cannot be a guarantee of tenure or promotion, they will greatly improve the faculty member's professional portfolio.

## **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 level.

## **Office of Professional Laboratory Experiences**

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 P-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 four levels: Level I - Exploring Teaching; Level II - Micro-Teaching, Peer Teaching, Participation in School Activities; Level III - Planning and Lesson Delivery at P-12 Site; and Level IV - Participation in Professional Development, Specialized Professional Associations, and Community/Parental Involvement.

## **Department of Educational Leadership**

### Purposes of the Department

The primary purpose of the department is to offer advanced degree programs in education. The major purposes of the department are multi-dimensional and service-oriented in nature. They are:

1. To prepare leadership and support personnel for schools, private industry, government, business, and agencies sponsoring education-related activities.
2. To provide support instruction in the areas of educational psychology and curriculum development for college and non-college majors.
3. To prepare professionals in the field of developmental education for teaching and leadership roles in postsecondary and other human service settings.
4. To prepare (in collaboration with the Louisiana Education Consortium), PK-12 personnel for supervisory roles in the elementary, middle and high school areas.

## **Department of Curriculum & Instruction**

### Purpose of the Department

The major purpose of the Department of Curriculum and Instruction is to produce teachers, including masters level teachers and other school personnel, who demonstrate competency in their respective teaching areas; exhibit characteristics of thoughtful practitioners; use best practices in all aspects of their work; advocate for children; and who are accountable to themselves, their students and the teaching profession. Each of the programs offered at the baccalaureate level leads to initial licensure (certification) as a teacher in the respective field.

## **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 System Review Panel, and PK-16+ Council 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+ Co-chairs ensure 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 purposes of the LRC Specialist are:

1. To ensure that all reports, information and data needed for NCAATE are compiled and prepared for submission.
2. To ensure that prospective candidates receive appropriate information pertinent to admission to the College of Education.
3. To ensure 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 Graduate Assistant**

The primary responsibilities of the Statistical Laboratory Manager are:

1. To assist faculty and students with research design.
2. To assist faculty and students in analyzing data and interpreting results.

## **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;  
and
8. Provide faculty with updated training and information regarding PLATO and PRAXIS I/II Tests.

## COMMITTEES

### **Curriculum Committee.**

Curriculum Committee reviews requests for curricula changes (including the addition or deletion of courses), degree requirements and other matters associated with the curriculum. The Curriculum Committee has a faculty or dept./school head representative from each department and school in the College, and is chaired by an elected chair among committee members. The Committee selects a chairperson.

### **Student Appeals Committee.**

Student Appeals Committee reviews appeals of undergraduate students who are on academic probation or suspension. Educational Studies faculty representatives from the Departments of Curriculum and Instruction and Kinesiology, Sport and Leisure Studies are on the committee, with one of them as chair. This body recommends to the dean the approval or rejection of students/candidates requesting an appeal for readmission. Each department or school has its own appeals committee that addresses non-academic probation and suspension appeals. Graduate student submit letters of appeals for academic probation and suspension to the dean for the School of Graduate Studies. The dean submits letters of appeal and supporting documentation for the Graduate Council to deliberate and make final decisions based on majority role.

### **Promotion and Tenure Committee.**

Promotion and Tenure Committee ensures that faculty portfolio include all appropriate documentation to demonstrate compliance with requirements. The Committee has a faculty representative from each department and school in the College. The body recommends to dean applicants for promotion and/or tenure. The Committee selects its own chair.

### **Assessment System Review Panel.**

Assessment System Review Panel is chaired by the Assessment Coordinator. The group gathers, aggregates and reviews data; recommends to the (COE/PGS Administrative Council and) PK-16+ Council approval of unit/program changes, modifications and best practices for strengthening unit assessment and evaluation processes and procedures. The Panel consists of COE dean, accreditation standard chairs/co-chairs, faculty and department head representatives from COE and COAS, as well as director of OPLE/Accreditation Coordinator, director of the CARE Center and the LRC Specialist.

### **PRAXIS Oversight Committee.**

PRAXIS Oversight Committee collaborates between College of Education (COE) and College of Arts and Sciences faculty and staff (COAS) to support success of teacher candidates in successful preparation for taking and passing Praxis I and II. Faculty and department head representatives from COE and COAS, as well as director of OPLE/ Accreditation Coordinator, director of the CARE Center and the LRC Specialist participate on Committee. The Committee selects co-chairs among a COE and COAS faculty/staff.

### **Dual Advisement Committee.**

Dual Advisement Committee is a body of teacher education/staff and content faculty who meet as necessary to ensure a seamless advisement process for all teacher education students

and candidates. Faculty from COE and COAS, as well as director of OPLE/Accreditation Coordinator, director of the CARE Center and the LRC Specialist serve on Committee. The Committee selects co-chairs among a COE and COAS faculty/staff.

## **COUNCILS**

### **College of Education (COE/PGS) Administrative Council.**

COE/PGS Administrative Council is the internal administrative governing body responsible for College of Education policy making. This body advises the Dean on matters pertaining to specific policies and procedures general to each entity in the College of Educational, Professional and Graduate Studies. It is comprised of the College Dean (chair), all Department Heads, Associate Deans, Lab School Principals, Office of Professional Laboratory Experiences (OPLE) Director, Centralized Advisement, Referral and Evaluation Center (CARE) Director, and the Licensure, Records and Certification (LRC) Specialist.

### **Partnership for Assessment of Readiness for College and Careers (PARCC).**

The Partnership for Assessment of Readiness for College and Careers (PARCC) is chaired by the Curriculum & Instruction Dept. Head. This stakeholder group develops a set of assessment that measures to degree to which K-12 students are progressing successfully prepare for college and careers. Membership consists of PK- 12 school partners, professional education faculty in COE and COAS, department heads in Depts. of Educational Leadership and Kinesiology, deans: College of Education, College of Arts and Sciences, lab school principals, a candidate, director of the Office of Professional Laboratory Experiences, director of CARE Center and Licensure, Records and Certification Specialist.

### **PK-16+ Council.**

The PK-16+ Council is the decision and policy making body for the Unit. It consists of the Colleges of Education and Arts and Sciences faculty and staff representatives, and is co-chaired by the Deans of Education and of Arts and Sciences. The PK-16+ Council approves/rejects final recommendations, or policy changes received from Educational Studies and Arts and Sciences teacher preparation program departments (teacher and ed leadership programs), Curriculum Committee, Partnership for Assessment of Readiness for Careers and College (PARCC), Praxis Oversight Committee, Assessment System Review Panel, Student Appeals Committee, Promotion and Tenure Committee, Admissions Committee and Dual Advisement Committee. This body also creates cross-institutional relationships with other stakeholders to collect, analyze, and use data for program improvements between the university and the PK-12 settings.

## **ADMISSION REQUIREMENTS (Initial Programs)**

All teacher candidates, regardless of their date of admission to the University, must meet requirements for admission to a degree program based upon the program in place at the time of admission. Candidates are admitted to the College each semester.

### **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 FYE 101 and 102 – First Year Experience I & II.

### **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 grade-point 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.
- 3.2 Candidate must have at least a 2.5 cumulative grade point average.
- 3.3 Candidate must have taken and passed all applicable components of the PRAXIS I Exam (or be exempt).
- 3.4 Candidate must have proof of passing a criminal background check.

3.5 Candidate must appear before and receive acceptance from a departmental screening committee (Portal).

#### **4.0 Conditional Admission**

A candidate who has been admitted to the COE *may* (upon written request and approval) be granted conditional admission to a teaching or non-teaching 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).

Candidate must have official Communication Skills and General Knowledge Test, or Reading, Writing & Mathematics Praxis I Exam scores on file and must have passed two of the required PRAXIS I exams or the current required test(s).

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

#### **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 specialty areas required PRAXIS Exam in the primary teaching focus area.

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 PRAXIS I Exams or other 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 and the Dean of the College of Education (COE).

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 (field experiences).

6.5 Candidate must show evidence of satisfactory performance on all required PRAXIS I and PRAXIS II examinations

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.

6.7 Candidate must provide proof of membership in a Professional Teacher's Organization that offers liability insurance.

6.8 Candidate must have evidence of passing a criminal background check.

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.
- Provide sufficient information to candidates for making appropriate personal career decisions early during their academic pursuits.

## REQUIREMENTS FOR GRADUATION

### Requirements for Graduation (Non-Teaching Candidates)

1. Satisfactory completion of an approved program of study with an overall grade point average of 2.5.
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 – Level Test III.
4. Demonstration of dispositions, character and personal traits that will reflect credit upon the chosen profession.
5. Satisfactory performance on any required PRAXIS and other exit examinations.

### Requirements for Graduation (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, internship or practicum.
4. Proficiency in oral and written communication.
5. Demonstration of dispositions, 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 required parts of the PRAXIS I and PRAXIS II Exams.

*Note: Candidates making an application for a teaching certificate must also complete and sign a professional conduct form and background check, including applicable fees.*

## **ADVISEMENT PROCESS (Undergraduate Programs)**

### **Dual Advisement Process for College of Education/College of Arts and Sciences**

1. **Freshman and sophomore teacher education majors, as well as junior and senior teacher education candidates** will be assigned two advisors upon entry and duration of teacher education programs in College of Education (COE)/College of Arts and Sciences (COAS) — an education advisor and content/specialty area advisor.

2. Upon advisement during the registration process, **freshman and sophomore** teacher education majors (advancing to become formally admitted as teacher education candidates) will be assigned two advisors — Director (CARE-Center), and an appointed Secondary Education Content Advisor/Elementary Education advisor/advisor for Early Childhood Education majors in the Child Development and Early Literacy program.

Teacher Education Majors will visit content advisors to ensure that appropriate courses taken in freshman and sophomore years are completed as designated by curriculum plan. Academic advisement contracts must be approved and signed by both advisors. To enroll in upper level courses, candidates must meet PRAXIS and GPA requirements.

3. As candidates progress to **junior and senior** status, Secondary Education Majors in discipline-specific areas will be assigned two advisors — COE and COAS Content Advisors.

During the registration process, student advisees will meet with COE and COAS advisors each academic semester. Junior, senior, and teacher education majors are required to have their academic advisement contracts signed by both COE and COAS advisors.

All secondary teacher education majors/ candidates will be advised first in their respective departments.

4. COE advisors will advise Elementary, Early Childhood, and Teacher Education Candidates with regard to pedagogy advisement. Content-discipline advisors (COAS) will advise candidates on upper level courses to make sure that teacher education candidates are on track and to make sure that student advisees are taking required content courses.

5. COE advisors will advise Elementary, Early Childhood, and Teacher Education Candidates with regard to pedagogy advisement. Content-discipline advisors (COAS) will advise candidates on upper level courses to make sure that teacher education candidates are on track and to make sure that student advisees are taking required content courses.

6. COE/COAS advisors are responsible for making sure that the CARE-Center receives the final copy of the signed academic advisement contracts for official records.

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, as well, work to provide the best possible services to those aspiring to professions in the field of Education and other human service settings. (See Appendix IV).

### **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 Handbook for Advisors and students for the Departments of Teacher Education and Educational Leadership).

## **DEGREES OFFERED**

The degree programs offered by the college are listed below.

### **Bachelor of Arts (BA) Degrees**

English Education and Special Education Mild/Moderate, Grades 6-12

Social Studies Education and Special Education Mild/Moderate, Grades 6-12

### **Bachelor of Science (BS) Degrees**

Elementary Education, Grades 1-5

Elementary Education and Special Education Mild/Moderate, Grades 1-5

Kinesiology – Pedagogy, Grades K-12 Leisure Studies

Mathematics Education and Special Education Mild/Moderate, Grades 6-12

Secondary Education and Teaching

### **Master of Science (MS) Degrees**

Developmental Education

Sports Administration

### **Master of Education (MED) Degrees**

Curriculum and Instruction

Educational Leadership

Special Education

### **Post-Masters Certificate (PMC)**

Developmental Education

### **Doctor of Education (EDD)**

Developmental Education

The **Alternate Certification Programs** offered by the college are listed below.

Master of Arts in Teaching (MAT)

Elementary Education and Special Education Grades 1-5 (Integrated to Merged)

Secondary Education and Special Education Grades 6-12 (Integrated to Merged) Biology;

Chemistry; General Science; English; Mathematics; Physics

### **Additional Teacher Certification Programs**

Additional teacher certification programs offered by other departments include Child Development and Early Literacy (ECE Grades PK-3), English Education, Music Education (Instrumental), Music Education (Vocal), and Social Studies Education

**Identification of Programs (Re-design)**

<b>Program Name</b>	<b>Award Level</b>	<b>Program Level (Initial or Advanced)</b>	<b>Number of Hours</b>
Child Development and Early Literacy (ECE) - Grades PK-3	Bachelor's	Initial	120
Regular Undergraduate - Grades 1-5	Bachelor's	Initial	125
Regular Undergraduate Education - Grades 6-12 English Education; Secondary Education: Science (Biology); (Chemistry); Secondary Education: Science (Physics); Secondary Education: Science (Mathematics); Social Studies Education; and Music Education (Instrumental and Vocal)	Bachelor's	Initial	120-123
Special Education Mild/Mod Grades 1-5 or Grades 6-12	Bachelor's	Initial	125
Alternative Teacher Certification Project (ATCP) Master of Arts in Teaching (MAT)—Elementary Grades 1-5; General/Special Education-Mild/Moderate Grades 1-5; General/Special Education-Mild/Moderate Secondary Education Grades 6-12	Master's	Initial	36/39
Curriculum and Instruction – Early Childhood Education, Reading, Technology Facilitator, Technology Leadership.	Master's	Advanced	36 with Thesis, 39 without
Special Education	Master's	Advanced	36 with Thesis, 39 without
Educational Leadership	Master's	Advanced	36
Developmental Education	Doctorate	Advanced	72

## **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/Council for the Accreditation of Educator Preparation (NCATE/CAEP)
- National Recreation and Parks Association (NRPA)
- Commission on Colleges - Southern Association of Colleges and Schools (SACS)

**APPENDIX I**

**ORGANIZATIONAL CHART**

**College of Education**



**APPENDIX II**

**LOUISIANA COMPONENTS OF EFFECTIVE TEACHING**

## Teacher Candidate Evaluation Rubric

Candidate Name: \_\_\_\_\_

Major: \_\_\_\_\_

	<b>Ineffective</b>	<b>Effective: Emerging</b>	<b>Effective: Proficient</b>	<b>Highly Effective</b>
<b>1c: Setting Instructional Outcomes</b>	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

	<b>Ineffective</b>	<b>Effective: Emerging</b>	<b>Effective: Proficient</b>	<b>Highly Effective</b>
<b>2c: Managing classroom procedures</b>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

	<b>Ineffective</b>	<b>Effective: Emerging</b>	<b>Effective: Proficient</b>	<b>Highly Effective</b>
<b>3b: Using questioning/ prompts and discussion</b>	<p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>

	<b>Ineffective</b>	<b>Effective: Emerging</b>	<b>Effective: Proficient</b>	<b>Highly Effective</b>
<b>3c: Engaging students in learning</b>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
<b>3d: Using Assessment in Instruction</b>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.

## **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**

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

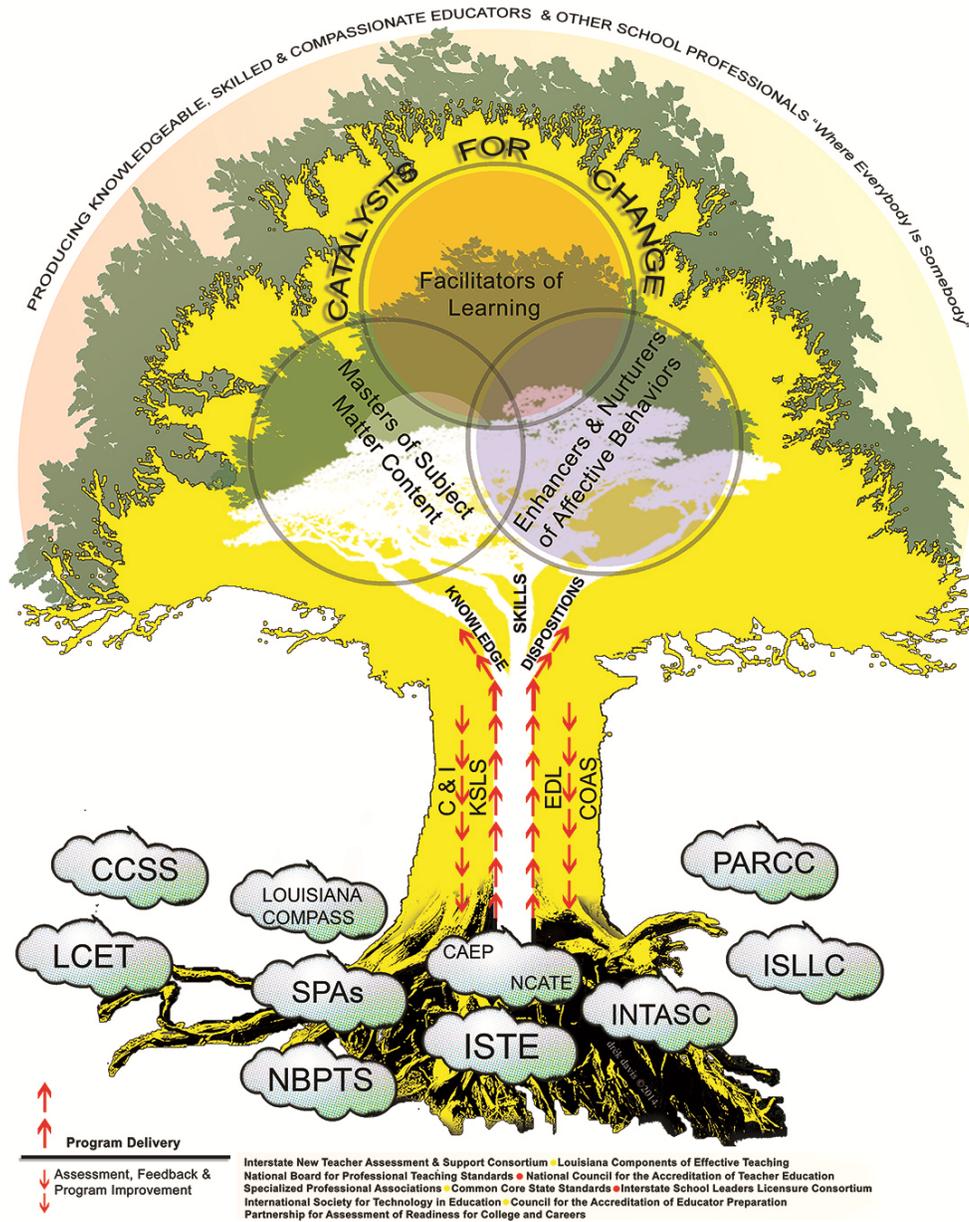
### **3.0 Dispositions: Enhancers and Nurturers of Affective Behaviors**

- 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)

**Revision 01-25-10**

# CONCEPTUAL FRAMEWORK TREE

Revised July 2015



**APPENDIX IV**

**COLLEGE OF EDUCATION**

**Administrators, Faculty and Staff**

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

Dr. Larnell Flannagan, Dean  
Mrs. Melody Ford, Adm. Asst. 4  
Mr. Sheddric Bradford, Network Manager

**Curriculum and Instruction (AH-115) Ext. 2251**

Dr. Qunicy Rose, Head/Assoc. Professor  
Dr. Steve Favors, Professor\*  
Dr. Elaine Foster, Assoc. Professor  
Dr. Mary Ghongkedze, Asst. Professor  
Dr. Loretta Jagers, Professor  
Ms. Geneva Jones, Director-CARE Center/Instructor  
Dr. Katrina Jordan, Assoc. Professor/Assessment Coordinator  
Dr. Kathryn Newman, Professor  
Dr. A. Kadir Nur-Hussen, Professor  
Dr. Pamela Payne, Assoc. Professor\*  
Ms. Florence Simon, Asst. Professor  
Mr. Eugene Taylor, Instructor\*  
Dr. Doris Williams-Smith, Professor

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

Dr. Patricia Johnson, Assoc. Professor/OPLE Director/Accreditation Coordinator

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

Dr. Olatunde Ogunyemi, Dept. Head/Professor  
Dr. Vicki Brown, Professor\*  
Dr. Vernon Farmer, Professor  
Dr. Janet Guyden, Professor\*  
Dr. Carolyn Jackson, Asst. Professor  
Dr. Prentiss Love, Professor  
Dr. Liangyue Lu, Visiting Asst. Professor  
Dr. Ellen Smiley, Assoc. Professor\*  
Dr. Reubenson Wanjohi, Assoc. Professor  
Dr. Dalphne Williams, Asst. Professor

\*Denotes part-time faculty

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

Dr. Obadiah Simmons, Jr., Interim Head/Professor  
Ms. Sheila Griffin, Adm. Assistant III  
Dr. Martin Ayim, Professor  
Ms. Yvonne Calvin, Asst. Professor  
Dr. Phillippe Carter, Asst. Professor  
Dr. Rose Chew, Asst. Professor  
Ms. Theodora Henry, Adj. Asst. Professor  
Ms. Theresa Gray-Jacobs, Adj. Asst. Professor\*  
Ms. Barbara Lewis, Asst. Professor  
Mr. Terrance Lilly, Adj. Asst. Professor\*  
Dr. Larry Proctor, Visiting Asst. Professor  
Dr. James Reid, Visiting Asst. Professor  
Ms. Melissa Russell, Instructor  
Dr. LaWanda Sykes, Adj. Asst. Professor\*  
Mr. Tegitra Thomas, Adj. Instructor

**Arts and Sciences Faculty teaching Content Methods Education Courses**

Dr. Nikcole Roebuck, Asst. Professor/Music  
Dr. Waneene Dorsey, Professor/Biology  
Dr. Dagne Hill, Assoc. Professor/Biology  
Dr. Danny Hubbard, Assoc. Dean/Professor/Chemistry  
Dr. Pamela Payne, Assoc. Professor/Social Studies & English  
Dr. Mica Gould, Asst. Professor/English  
Dr. Edward Black, Assoc. Professor/English  
Uju Ifeanyi, Assoc. Professor/English  
Dr. Ruby Lewis, Professor/English  
Dr. Beatrice McKinsey, Assoc. Professor  
Dr. Roshunda Belton, Dept. Head/Asst. Professor/Social Studies  
Mr. Eugene Taylor, Instructor/Mathematics

**Curriculum and Instruction (AH-115) Ext. 2251**

Mrs. Sharon Edwards, Admin. Assistant III  
Mrs. Jamia King, Adm. Asst.  
Ms. Melanie Monroe, LRC Specialist  
Ms. Leatai Smith, Praxis Lab Coordinator

**Educational Leadership (AH-113) Ext. 2238**

Ms. Brenda Cooper, Admin. Assistant III  
Mrs. DeWanna Greer, MAT Coordinator  
Mr. Jamie Jackson, ATCP Technical Database Manager  
Mr. Milton Jackson, MAT Recruiter  
Ms. Daphne Tolliver, Admin. Assistant

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

Ms. Sheila Griffin, Adm. Assistant III

**Educational Resource Center (AH-201/218) Ext. 2517**

Dr. Olatunde Ogunyemi, Director  
Ms. Janet Bryant, Coordinator

**GSU Laboratory Schools**

**Alma J. Brown Elementary Ext. 3118**

Ms. Rosiland Russell, Principal  
Mrs. Brenda Johnson, Adm. Asst. 3

**Grambling Middle School Ext. 6531**

Dr. Pamela Payne, Principal  
Ms. Veronica Cregut, Adm. Asst. 3

**Grambling High School Ext. 6153**

Dr. Pamela Payne, Principal  
Ms. Queen Lawhorne, Adm. Asst. 3

**GSU Laboratory Schools**

**Alma J. Brown Elementary Ext. 3118**

Ms. Rosiland Russell, Principal  
Mrs. Brenda Johnson, Adm. Asst. 3  
Ms. Cassandra Johnson, Kindergarten  
Ms. Sherrie Emory, First Grade  
Mrs. Vickie Charles-Hill, Second Grade  
Ms. Laurie Fernandez, Third Grade  
Ms. Sheila Malone, Third Grade  
Ms. Lizzie Ferguson, Fourth Grade  
Ms. Jennie Dunn, Fifth Grade  
Ms. Deborah Gilliam, Computer  
Ms. Wanda Wilson, Physical Education & Health  
Ms. Lucy Melvin, Librarian  
Ms. Lorraine Lewis, Cafeteria Staff

**Grambling Middle School Ext. 6531**

Dr. Pamela Payne, Principal  
Ms. Veronica Cregut, Adm. Asst. 3  
Ms. Glenda Howard, Curriculum Coordinator K-12  
Ms. Mia Murry, Art (GMS/GHS)  
Ms. Arthur Simpson, Band (GMS/GHS)  
Mr. Roosevelt Strong, Science  
Mr. Tracy Tinsley, Social Studies  
Ms. Thomasina White, English  
Ms. Patsy Williams, Math

**Grambling High School Ext. 6153**

Dr. Pamela Payne, Principal  
Ms. Queen Lawhorne, Adm. Asst. 3  
Ms. Lakeria Williams, Counselor  
Ms. Melanie Colvin, English  
Ms. Kiyah Deloney, Business  
Ms. Barbara Gauden, Science  
Mr. Antonio Hudson, Physical Education  
Ms. Mable Houston, English  
Ms. Ebony Jefferson, Mathematics  
Ms. Mia Murry, Art (GHS/GMS)  
Ms. Michelle Paudyal, Foreign Language  
Mr. Arthur Simpson, Band (GHS/GMS)  
Mr. Eugene Taylor, Mathematics  
Mr. Johnny Thomas, Social Studies  
Ms. Candace Westbrook, Science  
Mr. Billy Norman, Athletic Operations Assistant

\*Denotes part-time faculty