

Louisiana Tech University College of Education



Graduate Student Handbook

2011-2012

A Member of the University of Louisiana System

Louisiana Tech University

College of Education

Graduate Student Handbook

2011- 2012
Revised September 2011

Ed.D.	Educational Leadership
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.A.	Industrial/Organizational Psychology (Orientation & Mobility)
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)

Table of Contents

Welcome to College of Education Graduate Studies	5
Introduction to Handbook	6
Vision Statement	7
Mission Statement	7
Core Goals	7
The College	8
The University	8
The Geographic Area	9
Student Responsibilities and Rights	9
Academic Ethics	10
Appeal Protocol	10
Graduate Studies	11
Degrees Conferred	11
The Masters Degree Programs	11
Admission Requirements	12
Department of Curriculum, Instruction, and Leadership	13
Master of Education Curriculum & Instruction	13
Master of Arts in Teaching	14
Master of Education Educational Leadership	14
Educational Leadership Program Admission	15
Graduate Certificates	16
Doctoral Degree Program	16
Department of Kinesiology	16
Master of Science	16
Department of Psychology and Behavioral Sciences	17
Doctor of Philosophy-Industrial/Organizational Psychology	17
Doctor of Philosophy-Counseling Psychology	17
Master of Arts Counseling and Guidance	19
Master of Arts Industrial/Organizational Psychology	19
Financial Aid for Graduate Students	20

Table of Contents (cont.)

University Research Facilities	21
Prescott Memorial Library	21
Louisiana Tech Computing Center	21
College Research Division	22
College of Education Graduate Faculty	23
Department of Curriculum, Instruction, and Leadership	23
Department of Kinesiology	24
Department of Psychology and Behavioral Sciences	25
College of Education Administration	27
Tech Barksdale Faculty	28
Graduate Studies Forms	28

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 E. Gullatt

David E. 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/Catalog_2012_Web_Edition_2.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/, 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 and Rights

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 9th 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 9th 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.

***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, the Doctor of Education, and the Doctor of Philosophy degrees. A non-degree teacher certification program is also available.

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. Students desiring to enter a master's program in the College of Education should submit an official 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 Grade Point Average (GPA) of 2.25 on all hours pursued or 2.50 on the last 60 hours (excluding 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 desiring to enter a master's program in the College of Education should submit official Graduate Record Examination (GRE General Test or GRE revised General Test) scores before or at the time of application. For GRE tests completed prior to August 1, 2011, the following admission formula is calculated: UGPA x 200 plus GRE V plus GRE Q. Conditional admission is granted to those who have 1200 to 1299 points while unconditional admission is granted to those with 1300 points or more. Conditional status is removed upon earning a GPA of 3.00 on nine graduate credits and meeting all other conditions of admission. Comparable conditional and unconditional formula scores are required of applicants completing the GRE revised General Test available beginning August 1, 2011. Applicants who have not taken the GRE may be conditionally admitted to Graduate School if their grade point averages are satisfactory and provided acceptable GRE scores are submitted before the end of their first term.

Applicants to the Counseling and Guidance and Industrial/Organizational Psychology programs must submit acceptable GRE scores before they are admitted to those programs. A maximum of 9 semester hours earned at Louisiana Tech in a non-degree status and prior to program admission may be used to meet program requirements.

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 Curriculum and Instruction

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.

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 register for EDCI 599: E-Portfolio and 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 Friday of the fourth full week of the quarter of expected graduation, but may be submitted by the Friday of the fourth full 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).

The specific Master of Education Curriculum and Instruction Plans of Study are available online at: http://www.latech.edu/education/graduate_studies/plans_of_study/.

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/alternative_certification/plans_of_study/. 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.

Candidates beginning the MAT program after Fall 2008 are required to register for EDCI 599: E-Portfolio and 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 Friday of the fourth full week of the quarter of expected graduation, but may be submitted by the Friday of the fourth full 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).

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 5th week of the quarter.
4. An additional electronic portfolio (EDCI599: E-Portfolio) must be submitted via TaskStream.

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 school accountability in all academic areas.

The program is 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 220 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

Education Leadership Program Admission

Effective January 1, 2011, applications to the Master of Education Educational Leadership Program will be processed only during Spring and Summer sessions. Spring applications must be submitted by April 1 and Summer applications must be submitted by July 1. Applications processed during Spring Quarter will be for admission in the following Summer Quarter and applications processed during Summer Quarter will be for admission in the following Fall Quarter. Timelines for the completion of admission requirements for each quarter will be set by the Department of Curriculum, Instruction, and Leadership. The following requirements must be met prior to enrollment in the Educational Leadership program:

- 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:

http://www.latech.edu/education/cil/graduate/educational_leadership/

Graduate Certificates

The Curriculum, Instruction, and Leadership Department offers a number of Graduate Certificate Programs that can be coupled with a current teaching certification for the purposes of improving a teachers' classroom skill sets, to continue a teachers' professional education, and to enable teachers to more effectively meet the needs of their students. Each Certificate Program also meets the Louisiana State requirements for that particular add-on certification or endorsement. Additional information about our specific Graduate Certificates is located at:

http://www.latech.edu/education/certificate_programs/available_programs/.

Doctoral Degree Program

The Department of Curriculum, Instruction, and Leadership offers a Doctor of Education (Ed.D.) degree in Educational Leadership. Information about the Ed.D. program may be obtained from website of the Graduate Studies Office online at:

http://www.latech.edu/education/graduate_studies/programs/.

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).

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/ or e-mail: 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 the Master of Arts Industrial/Organizational Psychology-Orientation & Mobility 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/ or e-mail: psychology@latech.edu.

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 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

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

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

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

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

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
lleonard@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

McCoy, Bryan, Ed.D. (Northern Arizona University) Associate Professor—Multidisciplinary curricula, technology enhanced teaching and learning

(318) 257-2046

bmccoy@latech.edu

Ryles, Ruby, Ph.D., (University of Washington) Assistant Professor/Coordinator Teaching Blind Students—Braille literacy issues

(318) 257-2028

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

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

Wiggins, Carynn, Ed.D., (Louisiana Tech University) Assistant Professor—bullying, school improvement, dyslexia, reading comprehension

(318) 257-3469

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

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

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

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

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

Szymanski, David, Ph.D., (Auburn University) Eva Cunningham Endowed Associate Professor Associate 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

Psychology and Behavioral Sciences

Woodard Hall 120, (318) 257-4315, 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

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

- Chauvin, Ida, Ph.D. (University of New Orleans) Assistant Professor –School counseling, counseling children and adolescents
(318) 257-4097
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
- 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
- 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
- Miller, Mark Joseph, Ph.D. (University of Akron) Professor – Vocational behavior and the counseling process, psychotherapy.
(318) 257-4133
mjmilller@latech.edu
- Pierce, Latoya, Ph.D. (University of New Orleans) Assistant Professor—Multicultural Counseling, gender issues, holistic wellness
(318) 257-2874 lapierce@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
- Silvers, Janelle, Ph.D. (University of Memphis) Assistant Professor—Drug abuse and alcohol, learning and memory
(318) 257-4131
jsilvers@latech.edu

Thomas, Donna, Ph.D. (Louisiana Tech University) Assistant Professor—Gender role issues, body image; Relationships
(318) 4040
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

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

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

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

Leonard, Lawrence, Ph.D. (University of Toronto) Professor/Bank One Endowed Professor/Associate Dean-Graduate Studies and Research.
Educational leadership and administration, teacher collaboration, change theory.
(318) 257-3229 lleonard@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

Tech Barksdale Faculty—Barksdale Air Force Base, Bossier City, LA

Brewer, John Clinton, Ph.D., (University of Texas) Director (BAFB Campus)

(318) 456-5006

brewer@barksdale.latech.edu

Cowger, Ernest, Ph.D., (University of Georgia) Associate Professor (BAFB Campus) –

Death and dying, gerontology, group process.

(318) 456-5006

ecowger@barksdale.latech.edu

Graduate Studies Forms

Various forms that are relevant to graduate students in the College of Education are located online at: http://www.latech.edu/education/graduate_studies/forms/.