

# **Louisiana Tech University College of Education**



## **Graduate Student Handbook**

**2009-2010**

*A Member of the University of Louisiana System*

# Louisiana Tech University

## College of Education

### Graduate Student Handbook

2009- 2010

Revised September 2009

Ed.D.	Educational Leadership
Ed.D.	Curriculum and Instruction
Ph.D.	Counseling Psychology
Ph.D.	Industrial/Organizational Psychology
M.A.	Counseling and Guidance (General)
M.A.	Counseling and Guidance (School)
M.A.	Industrial/Organizational Psychology
M.Ed.	Educational Leadership
M.Ed.	Elementary Education
M.Ed.	Secondary Education
M.Ed.	Curriculum and Instruction
M.S.	Kinesiology
M.A.T.	(various concentrations)

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## **Welcome to College of Education Graduate Studies!**

Dear Graduate Student:

Welcome to the Graduate Division of the College of Education at Louisiana Tech University. Here you will find dedicated professional faculty, staff, and administrators whose efforts focus on assisting you to become an outstanding teacher, counselor, psychologist, or human service practitioner. Your choice of a career is a wise one because there is an ever-increasing need for excellent educators/human service practitioners both in the state and in the nation. Through your graduate education at Louisiana Tech, you will have many opportunities to make a positive impact on others and to promote a bright future for all of society. Becoming an effective professional offers a strong challenge and requires a strong commitment, but the rewards are great.

College of Education programs are marked by quality instruction and experiences based upon current research, best-informed educational theory, and the wisdom of practice. All courses and experiences are carefully designed so that they assist you to become an effective communicator in a variety of professional settings. The expected end result is that you will be proficient in content knowledge and research-based competencies. We will provide the context within which to develop your own professional identity consistent with ethical standards of the profession.

We look forward to helping you achieve your personal goals and to assisting you in becoming a contributing member of the profession.

Sincerely,

David Gullatt

David Gullatt, Ph.D.  
Dean

## Introduction

This handbook has been prepared as a reference for students pursuing master's degrees and doctoral degrees in the College of Education. ***It is intended to be informational and should not be considered an official statement of policy.*** Its purpose is to serve as a helpful document containing policies and procedures specific to the graduate degrees. We urge you to become familiar with this material as you begin working toward your master's or doctoral degree and to refer to it frequently throughout your studies.

Every student should have a current copy of the *Louisiana Tech University Catalog*. The *Catalog* contains the official statement of regulations, standards, and requirements common to all graduate programs. It also contains the official descriptions of many of the requirements for the College of Education degrees. The catalog is available online at:

[http://www.latech.edu/registrar/bulletin/university\\_catalog\\_2009-10\\_web.pdf](http://www.latech.edu/registrar/bulletin/university_catalog_2009-10_web.pdf)

Other publications within the University also provide useful information that is worthy of your attention. The "Guidelines for the Preparation and Submission of Your Thesis or Dissertation," available from the Graduate School (257–2924), *The Louisiana Education Consortium Ed. D. Degree Handbook* is available online at [www.ulm.edu/lec/](http://www.ulm.edu/lec/), and *The Department of Psychology and Behavioral Science Ph.D. Student Handbook* is available in the department office (257–4315).

The Dean administers the graduate programs in accordance with approved procedures. The Education Graduate Committee, chaired by the Associate Dean of Graduate Studies and Research, establishes and reviews admission/retention policies, acts on new program or course proposals, and reviews appeals for readmission.

## College of Education-Vision Statement

The College of Education's official vision statement has been revised to clarify its renewed commitment to advancing the knowledge bases of its various disciplines and in their practical applications.

The shared vision is encapsulated in the following statement:

*Our vision is the College of Education as an inclusive learning community renowned for fostering competent, ethical, and caring professionals who contribute significantly to a diverse and dynamic world through research, development, and application.*

## Mission Statement

The College of Education's mission statement has also recently been revised to better express how it is intended that the shared vision is to be attained in reality. The mission of the College of Education is to:

1. Provide high quality educational programs and experiences;
2. Enhance and extend the knowledge bases of developing professionals through research and other scholarly activities;
3. Extend the boundaries of knowledge through vigorous research and dissemination;
4. Collaborate within the university and with the broader community; and
5. Provide professional services to the community.

## Core Goals

The core goals of the College of Education are central to its organizational purposes. Recently revised to better reflect changing environmental circumstances, the core goals are:

1. To recruit, retain, and graduate a diverse student body of quality individuals who exemplify the capacity and commitment to become effective professionals in diverse settings;
2. To recruit and retain diverse faculty who demonstrate high levels of competencies in the College's programs of study and who are committed to the College's vision, mission, and goals;
3. To provide students with quality programs of study and diverse practical experiences that prepare them to be proficient in the knowledge, skills,

and dispositions of their area of concentration and which are aligned with competencies identified by applicable professional organizations;

4. To support continuous professional development for students, faculty, staff, and those in the broader community;
5. To continue to foster collaborative initiatives with other colleges at Louisiana Tech University, other institutions, and the broader community;
6. To refine curricula and instructional procedures, thereby ensuring that research, theory, and professional practice optimally inform all programs;
7. To enable faculty and students to serve as positive change agents through continuous cycles of research, development, implementation, and refinement of practice;
8. To promote, support, and generate quality research by faculty and students consistent with College programs and goals;
9. To maintain a physical and psychological environment that is conducive to optimal student, faculty, and staff growth and development;
10. To maintain positive interaction with alumni, the corporate sector, public institutions, and other valued members of the broader community.

### **The College**

The College of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1954.

### **The University**

Louisiana Tech University currently enrolls approximately 11,000 students in baccalaureate, master's, and doctoral degree programs. Admissions to all programs, including the Graduate School, are selective. In addition to outstanding academic programs, the University offers all major sports, extensive athletic facilities, superb theatre offerings, and numerous on-campus events found in a university that is primarily residential.

Historically a teaching-oriented institution, Louisiana Tech's transition to graduate education has not come at the expense of instruction. Faculty members maintain a minimum ten hours per week of office hours, and are available through e-mail. Teaching is highly prized at the university.

The University also values research. Many faculty members are engaged in funded and other research studies. The new Institute for Micro-Manufacturing adds to the University's research capabilities. Currently, the University's computer facilities permit

Internet access in all of our classrooms, faculty offices, and laboratories. The University has state-of-the-art laboratory facilities for data analysis and instruction. All department computers are networked to allow easy access to files.

## **The Area**

Louisiana Tech University is located in the rolling piney hills of northern Louisiana, about 30 miles from Monroe and 65 miles from Shreveport. Ruston offers the pleasures of living in a small, university-friendly city situated in a geographically pleasant setting with easy weekend access to major metropolitan areas such as Dallas/Ft. Worth (five hours by car), Houston (six), and the Florida/Mississippi Gulf Coast (seven).

One of the world's premiere tourist destinations, Louisiana's own New Orleans, offers superb food and entertainment in a historically significant environment. The entire state of Louisiana is rich in cultural diversity and is a tourist paradise. For those who enjoy outdoor activities, the Ruston area offers excellent fishing, camping, and refreshing country drives, including trips into nearby Arkansas, whose border is only about half an hour away. Hot Springs to the north and Natchez and Vicksburg, Mississippi, to the east, also provide easily accessible and interesting tourist destinations.

Ruston itself is a great place to live, with all college athletics, recreation, drama, and music offerings. An outstanding natatorium and intramural sports facility complement the University's many fine physical facilities and programs. The cost of living has been consistently below the national average. Many courses and programs are offered both in Ruston and in Shreveport/Bossier locations.

## **Student Responsibilities**

Graduate students at Louisiana Tech University are expected to be familiar with specific responsibilities for which they are accountable. The student responsibilities include the following:

1. ***The student is expected to become familiar with all available materials and faculty resources regarding procedures for fulfilling the requirements of a degree, including grade point, course work, examinations, classification, and other requirements.***
2. The student is expected to establish and maintain regular contact with his/her advisor in regard to specific requirements and progress toward the degree.
3. Upon request by an office of the academic administration and for the purpose of evaluating a student's academic record, the student must present all records such as grade transcripts from other institutions, test scores, letters of recommendation, and other relevant documents.
4. It is the student's responsibility to inform the Graduate School of any changes in his/her information record (such as deletions or additions of information, changes in program, etc.) that bear upon his/her status as a graduate student.
5. The student shall obtain an academic advisor's approval for each registration. This applies to any course substitutions that affect the program of study.

6. A comprehensive examination is required for specific programs while a culminating electronic portfolio is required for others. Details of the e-portfolio are available from the Graduate Studies office and pages 13 and 14 of this document. The comprehensive exam is taken during the last quarter of the program of study, or in the case of the Counseling and Guidance program, prior to practicum. Each student taking the comprehensive examination must register for the exam in Woodard Hall 103 (Graduate Studies) and with the Registrar's Office prior to the 9<sup>th</sup> class day of the quarter in which he or she plans to graduate. **If the deadline is missed, the student will be required to wait until the following quarter to take the exam and graduate.** Information concerning comprehensive examinations for doctoral students is presented in sections specific to the doctoral degree.
7. A student planning to graduate must complete an Application for Graduation with the Registrar's Office (Keeny Hall) prior to the 9<sup>th</sup> class day of the quarter in which he or she plans to graduate. **A student who misses this deadline may have to wait until the following quarter to graduate.**

### **Academic Ethics**

Academic honesty is expected of all students. The College of Education requires that students in all coursework and all concomitant academic endeavors know and adhere to the considerations of scholarly ethics, including, but not limited to, the issues of accurate reporting of research\*, plagiarism, publication credit, duplicate publication, or sharing data (cheating, academic misconduct). Breach of academic honesty will result in dismissal from the College of Education. College of Education graduate students are to comply with the University Honor Code, effective Fall 2003.

**\*APA Guidelines will be strictly enforced on all research papers.**

### **Appeal Protocol**

Graduate students who want to express a concern or file an appeal must follow the following protocol:

1. Instructor (with direct involvement) where applicable
2. Advisor (Major Professor)
3. Department Head (or Program Coordinator)
4. Associate Dean/Director of Graduate Studies (College Level)
5. College level appeals committee
6. College Dean
7. Director of Graduate School (University level)
8. University Graduate Council
9. Vice President for Academic Affairs
10. University President

## Graduate Studies

The Office of Graduate Studies is administered by the Associate Dean. The purpose of the Graduate Studies office is to encourage excellence in teaching, research, and service for the College of Education faculty and to administer all graduate programs offered by the College of Education.

The Education Graduate Committee consists of the Associate Dean of Graduate Studies and Research and three Graduate Faculty appointed by the Dean of the College from the departments of Curriculum, Instruction, and Leadership; Psychology and Behavioral Sciences; Kinesiology; and one graduate student. Actions of the Education Graduate Committee are subject to approval of the Dean of the College and, when appropriate, the Teacher Education Council, the University Graduate Council, and the Director of the Graduate School.

The Associate Dean administers the graduate programs in accordance with approved procedures. The Education Graduate Committee, chaired by the Associate Dean, establishes and reviews admission/retention policies, acts on new program or course proposals, and reviews appeals for readmission.

A Review Committee, consisting of all Graduate Faculty, examines the credentials of Graduate Faculty applicants for evidence of continued scholarly productivity according to published criteria. Recommendations for membership on the Graduate Faculty are then made to the Dean of the College of Education and the Director of the Graduate School.

## Degrees Conferred

The College of Education offers programs leading to the Master of Arts, the Master of Science, the Master of Arts in Teaching, the Master of Education Educational Leadership, Master of Education Curriculum and Instruction, Alternative Certification, the Doctor of Education, and the Doctor of Philosophy degrees.

## Master's Degree Programs

Master's degree programs are offered in the departments of Psychology and Behavioral Sciences, Kinesiology, and Curriculum, Instruction, and Leadership.

The **Psychology and Behavioral Sciences Department** offers the Master of Arts degree in Educational Psychology, Orientation and Mobility, Counseling and Guidance, and Industrial/Organizational Psychology.

The **Kinesiology Department** offers the Master of Science degree in Health and Physical Education. Candidates may select one of the following concentrations: Sports Performance, Adapted Physical Education, or Exercise Science. The program in Adapted Physical Education requires teacher certification for admission.

The **Curriculum, Instruction, and Leadership Department** offers the **Master of Education** Curriculum and Instruction, the **Master of Education** Educational Leadership, and the **Master of Arts in Teaching** programs. The Master of Education Curriculum & Instruction degree is intended for already certified teachers. The Master of

Education Educational Leadership degree is designed to lead to principal and supervisor certification.

The **Master of Arts in Teaching (M.A.T.)** is designed for liberal arts and sciences graduates who seek initial certification in a teaching area and a master's degree. Certification areas for the M.A.T. degree include: Art Education, Early Childhood (PK-3), Elementary Education (1-5), Middle Grades Mathematics (4-8), Middle Grades Science (4-8), Music Education, Secondary Education (6-12) with concentrations in Agriculture Education, Business Education, English Education, French Education, Spanish Education, Biology Education, Earth Science Education, Chemistry Education, Physics Education, Mathematics Education, Social Studies Education, and Speech Education.

Secondary Graduate students in the College of Education, along with graduate students in the other academic colleges, are eligible to compete for **University Graduate Assistantship** positions. Inquiries concerning these assistantships should be directed to the Office of Graduate Studies.

### **Admission Requirements**

In addition to the general admission requirements of the Graduate School, a student seeking a Master of Education degree in any of the teaching areas must hold a teaching certificate for the area. In addition, students seeking some concentrations in the Master of Arts in Educational Psychology and in School Counseling must also hold a teaching certificate. Students desiring to enter a master's program in the College of Education should submit a Graduate Record Examination (GRE-General) score **before or at the time of application**. *The Miller's Analogy Test (MAT) is **NOT** accepted in the College of Education in place of the GRE.* For conditional admission, students must have a GPA of 2.25 on all hours pursued or 2.50 on the last 60 hours (excluding the MAT candidates). For unconditional admission, students must have a GPA of 2.50 on all hours pursued or 2.75 on the last 60 hours. Students entering the Master of Arts in Teaching degree program must have a minimum cumulative GPA of a 2.50 and present evidence of satisfactory scores on the Praxis I Reading, Writing, Mathematics, and the specialty content test consistent with intended certification area or apply for a waiver if they have documentation of ACT scores greater than 22 or SAT greater than 1030.

Following review of the undergraduate GPA, an admissions formula is calculated. **The formula is GPA X 200 plus GRE V plus Q.** Unconditional admission is granted to those who have 1300 points while conditional admission is granted to those with 1200-1299 points. Conditional status is removed upon earning a GPA of 3.0 on the first nine graduate credits.

New students who have not obtained satisfactory GRE scores will be admitted conditionally for one quarter only. They must submit acceptable GRE Scores during their first quarter of enrollment or be dropped from graduate status. New students to the Industrial/Organizational Psychology or Counseling and Guidance programs are required to have official GRE scores prior to admittance.

**A maximum of twelve (12) semester hours** earned at Louisiana Tech in a non-degree status and prior to admission to the master's degree program may be included in

the 33-36 semester hours of required work. *Graduate credit cannot be awarded for 300 level courses; 400 level courses must be pre-approved for graduate credit.*

## **Department of Curriculum, Instruction, and Leadership**

### **Master of Education**

The candidate seeking a Master of Education Curriculum and Instruction degree is required to earn a minimum of 36 semester hours of course work. An approved Plan of Study must be submitted during the first quarter of enrollment.

Required core courses for the degree include: EDCI 500, Research for Teachers and Educational Leaders; EDCI 505, Curriculum Planning and Development; EDCI 510, Teacher Leadership & Professional Practice I; EDCI 511, Teacher Leadership & Professional Practice II; EDCI 517, Action Research; EDCI 525 Instructional Theory, Practice & Assessment; EDCI 530, Professional Development & School Improvement; and, ECT 500, Technology Leadership to Support Standards-Based Teaching & Learning **or** ECT 501, Educational Telecommunications, Networks, and the Internet, **or** ECT 502, Design and Development of Multimedia Instructional Units. To complete the 36-hour program, students choose a cognate of 12 hours which may lead to an additional area of certification. Candidates may choose from the areas of adult education, biology, chemistry, early childhood, early intervention, economics, educational technology, English, history, library science, mathematics, physics, reading, and special education. Additional information regarding the cognate areas and certification in administration/supervision may be obtained from the Head of Curriculum, Instruction, and Leadership or from the Director of Graduate Studies.

A Plan of Study must be completed during the first quarter of enrollment. **No more than nine hours** may be transferred toward this degree with the approval of the advisor, department head, and Director of Graduate Studies. **Time limit for the completion of all requirements has been set at 6 consecutive calendar years.** No deviation can be made from the Plan of Study without prior permission of the advisor and approval by the Director of Graduate Studies. A comprehensive examination must be passed during the last quarter of enrollment in the student's program or a culminating e-portfolio must be completed during the last or second to last quarter of enrollment.

### **Master of Education Culminating Program Assessment**

Candidates beginning the Master of Education: Curriculum and Instruction program during Fall Quarter 2008 and thereafter are required to successfully complete an electronic portfolio, or e-portfolio, and submit it for evaluation via the *TaskStream* web-based toolset and assessment system prior to program completion. The e-portfolio must be submitted no later than the end of the fourth week of the quarter of expected graduation, but may be submitted by the end of the fourth week of the quarter immediately prior to the quarter of expected graduation. Students enrolled in the M.Ed.

program prior to Fall Quarter 2008 have the option of either successfully completing a comprehensive examination or the e-portfolio (only one option may be selected).

Additional details about the e-portfolio requirements are available at: [MEd Portfolio](#).

The specific Master of Education Curriculum and Instruction Plans of Study are available online at: <http://www.latech.edu/education/index.php?id=304>

## **Master of Arts in Teaching (MAT)**

The Masters of Arts in Teaching (MAT) Plans of Study may be found at: <http://www.latech.edu/education/index.php?id=410>. See specific Plans of Study for entry criteria which include PRAXIS II examinations. You may request a waiver of the PRAXIS I exam if you meet any of the following conditions and have not attempted the PRAXIS I exam: (1) If you hold a master's degree from a regionally accredited university; or (2) have an ACT score of 22 or higher; or (3) have an SAT score of 1030 or higher. The applicant must provide official transcripts and/or original test score sheet.

### **Master of Arts in Teaching Culminating Program Assessment**

The **MAT program in Early Childhood Education (PK-3)** requires the successful completion of the following courses (39 semester hours): PSYC 507: Advanced Learning & Development, EDCI 434: Diverse Learners, EDCI 471: Classroom Management, EDCI 521: Assessment of Students and Programs, EDCI 577: Science/Social Studies Methods, EDCI 431: Literacy for Emergent Learners, EDCI 500: Research Applications for Teachers and Educational Leaders, EDCI 421: PK-3 Math Methods, EDCI 575: Practicum (by application only), EDCI 435: Trends and Issues in Education, and EDCI 576: Student Teaching/Clinical Practice or EDUC 530: Internship in Teaching.

The **MAT program in Elementary Education (1-5)** requires the successful completion of the following courses (39 semester hours): PSYC 507: Advanced Learning & Development, EDCI 434: Diverse Learners, EDCI 471: Classroom Management, EDCI 521: Assessment of Students and Programs, EDCI 577: Science/Social Studies Methods, EDCI 437: Reading/Language Arts Methods, EDCI 500: Research Applications for Teachers and Educational Leaders, EDCI 422: Elementary Math Methods, EDCI 575: Practicum (by application only), EDCI 435: Trends and Issues in Education, and EDCI 576: Student Teaching/Clinical Practice or EDUC 530: Internship in Teaching.

The **MAT program in Middle Grades Mathematics or Science Education (4-8)** requires the successful completion of the following courses (39 semester hours): PSYC 507: Advanced Learning & Development, EDCI 434: Diverse Learners, EDCI 471: Classroom Management, EDCI 521: Assessment of Students and Programs, EDCI 403: Reading Methods, EDCI 422: Materials and Methods for Elementary/Middle

Mathematics or EDCI 425: Materials and Methods for Elementary/Middle Science, EDCI 500: Research Applications for Teachers and Educational Leaders, EDCI 473 Educational Strategies and Methods for Students with Mild/Moderate Disabilities, EDCI 575: Practicum (by application only), EDCI 435: Trends and Issues in Education, and EDCI 576: Student Teaching/Clinical Practice or EDUC 530: Internship in Teaching.

The **MAT program in Secondary Education (6-12)** requires the successful completion of the following courses (39 semester hours): PSYC 507: Advanced Learning & Development, EDCI 434: Diverse Learners, EDCI 471: Classroom Management, EDCI 521: Assessment of Students and Programs, EDCI 403: Reading Methods, EDCI \_\_\_ Materials and Methods in Secondary Education, EDCI 500: Research Applications for Teachers and Educational Leaders, EDCI 472: Transition and Vocational Procedures, EDCI 575: Practicum (by application only), EDCI 435: Trends and Issues in Education, and EDCI 576: Student Teaching/Clinical Practice or EDUC 530: Internship in Teaching.

The **MAT program in Art Education (K-12)** requires the successful completion of the following courses (39 semester hours): *See advisor for additional admission requirements.* PSYC 507: Advanced Learning & Development, EDCI 434: Diverse Learners, EDCI 471: Classroom Management, EDCI 521: Assessment of Students and Programs, EDCI 403: Reading Methods, EDCI 450: Improving Instruction in Art, EDCI 463 Materials and Methods for Teaching Art Education, EDCI 500: Research Applications for Teachers and Educational Leaders, EDCI 504: Human Exceptionalities Seminar, EDCI 575: Practicum (by application only), EDCI 435: Trends and Issues in Education, and EDCI 576: Student Teaching/Clinical Practice or EDUC 530: Internship in Teaching.

The **MAT program in Health & Physical Education (K-12)** requires the successful completion of the following courses (39 semester hours): *See advisor for additional admission requirements.* PSYC 507: Advanced Learning & Development, EDCI 434: Diverse Learners, EDCI 471: Classroom Management, EDCI 521: Assessment of Students and Programs, EDCI 403: Reading Methods, HES 440 Materials & Methods in Physical Education and Health Education for Elementary Schools or HES 457 Materials & Methods of Teaching Middle & Secondary School, EDCI 500: Research Applications for Teachers and Educational Leaders, EDCI 504: Human Exceptionalities Seminar, EDCI 575: Practicum (by application only), EDCI 435: Trends and Issues in Education, and EDCI 576: Student Teaching/Clinical Practice or EDUC 530: Internship in Teaching.

The **MAT program in Music (Instrumental or Vocal) Education (K-12)** requires the successful completion of the following courses (39 semester hours): *See advisor for additional admission requirements.* PSYC 507: Advanced Learning & Development, EDCI 434: Diverse Learners, EDCI 471: Classroom Management, EDCI 521: Assessment of Students and Programs, EDCI 403: Reading Methods, MUPD 464: Elementary Music Methods, MUPD 465: Secondary Vocal Methods or MUPD 466: Secondary Instrumental Methods, EDCI 500: Research Applications for Teachers and Educational Leaders, EDCI 504: Human Exceptionalities Seminar, EDCI 575: Practicum

(by application only), MUDS 550C: Graduate Seminar in Music, and EDCI 576: Student Teaching/Clinical Practice or EDUC 530: Internship in Teaching.

The **MAT program in Special Education Mild/Moderate Education (1-12)** requires the successful completion of the following courses (39 semester hours): PSYC 507: Advanced Learning & Development, EDCI 504: Human Exceptionalities Seminar, EDCI 471: Classroom Management, EDCI 540: Behavior Management of Students with M/M Disabilities, EDCI 502: Psychoeducational Assessment of Exceptional Students, EDCI 437: Reading/Language Arts Methods, EDCI 422: Materials and Methods for Elementary/Middle Mathematics, EDCI 500: Research Applications for Teachers and Educational Leaders, EDCI 472: Transition and Vocational Procedures, EDCI 520: Practicum in Assessment of Exceptional Students (by application only), EDCI 473: Educational Strategies and Methods for Students with Mild/Moderate Disabilities, and EDCI 576: Student Teaching/Clinical Practice or EDUC 530: Internship in Teaching.

The **MAT program in Early Intervention (0-5)** requires the successful completion of the following courses (42 semester hours): PSYC 507: Advanced Learning & Development; EDCI 540: Behavior Management; EDCI 502: Psychoeducational Assessment of Exceptional Students; EDCI 437: Reading and Language Arts Methods; EDCI 549: Foundations of Early Intervention; EDCI 548: Communication and Literacy for Young Children at Risk; EDCI 431: Literacy for Emergent Learners; FCS 480: Families with At-Risk Children (Birth through Preschool); EDCI 421: Materials and Methods for Early Childhood and Elementary Mathematics; EDCI 500: Research Applications for Teachers and Educational Leaders; EDCI 547: Early Intervention in Teaming, Physical/Medical Management for Young Children and Their Families; EDCI 482: Strategies and Procedures for Serving Young Children with Special Needs; and EDCI 576: Student Teaching/Clinical Practice or EDUC 530: Internship in Teaching.

The **MAT program in Teaching Blind Students** requires the successful completion of the following courses (45 semester hours): EDCI 436: Braille I; EDCI 583: Normal & Impaired Visual Functioning; EDCI 431: Literacy for Emergent Learners; EDCI 578: Braille II; EDCI 466: Adaptive Tech for Visually Impaired; EDCI 500: Research Applications for Teachers & Leaders; EDCI 473: Educational Strategies and Methods for Students with Mild/Moderate Disabilities; EDCI 499: Inst Strategies & Mat for TBS; EDCI 584: Orientation & Mobility for TBS; EDCI 437: Reading/Lang Arts; Methods; EDCI 504: Human Exceptionalities Seminar; EDCI 581: VI Child in PK-12 Classroom; EDCI 579: Developmental Aspects of Blindness; and EDCI 576: Student Teaching/Clinical Practice or EDUC 530: Internship in Teaching.

In addition to successfully completing the coursework, the following are M.A.T. graduation requirements:

1. In the final quarter, register for graduation in the Registrar's Office.
2. Passing scores on remaining parts of PRAXIS must be on file before internship/student teaching.
3. If enrolled in continuous, year-long (Fall through Spring) internship, submit for evaluation a professional portfolio in TaskStream by the end of the first quarter of

- internship. If enrolled in one-quarter student teaching/clinical practice, submit for evaluation a professional portfolio in TaskStream by the 5<sup>th</sup> week of the quarter.
4. An additional electronic portfolio must be submitted via TaskStream. Details are available at [M.A.T. Portfolio](#).

Candidates beginning the Master of Arts in Teaching program during Fall Quarter 2008 and thereafter are required to successfully complete an electronic portfolio, or, e-portfolio, and submit it for evaluation via the *TaskStream* web-based toolset and assessment system prior to program completion. The e-portfolio must be submitted no later than the end of the fourth week of the quarter of expected graduation, but may be submitted by the end of the fourth week of the quarter immediately prior to the quarter of expected graduation. Students enrolled in the MAT program prior to Fall Quarter 2008 have the option of either successfully completing a comprehensive examination or the e-portfolio (only one option may be selected).

Additional details about the e-portfolio requirements are available at: [M.A.T. Portfolio](#).

## **Master of Education in Educational Leadership (M.Ed. E.L.)**

The overall purpose of the **M.Ed. Educational Leadership** is to prepare school and district leaders who improve student performance and accountability in all academic areas.

The program has been designed to incorporate the requirements of the No Child Left Behind Act (2001), school improvement mandates, best practices research, and accountability for student achievement. Theory, research, and site-based experiences are integrated within the program to enhance effective leadership. The program culminates with an internship consisting a minimum of 200 clock hours distributed over three quarters. The internship is designed to provide leader candidates with exposure to the realities of school and district level administration.

Education Leadership certification is a prerequisite for the following administrative positions:

- P-12 Principal
- Supervisor of Instruction
- Supervisor/Director-Special Education
- Child Welfare & Attendance Officer

The following requirements must be met prior to unconditional enrollment in the Educational Leadership program. With prior approval, probationary status for one quarter enrollment may be granted; no extension of probationary status will be allowed. Timelines for the completion of admission requirements for each quarter will be set by

the Department of Curriculum, Instruction, and Leadership. Application requirements include:

- Nomination letter from superintendent or other district-level administrator
- Two additional recommendation letters from any of the following:
  - Supervisor
  - Principal
  - Community Leader
  - Higher Education Faculty
- Portfolio documenting professionalism and involvement in school improvement efforts
- Admissions interview
- Completion of writing sample addressing a specified current educational issue.

Additional information may be obtained in the:

[The Educational Leadership Plan of Study](#)

## **Department of Kinesiology**

### **Master of Science**

The candidate seeking a Master of Science degree in Kinesiology will be required to earn 36 semester hours which may include 6 semester hours for a thesis. The program in Kinesiology offers concentration areas in Adapted Physical Education, Exercise Science, and Sports Performance. The Adapted Physical Education concentration requires a valid teaching certificate in physical education issued by the Louisiana Department of Education or its equivalent. The Exercise Science and Sports Performance concentrations do not require teacher certification for admission. Please see the current University Catalog for further details.

The Adapted Physical Education concentration is provided for individuals interested in teaching Adapted Physical Education in a school setting. Upon completion of the degree with an Adapted Physical Education concentration, the candidate will be eligible to teach Adapted Physical Education in Louisiana.

The Exercise Science concentration is for individuals interested in Exercise Science, most specifically for those interested in pursuing doctoral-level study in biomechanics, exercise physiology, or motor learning.

The Sports Performance concentration is for persons interested in coaching or other careers involved in improving physical performance.

Additional information may be obtained in the:

[Adapted Physical Education Plan of Study](#)

[Exercise Science Plan of Study](#)

[Sports Performance Plan of Study](#)

## **Department of Psychology and Behavioral Sciences**

### **The Doctor of Philosophy Degree in Industrial/Organizational Psychology\***

The Industrial/Organizational Psychology prepares students to work in areas relating to applied behavioral science in organizations and business. Students are trained in the use and design of critical organizational methods, including organizational assessment, job analysis and performance appraisal, employee assessment, training and development, organizational research, work dynamics, and data analysis.

The scope of jobs related to this training range from organizational consultant to research scientist. Outside of class, students are expected to gain hands-on experience through involvement on various research and applied project teams with faculty supervision. Students are required to be involved in research with faculty supervision during their graduate training. As students progress through the program they take on greater responsibility for projects depending upon their particular interests and abilities.

The Ph.D. program involves rigorous preparation in psychological foundations, research methods/statistical analysis, Industrial/Organizational Psychology, and successful completion and defense of a dissertation involving original research. The program is based on elements outlined by Society of Industrial/Organizational Psychology ([www.siop.org](http://www.siop.org)).

The program generally requires four years of full-time study post-baccalaureate. The actual amount of time needed varies depending on student prior preparation (a limited amount of credit may be requested for prior graduate work) and progress in the program. All students accepted into the program receive a graduate assistantship with a stipend. Additional information about the program is available at <http://www.latech.edu/education/psych/iophd/>.

### **The Doctor of Philosophy Degree in Counseling Psychology**

The Doctor of Philosophy (Ph.D.) degree in Counseling Psychology embodies a balanced training experience designed to train professional psychologists in the scientist-practitioner model. The scientist-practitioner is prepared to reflect the attitudes and competencies arising from the effective internalization and blending of both scientific and counseling approaches.

The Counseling Psychology program at Louisiana Tech University is firmly committed to the scientist-practitioner model, hence the primary goal of the program is to produce professional psychologists who are competent in both the conduct of research

and in professional practice. Within the scientist-practitioner model, Counseling Psychology emphasizes complementary value of research and professional practice. Strong emphasis is placed on the integration of research and practice throughout the program.

Consistent with the principles of the Council of Counseling Psychology Training Programs (CCPTP), we provide a philosophical perspective and generalist training that emphasizes client strengths, developmental issues, and prevention and remediation of difficulties. Generalist training allows counseling psychologists to occupy many professional roles and settings. Employment settings for counseling psychologists include university counseling centers, VA medical centers, rehabilitation centers, career centers, academic departments at colleges and universities, and business and industry.

Program faculty support the guiding themes of counseling psychology and incorporate these themes in both program philosophy and content. Trainees study: (a) adaptive functioning within a life-span developmental context; (b) ability to work with a wide range of psychological dysfunction's; (c) recognition of client strengths and potentials, regardless of level of disturbance; (d) a variety of counseling approaches; (e) a focus on person-environment fit and interactions; (f) understanding of both prevention and psychoeducational perspectives; (g) respect for individuals, groups and cultural diversity; (h) emphasis on educational and career development; and (i) monitoring and improving quality of life through the application of critical thinking and empirical methodologies.

The Counseling Psychology program trains students to become competent and contributing researchers and mental health professionals who are sensitive to issues of diversity and individual differences. The program's curriculum integrates theory, research, teaching, and practice in professional psychology. Specifically, students receive rigorous training in general psychology and counseling psychology theory and research, as well as assessment, career counseling, counseling methods, supervision, and cross-cultural counseling. The research curriculum is aimed at promoting understanding of psychological inquiry, as well as developing competencies in research design, methodology, data analysis, measurement and evaluation. Teaching skills are developed through a mentorship program where students are trained in the basics of classroom management, syllabus development and lecture skills under the supervision of faculty. Practicum training focuses on developing counseling interventions, as well as diagnostic, assessment, and supervision skills. Cross-cultural skills are developed through integration of culturally sensitive materials in all coursework, as well as via coursework specifically designed to promote the development of competencies in multicultural counseling.

As part of the training experience students are required to complete a minimum of 1000 hours in practicum training. In addition to coursework and program training experiences, students are required to: (1) pass a comprehensive examination in counseling psychology, (2) complete a qualifying research project, (3) demonstrate research skill competency by completing a dissertation, and (4) complete a 2000-hour internship. We urge all applicants to investigate the field of Counseling Psychology prior to making application to the program.

More information about the program and admission guidelines is available at <http://www.latech.edu/tech/education/psychology/cphd/>.

## Master of Arts (M.A.) Programs

### Counseling & Guidance

The Counseling and Guidance M.A. Program is designed to prepare counselors for counseling and human service positions in educational institutions and other agencies. The program provides all enrollees with basic preparation in counseling and psychology with various elective options to prepare them for particular institutional settings, (e.g., educational, mental health, and community service agencies).

Two concentrations are offered in this field: school counseling and general (community) counseling. Consistent with state certification requirements, elementary and secondary counseling curricula have been combined into a single school counseling concentration. The school counseling concentration requires 33 semester hours of study including a practicum in a school setting. The general counseling concentration requires completion of a 48-semester hour curriculum (including a practicum and two internship courses). The school counseling courses are available on both the main campus and the Barksdale AFB campus. Students should consult their advisors for current degree requirements.

**Counseling & Guidance M.A., students must submit three letters of reference, a statement of purpose, GRE scores, and transcripts for admission consideration.** For more information, go to [www.latech.edu/tech/education/psychology/](http://www.latech.edu/tech/education/psychology/) or e-mail: [psychology@latech.edu](mailto:psychology@latech.edu).

**Official GRE scores must be submitted prior to acceptance into the Counseling & Guidance program.**

**[Counseling and Guidance \(General Concentration\) Plan of Study](#)**

**[Counseling and Guidance \(School Concentration\) Plan of Study](#)**

**[Declaration Statement \(required with ALL Counseling & Guidance Plans of Study\)](#)**

### Industrial/Organizational (I.O.) Psychology

The Industrial/Organizational Psychology program involves the application of psychology to business and industry. Persons with I/O Psychology masters degrees work in such settings as industry, hospitals, consulting firms, and human resources.

The program seeks to provide students with the foundation in theory and research to allow them to develop the necessary knowledge, skills, and abilities to perform in the areas of personnel selection, personnel development, organizational assessment and organizational development.

The department also offers a Master of Arts in Industrial/Organizational Psychology with a concentration in Orientation and Mobility. Please contact the Professional

Development and Research Institute on Blindness (PDRIB) for additional information on program

**Official GRE scores must be submitted prior to acceptance into the I/O Psychology program.**

[Industrial/Organizational Psychology Plan of Study](#)

[Orientation and Mobility Plan of Study](#)

For more information, go to [www.latech.edu/tech/education/psychology/](http://www.latech.edu/tech/education/psychology/) or e-mail: [psychology@latech.edu](mailto:psychology@latech.edu).

## **Louisiana Education Consortium (L.E.C.) Doctor of Education Degree**

The Doctor of Education degree in Curriculum and Instruction or Educational Leadership is offered through the collaborative efforts of Grambling State University, Louisiana Tech University, and the University of Louisiana at Monroe and is coordinated through the Louisiana Education Consortium (LEC) Governing Board. All Consortium institutions offer foundation courses and other graduate courses required in the Ed.D. program in Curriculum and Instruction or Educational Leadership based upon faculty expertise and other institutional resources. The Doctor of Education degree in Curriculum and Instruction or in Educational Leadership is awarded by the institution to which the student has been admitted for doctoral study with course work being completed on all three campuses in order to provide diverse academic experiences. A unique strength of the Louisiana Education Consortium is that the three institutions strategically pool faculty, equipment, and technology.

The LEC programs are designed for K-12 personnel, including teachers and administrators. The primary goal of the doctoral programs is the preparation of practitioner-scholars for roles in elementary, middle, and secondary school settings.

### **Admission Requirements for the Doctor of Education Degree**

Student admission to the LEC doctoral program is determined via the following criteria:

\*The applicant must hold a master's degree from a regionally accredited institution in an area related to his/her proposed program of study.

\*The applicant must have a minimum cumulative undergraduate grade point average of at least 2.75 and a minimum cumulative graduate grade point average of at least 3.25.

\*The applicant must have completed the Graduate Record Examination (GRE) with a minimum score of 1000 (Verbal and Quantitative) or 1500 (Verbal, Quantitative

and Analytical). Applicants may also gain admission via a GRE and GGPA formula score.

\*The applicant must have teaching and or administrative experience in a kindergarten, elementary, middle or secondary school, or similar educational setting. A valid teaching or school counseling certificate is required for admission. Teacher Practitioner Licenses are not acceptable for program admission.

\*The applicant must submit three letters of recommendation from individuals who are familiar with his/her character, teaching/administrative performance and ability to perform academically on the doctoral level.

\*The applicant should complete his or her admission portfolios by inclusion of a personal resume and samples of their writing, particularly writing that has been published.

\*Finalists in the application process may be required to have a personal interview with the doctoral admission committee on the campus from which the student wishes to receive a degree.

\*In addition to demonstrating evidence of academic competence and capability, those persons selected each year for this program will be applicants who are already considered leaders in their educative fields and who have clearly articulated their educational commitment to public schools. The application process is competitive.

The Admissions Committee may admit to individual campuses up to ten percent of the total number of students admitted during any semester/quarter who do not meet minimum GPA and/or GRE requirements. No student shall be admitted when the student's GRE test performance is in the lowest quartile among students taking the test on the same date.

### **Eligibility to Remain in the Doctor of Education Degree Program**

Students enrolled in the doctoral program must maintain a minimum grade point average of 3.0 during each term of enrollment and conditional students must maintain a 3.5. Failure of the student to maintain the minimum graduate grade point average or the receipt of any grade lower than **C** or receipt of more than six semester hours of **C** in graduate course work, will result in termination from the program. The student must successfully complete all course work with a minimum grade point average of 3.25.

A graduate student who is denied admission to or further continuance in the Doctor of Education degree program may appeal for admission or readmission. All appeals must be approved by the appropriate committee on the student's campus of enrollment and by the Consortium Governing Board.

### **Program of Study for the Doctor of Education Degree**

The approved degree program for each doctoral student must include a minimum of sixty-six hours beyond the master's degree of which at least one half must be in course work open only to doctoral students. Individuals possessing the Education Specialist

Degree in the area in which they are pursuing the doctorate must complete a minimum of 51 additional semester hours of credit for the doctorate.

The consortium program for the Doctor of Education degree consists of the following components:

I.	Foundations Courses	15 semester hours
II.	Core Courses for Specific Degree	24 semester hours
III (a).	Cognate (C&I)	9 semester hours
III (b).	Elective (E.L.)	9 semester hours
IV.	Internship	6 semester hours
V.	Dissertation/Research Design Seminar	<u>12 semester hours</u>
	Minimum Total Hours:	66 semester hours

Initial campus enrollment may not be changed during the students matriculation in the doctoral program. Each student pursuing the doctorate through the Louisiana Education Consortium is required to enroll in classes on the campus of each participating institution. A minimum of fifteen semester hours of the minimum sixty hours required for the doctorate must be taken on the campuses of participating institutions other than the host campus. At least two courses must be taken on each campus.

### **Preliminary Examination**

Upon completion of a minimum of 15 semester hours and not more than 27 semester hours of doctoral course work, each student is required to take a Preliminary Examination. The Preliminary Examination is designed to measure student competence in: 1) educational foundations, 2) research, 3) statistics and 4) general professional knowledge. This common six-hour written examination will be constructed by appropriate consortium faculty. Following the evaluation of the written Preliminary Examination, a one-hour oral examination may be conducted by the student's advisory committee. Student performance on both components of this examination will form the basis for any revisions of the program of study. Failure to pass this examination after two attempts will result in termination of the student from the program.

### **Comprehensive Examination**

The second doctoral examination, the Comprehensive Examination, is administered upon completion of all program course work. This examination consists of a five-hour written component and a two-hour oral examination. Failure to complete this examination satisfactorily will result in a revision of the program of study and an additional examination. Failure to pass this examination after two attempts will result in termination of the student from the program. After satisfactory completion of the Comprehensive Examination, the student is eligible for admission to candidacy.

### **Internship**

The Louisiana Education Consortium is unique in the region in preparing students to become practitioner-scholars. These individuals are expected to apply the knowledge

acquired in program components to practical settings. To help achieve this goal, three semester hours of internship and three hours of internship seminar are required. Students are eligible to apply for internship only after completion of the Comprehensive Examination. The internship must be completed at a site other than the student's place of employment. The student's Doctoral Committee will assist the student in internship placement.

### **Dissertation**

In addition to the research requirements associated with each course, all doctoral students are required to complete a dissertation. The dissertation should be directed toward the degree specialization and must include field-based research. Students are encouraged to pursue the identification of a dissertation topic and the review of the literature prior to the Comprehensive Examination. The dissertation proposal must be approved by the student's Doctoral Committee after the Comprehensive Examination has been successfully completed. Other research requirements, for example, the use of human subjects, must be approved on the campus on which the student is enrolled and by data collection sites.

The student will be expected to enroll for a minimum of three semester hours of dissertation credit for each semester/quarter in which the student is working with faculty on the dissertation. The student must be enrolled in a minimum of three semester hours of dissertation credit during the semester/quarter in which the degree is conferred. No less than 12 semester hours of credit shall be earned for successful completion of the dissertation. Following completion of the dissertation, the student is required to successfully defend the scholarly work during a Dissertation Defense.

### **Doctoral Committee**

The student's Doctoral Committee shall consist of the Major Professor and a minimum of two additional faculty. The Major Professor is the committee chair and must be selected from the institution in which the student is enrolled. Each institution shall have at least one representative on each doctoral committee. Each committee will include a professor from the cognate area, if applicable. Additional committee members may be added to address specific student program or research needs. The student's Doctoral Committee is selected by the student, appointed by the appropriate administrator on each campus and approved by the Consortium Board.

### **Residence Requirements for the Doctor of Education Degree**

Students are required to complete a period of residency after the successful completion of their preliminary examination. The residency consists of a minimum of 18 credit hours of courses over a continuous 12 month period. Each student must also submit and complete a Professional Activities Plan for the residency period and submit a portfolio of artifacts confirming the selected activities have been completed.

## **Transfer of Credit for the Doctor of Education Degree**

A maximum of 15 semester hours of graduate credit appropriate to the student's degree program may be transferred from other institutions offering regionally accredited graduate programs if earned in residence at that institution. Students are requested to submit catalog descriptions of courses under consideration. No credits for which a grade of less than **B** has been earned may be transferred. Neither internship nor dissertation credit may be transferred into consortium programs.

## **Time Limit for the Doctor of Education Degree**

All course work, the internship and the dissertation must be completed within a eight-year time period. Courses transferred into the doctoral program must also be within the eight-year time limit for completion. Any appeal for extension must be approved by the institution's Graduate Council and the Consortium Governing Board.

## **Policies and Procedures**

Policies and procedures for the Louisiana Education Consortium Ed.D. are detailed in the Louisiana Education Consortium Handbook, available via Internet: <http://www.ulm.edu/lec/>

## **Financial Aid for Graduate Students**

Louisiana Tech University provides equal educational opportunities for all graduate students, and an extensive financial aid program encompassing employment, loans, fellowships and scholarships is available to assist students. Need, skills, and academic performance are carefully weighed to develop a financial package for qualified graduate students.

Employment is available in a wide variety of settings for the graduate student including clerical, maintenance, food service, laboratories, library, and dormitories. Pay rates are commensurate with the skill and experience required, and work is limited to avoid interference with academic pursuits. The University participates in the Federal College Work-Study-program designed to assist students with financial need in addition to employment available through individual departments on campus. **The student is advised to make inquiries at the Office of Student Financial Aid in person or by writing P. O. Box 7925, Ruston, Louisiana 71272-0029.** More information may also be obtained on the La Tech website: [www.latech.edu](http://www.latech.edu) under Financial Aid.

***Graduate students must be unconditionally admitted and enrolled in their degree program in order to qualify for their federal assistance.*** Federal regulations stipulate that any undergraduate and graduate student must be enrolled in an eligible program for the purpose of obtaining a degree, certificate, or other recognized credential. Non-degree and conditional students do not qualify for financial aid. Requirements for admission into the Masters or Doctoral programs are listed in the Graduate School section of the University Bulletin. Before graduate students can be

considered eligible for any financial assistance, they must meet all admission standards as specified by the Graduate School and their Academic College. Students admitted as Unclassified, Transient, Master's Plus 30, and Extension who are not education majors seeking a teaching certificate are considered enrolled in non-degree programs, and, therefore, are not eligible to receive financial aid. All inquiries regarding these standards should be referred to the Graduate School or the appropriate Academic Dean.

All applicants for federal financial assistance must complete their file in the financial aid office at least three months prior to the beginning of the quarter for which they seek to receive aid. Late applications will receive less favorable funding than those meeting deadlines.

## **University Research Facilities**

### **Prescott Memorial Library**

Centrally located in the heart of campus activities, Prescott Memorial Library is a modern, ten floor, open stack library that offers a full array of informational resources and services. Its comfortable reading areas, computer laboratories, books, periodicals, microforms, media materials, and competent faculty and staff combine to make the library an essential facility for student and faculty endeavors.

Prescott Memorial Library houses an extensive and well-balanced collection of informational sources including over 1.5 million volumes, over 2,500 current periodical subscriptions, and extensive electronic research opportunities. TechNet is an automated library system that allows a user to access the Tech library catalog as well as the library catalogs of other Louisiana universities. Computer resources provide electronic indexes, full text databases, document delivery and Internet access. Tech's library is one of only fifty-three U. S. Government Regional Documents Depositories and it is a depository for Louisiana State Documents, USGS Maps and Department of Energy Contractor reports.

An information service located on the main floor, assists students and faculty members with directional and reference inquiries. The online catalog, electronic resources, directories, the circulation desk, the reference collection, and the reserve book collection are also located on the main floor, easily accessible upon entering the building.

Bibliographic instruction is offered to graduate students by the Reference Department. A professor may request additional bibliographic instruction tailored to fit a specific informational need. All Louisiana Tech theses and dissertations are on file in the library.

The library's faculty and staff welcome the opportunity to serve the students and faculty of the Louisiana Tech academic community. The library home page address is <http://www.latech.edu/tech/library>.

### **Louisiana Tech Computing Center**

The Louisiana Tech Computing Center provides computing and consulting support for the instructional, research, and administrative activities of the University. **The Center may be contacted at 318-257-2893.**

The equipment and software supporting computing activities for the campus include an IBM Multiprise 2003 Model 207 mainframe running VM/ESA and MVS operating systems, 106 gigabytes of disk memory, 4 high-speed tape drives, a network of approximately 1500 nodes, and 96 33.6 KB dial-in ports. Language processors for FORTRAN, COBOL, PL1, BASIC, and Assembler languages are supported on this equipment. Popular software systems support include SAS, SPSS, IMSL, NASTRAN, AGSL, and COMPUSTAT.

The Computing Center also operates three central laboratories with 144 microcomputers and laser printers for students (one lab is open 24 hours, 7 days a week) providing full Internet access and e-mail service. Several satellite labs of terminals are located in buildings around the campus and provide additional 250 workstations for students.

### **College Research Divisions**

The participation of both faculty and students in academic and contract research is strongly encouraged at Louisiana Tech University. Toward this end, formally organized divisions of research associated with each college have been charged with the responsibility of coordinating and expediting research activities in their respective colleges. The Associate Dean/Director for Graduate Studies and Research in each college is charged with the responsibility of coordinating research activities. Numerous graduate students perform research under the direction of members of the graduate faculty. In addition, contract research for local, state, and national governments, industries, and foundations is undertaken regularly.

## **College of Education Graduate Faculty**

Our current faculty's phone numbers, e-mail addresses, and research interests include:

### **Curriculum, Instruction, and Leadership/ Woodard Hall 203, 257-4609**

Basinger, Dawn, Ed.D. (Louisiana Tech University) Herbert H. McElveen Endowed Assistant Professor/Assessment Coordinator-Alternative certification, assessment, adult education, electronic portfolios.  
(318) 257-3950  
[dbasing@latech.edu](mailto:dbasing@latech.edu)

Bell, Edward C., Ph.D. (University of Arkansas at Fayetteville) Director, Professional Development and Research Institute on Blindness—all areas of education and vocational rehabilitation for individuals who are blind; social cognitive learning theory; cognitive-behavioral interventions; attitudes, expectation, perceptions  
(318) 257-4554  
[ebell@latech.edu](mailto:ebell@latech.edu)

Cummins, Carrice, Ph.D. (Louisiana State University) Gerald and Shirley Cobb Endowed Associate Professor – Comprehensive, explicit teaching, teacher development.  
(318) 257-2676  
[carrice@latech.edu](mailto:carrice@latech.edu)

Dauzat, Samuel Varner, Ed.D. (University of Mississippi) Professor Emeritus – Elementary education, adult education, reading, teacher preparation, reading instruction. (Retired, 2002)  
(318) 257-3446  
[svdauzat@latech.edu](mailto:svdauzat@latech.edu)

Heinrich, Eric J., Ph.D. (Fordham University) Assistant Professor—Elementary & middle grades; education, curriculum, instruction, and leadership; school improvement; mathematics; science education  
(318) 257-2967  
[heinrich@latech.edu](mailto:heinrich@latech.edu)

Hill, Janis Pardue, Ph.D. (Louisiana State University) Assistant Professor—Literacy, Process education, process philosophy, professional development, English education  
(318) 257-2047  
[jhill@latech.edu](mailto:jhill@latech.edu)

- Kimbell-Lopez, Kimberly A., Ed.D. (University of Houston) Hubberd H. & Velma Horton Boucher Endowed Associate Professor – Curriculum and Instruction Reading/Language Arts.  
(318) 257-2982  
[kklopez@latech.edu](mailto:kklopez@latech.edu)
- Leonard, Lawrence, Ph.D. (University of Toronto) Professor/BankOne Endowed Professor/Associate Dean—Graduate Studies and Research.  
Educational leadership and administration, teacher collaboration, change theory.  
(318) 257-3229  
[leonard@latech.edu](mailto:leonard@latech.edu)
- Leonard, Pauline, Ph.D. (University of Toronto) James R. Mays Endowed Associate Professor—Teacher leadership, professional collaboration, educational leadership.  
(318) 257-2046  
[pleonard@latech.edu](mailto:pleonard@latech.edu)
- McCoy, Bryan, Ed.D. (Northern Arizona University) Associate Professor—  
Multidisciplinary curricula, technology enhanced teaching and learning  
(318) 257-2046  
[bmccoy@latech.edu](mailto:bmccoy@latech.edu)
- Poehl, Terrie T., Ph.D. (University of New Orleans) Associate Professor—  
Middle/secondary mathematics concept development, effects of using handheld devices as instructional tools, effects of long-term teacher professional development on teacher retention.  
(318) 257-2374  
[tpoehl@latech.edu](mailto:tpoehl@latech.edu)
- Ryles, Ruby, Ph.D., (University of Washington) Assistant Professor/Coordinator Teaching Blind Students—Braille literacy issues  
(318) 257-2028  
[rryles@latech.edu](mailto:rryles@latech.edu)
- Smith, Rebecca G., Ph.D. (University of Texas at Austin) Associate Professor of Special Education –Collaboration, instructional strategies, early intervention practices.  
(318) 257-2045  
[rsmith@latech.edu](mailto:rsmith@latech.edu)
- Vessel, Amy Massey, Ed.D., (University of Alabama) Associate Professor—  
Elementary education, field experiences, literature, language arts, early childhood mathematics  
(318) 257-5451  
[avessel@latech.edu](mailto:avessel@latech.edu)

Wiggins, Carynn, Ed.D., (Louisiana Tech University) Assistant Professor—  
bullying, school improvement, dyslexia, reading comprehension  
(318) 257-3469  
[cwiggins@latech.edu](mailto:cwiggins@latech.edu)

**Kinesiology/Memorial Gym, (318) 257-4432**

Bowers, Tiffany, MS, Assistant Professor—improving physical education services and  
physical activity opportunities for individuals with disabilities, teacher  
preparation for general physical educators and adapted physical educators  
(318) 257-5461  
[tbowers@latech.edu](mailto:tbowers@latech.edu)

Brooks, Kelly, Ph.D. (The University of Alabama) Assistant Professor—prevention of  
athletic injuries and overtraining, chronic disease and obesity in former athletes,  
impact of heat/environmental stress on athletic and job  
(318) 257-5460  
[kbrooks@latech.edu](mailto:kbrooks@latech.edu)

Cicciarella, Charles F., Ed.D. (Boston University) Melvin McCann Endowed Associate  
Professor – Swimming, methods of research, technology, caving, and exercise  
and health.  
(318) 257-4033  
[ciccia@.latech.edu](mailto:ciccia@.latech.edu)

Dornier, Lanie, Ph.D. (Auburn University) Department Head/Professor—Examination of  
the processes involved in the acquisition and control of skillful movement  
(318) 257-4432  
[ldornier@latech.edu](mailto:ldornier@latech.edu)

LaBorde, Connie C., Ed.D. (Texas A&M University) Eva Cunningham Endowed  
Associate Professor– Pedagogy, obesity, field experiences.  
(318) 257-2794  
[claborde@.latech.edu](mailto:claborde@.latech.edu)

Schilling, Tammy, Ph.D., (University of North Carolina at Greensboro) Associate  
Professor—Youth development and physical activity, professional development  
(318) 257-4737  
[tschill@latech.edu](mailto:tschill@latech.edu)

Szymanski, David, Ph.D., (Auburn University) Assistant Professor— Improving sports  
performance, testing and evaluating fitness and athletic performance, human  
performance studies with high school, collegiate and professional athletes.  
(318) 257-5462  
[dszyman@latech.edu](mailto:dszyman@latech.edu)

## **Psychology and Behavioral Sciences**

**Woodard Hall 120, (318) 257-4315, [psychology@latech.edu](mailto:psychology@latech.edu)**

Bubolz, Walter C., Jr. Ph.D. (Kent State University) Elva Leggett Smith Endowed Associate Professor – Supervision process, adult career choices and adjustment, psychological reactance theory, counseling process, assessment, and sleep.  
(318) 257-4039  
[buboltz@latech.edu](mailto:buboltz@latech.edu)

Carter, Alice, Ph.D. (University of North Texas) Assistant Professor – Biopsychosocial factors and health among older women; caregiving; mathematics anxiety and performance; intergenerational relationships  
(318) 257-4073  
[alice@latech.edu](mailto:alice@latech.edu)

Chauvin, Ida, Ph.D. (University of New Orleans) Assistant Professor –School counseling, counseling children and adolescents  
(318) 257-4097  
[ichauvin@latech.edu](mailto:ichauvin@latech.edu)

Deemer, Eric D., Ph.D. (University at Albany, State University of New York) Assistant Professor—academic achievement motivation, research training of professional psychology students, vocational development  
(318) 257-4073  
[edeemer@latech.edu](mailto:edeemer@latech.edu)

Goodwyn, Mary Ann, Ph.D. (University of Washington- Seattle) Associate Professor – Child and adolescent development issues; eating disorders; success factors in blind adults  
(318) 257-2192  
[goodwyn@latech.edu](mailto:goodwyn@latech.edu)

Livingston, Mary M., Ph.D. (University of Alabama) Professor – Sex roles and psychology of women, health psychology issues, therapist personality, and clinical judgement.  
(318) 257-2292  
[maryml@latech.edu](mailto:maryml@latech.edu)

Mahoney, Kevin T., Ph.D. (University of Akron) Assistant Professor –Organizational change; metacognition, decision-making; history of psychology and management  
(318) 257-4099  
[kmahoney@latech.edu](mailto:kmahoney@latech.edu)

Miller, Mark Joseph, Ph.D. (University of Akron) Professor – Vocational behavior and the counseling process, psychotherapy.

(318) 257-4133

[mjmiller@latech.edu](mailto:mjmiller@latech.edu)

Sheets, Tilman, Ph.D. (University of Southern Mississippi) Associate Professor/College of Education Endowed Professorship – Industrial/Organizational psychology.

Human resource selection and performance appraisal, training and development.

(318) 257-2874

[tilman@latech.edu](mailto:tilman@latech.edu)

Silvers, Janelle, Ph.D. (University of Memphis) Assistant Professor—Drug abuse and alcohol, learning and memory

(318) 257-4131

[jsilvers@latech.edu](mailto:jsilvers@latech.edu)

Thomas, Donna, Ph.D. (Louisiana Tech University) Assistant Professor—Gender role issues, body image; Relationships

(318) 4040

[dthomas@latech.edu](mailto:dthomas@latech.edu)

Tobacyk, Jerome J., Ph.D. (University of Florida), Professor – Organization and functioning of beliefs and belief systems, personality, personal control beliefs, psychological type theory, and personal construct theory.

(318) 257-4135

[jerryt@latech.edu](mailto:jerryt@latech.edu)

Walczyk, Jeffrey John, Ph.D. (Syracuse University) Mary Robin Dorsett Endowed Associate Professor—Cognitive approaches to lie detection; psychology of reading, tolerance or condemnation of deceit in relationships

(318) 257-3004

[walczyk@latech.edu](mailto:walczyk@latech.edu)

Young, Tony R., Ph.D, (Fuller Graduate School of Psychology) Chester Ellis Endowed Associate Professor—Forensic psychology, assessment, psychotherapy

(318) 257-2449

[tyoung@latech.edu](mailto:tyoung@latech.edu)

## **College of Education Administration**

Gullatt, David E., Ph.D. (University of Kansas) Dean/Morelle Emmons    Endowed  
Professor – School law, administration, management.

(318) 257-4609

[gullattd@latech.edu](mailto:gullattd@latech.edu)

Schillinger, Donald, Ph.D., (University of Mississippi) Associate Dean of Undergraduate  
Studies & Director of Field and Clinical Experiences —Secondary  
Science Education, integration of technology, brain theory, assessment

(318) 257-5450

[dschill@latech.edu](mailto:dschill@latech.edu)

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## **Graduate Studies Forms**

The graduate school process is replete with forms that allow the Graduate School to function properly. See the LEC Doctoral Program Handbook and the *Psychology Department Ph.D. Student Handbook* for additional information on these doctoral programs.

Master of Education Curriculum & Instruction Plans of Study can be found by following the link provided on page 14 of this handbook.

Master of Arts in Teaching Plans of Study can be found by following the link provided on page 17 of this handbook.

The Master of Education Educational Leadership Plan of Study can be found by following the link provided on page 18 of this handbook.

Master of Science Kinesiology Plans of Study can be found by following the links provided on page 18 of this handbook.

Master of Arts Industrial/Organizational Psychology, Counseling and Guidance, and Educational Psychology Plans of Study can be found by following the links provided on page 21 of this handbook.