

The College of Education And Human Development

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THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT administratively is composed of the Departments of Educational Leadership and Technology; Human Development; Teaching and Learning; and the Office of Performance Assessment. In addition, students in the Departments of Visual Arts, Biological Sciences, Chemistry and Physics, English, Foreign Languages and Literatures, History and Political Science, Kinesiology and Health Studies, Mathematics, Music and Dramatic Arts, and Communication who are preparing to become teachers in elementary and secondary schools are enrolled in the College of Education and Human Development. Teacher certification is also granted in health and physical education to Kinesiology and Health Studies majors in the College of Nursing and Health Sciences.

OBJECTIVES OF THE COLLEGE

The College of Education and Human Development is concerned with programs preparing individuals for a wide variety of educational positions in schools, business, and governmental agencies. Primary consideration is given to experience that will prepare teachers, administrators, and school service personnel for the elementary and secondary schools. In more specific terms, the College of Education and Human Development is committed to:

1. Providing a broad background through courses taught in the various academic departments of the institution and recognized as general education.
2. Providing specialized education in major and minor teaching fields.
3. Providing opportunities for developing personal and professional competence and ethics, intellectual curiosity and integrity, self-discipline, and an understanding of people in the society in which they live.
4. Providing professional preparation through the courses offered by departments within the College of Education and Human Development.
5. Providing preparation in special related areas such Counseling, Family and Consumer Sciences, and Social Work which do not require a teaching certificate.
6. Providing a foundation for graduate study.
7. Providing an understanding of and an appreciation for the multi-cultural nature of American society and its schools.
8. Providing, whenever possible, out-reach programs such as in-service workshops and graduate and undergraduate courses to the surrounding community area.

Students preparing for high school positions (except Music majors) will select major teaching fields not later than the beginning of the junior year. All students except those majoring in Music are encouraged to prepare themselves to teach in at least two subject fields. They will fulfill the requirements in the respective departments as well as those in the Department of Teaching and Learning and the Office of Performance Assessment.

Students preparing for elementary school positions will fulfill the requirements as established in the Curriculum for Elementary Education.

In order to complete the requirements for graduation and for teacher certification (for students in teacher education/certification programs), students must register in the College of Education and Human Development not later than the end of the sophomore year. In addition to the requirements in the departments and in the College, they must meet the requirements set by the University and outlined in the University Policies section of this Catalogue. The College of Education and Human Development Core Curriculum requirements are included in the courses listed in each curriculum.

SELECTIVE ADMISSION AND RETENTION IN TEACHER EDUCATION POLICIES AND PROCEDURES

The teaching profession is highly demanding and remarkably complex. A person desiring to become a teacher must maintain academic standards and demonstrate qualifications for successful teaching including satisfactory performance in field experiences. Therefore, the College of Education and Human Development at Southeastern Louisiana University reserves the right to recruit, admit, and retain in the

Professional Program in Teacher Education only those students who show evidence of being capable of performing in an acceptable professional manner. Enrollment in the Professional Program does not guarantee that a student will receive the degree or certification sought simply because he/she completes a number of courses or is in the field the required number of hours.

Certification requirements are specified by the State Legislature, and/or the Board of Elementary and Secondary Education and coordinated by the State Department of Education. These requirements are subject to periodic modification, which may not occur at times appropriate for inclusion in the annual publication of the University catalogue. It is the responsibility of the students to make periodic checks for such changes with their academic advisors and/or department heads.

Students are required to submit an application for admission to the Professional Program in Teacher Education. Each candidate's application must be reviewed for compliance with the standards of Selective Admission and Retention in Teacher Education (SARTE) and by the Dean of the College of Education and Human Development.

Students must have met all requirements for exit from the Basic College and be majoring in an approved teacher education program to make application for admission to the Professional Program in Teacher Education.

I. Admission Procedures

- A. Students in the College of Education and Human Development and other colleges that have approved teacher education programs must make application for admission to the Professional Program in Teacher Education at least four weeks prior to the end of any given semester in order to have their applications duly processed by the beginning of the following semester. The schedule for applying is the following:
 1. Students in the College of Education and Human Development and other colleges that have approved teacher education programs will normally be required to make application for admission as students in Education 201.
 2. All students must have formally filed an application before enrolling in any professional courses other than Education 201.
- B. Students who make proper application will be screened and placed in one of the three categories described below:
 1. **FULL STATUS:** Indicates all screening components have been met and the candidate is eligible to schedule remaining Professional Education Courses (EDUC prefix courses). Criteria for Full Status are:
 - a. Minimum 2.5 cumulative or degree grade point average (based on a minimum of 30 credit hours).
 - b. Maintain a cumulative or degree grade point average of 2.5 or better.
 - c. Achieve a passing score on PRAXIS I PPST-Reading, Writing and Mathematics. (Refer to the Louisiana Department of Education website for current passing scores.)
 - d. Achieve a grade of C or better in English 102.
 - e. Achieve a grade of B or better in Education 201.
 - f. Complete a speech and hearing screening (refer to the Policy for Speech and Hearing Screening).
 - g. Participate in a group interview screening. (Refer to the Policy for Group Interview Screening.)
 - h. Have never been convicted of a felony.
 2. **PROVISIONAL STATUS:** May be granted to a student who has a minimum cumulative grade-point average of 2.5 or above and a B or better in Education 201 or 202 depending upon degree program, but who is deficient in one or more of the remaining screening components. Provisional status students may not schedule any professional education courses beyond EDUC 204. However, students in provisional status may schedule EPSY 301 or 311 as required by the individual's curriculum.
 3. **INELIGIBLE:** Indicates a student does not meet or maintain criteria for either full or provisional status.
- C. On going screening of each student utilizing the standards of the Professional Program in Teacher Education will occur each semester of a student's enrollment.
 1. Students will be permitted to enroll in any Education and Educational Psychology course only twice.
 2. Students will be permitted to repeat only two Education and Educational Psychology courses.

II. Retention Procedures

Students demonstrating behaviors or characteristics that make it questionable whether they can succeed in the teaching profession will be referred for Professional Performance Review.

A review may result in:

1. No action being taken but further observations.
2. Recommendation of a Professional Improvement Plan (monitored by the Coordinator of the Teacher Development Program).
3. Referral to SARTE which may recommend:
 - A. Probation with specified conditions.
 - B. Temporary suspension from the Teacher Education program with specified conditions.
 - C. Expulsion from the Teacher Education program.

III. Appeal Procedures

Students who wish to appeal decisions of the SARTE Committee may do so in writing to the Dean of the College of Education and Human Development.

POLICY FOR SPEECH AND HEARING SCREENING COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

All students enrolled in an approved Teacher Education Program in the College of Education and Human Development will be required to complete a speech and hearing screening. This procedure is designed to detect impairments of articulation, voice, fluency, and hearing acuity, which may jeopardize students' potential for success in the profession for which they are training. Students will be informed of the screening outcome by the SLU Speech, Language, and Hearing (SLH) Clinic. Individuals who pass the screening may continue with the SARTE process. Individuals who do not pass the screening must schedule diagnostic counseling with the University's SLH Clinic within one month of the screening. Students who do not pursue diagnostic counseling will not be permitted to enroll in professional coursework. During diagnostic counseling, clinical staff members will apprise students of the probable impact of suspected communication difficulties upon their professional training and will determine whether further SLH evaluation is needed. Following the diagnostic counseling session, the student will sign a counseling verification form.

Students who do not pass the speech and hearing screening but who receive diagnostic counseling can schedule professional coursework (if other course admission criteria are met), with the recognition that success in some courses may be compromised by impaired communication skills or hearing deficit. If diagnostic counseling indicates that further SLH evaluation is warranted, students will be advised, but not required, to schedule an evaluation with a facility that conducts SLH evaluation and/or therapy. Students must submit written notification of their decision to elect evaluation or not to elect evaluation to the College of Education and Human Development within one month of the diagnostic counseling.

Following the evaluation, if therapy is recommended, students will be advised, but not required, to follow the recommendation(s) of the SLH professional. Students must submit written notification of their decision to elect therapy or not to elect therapy to the College of Education and Human Development.

Participation and/or completion of evaluation/therapy will not exempt students from meeting the communication competencies required for completion of their professional coursework. It should be noted that the speech and hearing screening is not designed to detect impairments in language comprehension/production or deficits in central auditory processing (e.g., auditory memory, auditory discrimination, etc.). Student advisors and course instructors who suspect the presence of any communication disorders are strongly encouraged to refer students to the University's SLH Clinic for diagnostic counseling.

POLICY FOR GROUP INTERVIEW SCREENING COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

All students enrolled in an approved Teacher Education Program in the College of Education and Human Development will be required to participate in a group interview screening. This procedure is designed to assess communication, leadership, and problem solving abilities. Individuals who do not pass the screening must schedule an appointment with the Coordinator of the Teacher Development Program within one month of the screening, or they will not be permitted to enroll in professional coursework. During the counseling sessions, students will be apprised of the probable impact their deficiencies will have upon their professional training.

Students who do not pass the group interview screening but who receive diagnostic counseling can schedule professional coursework (if other course admission criteria are met) with the recognition that success in some courses may be comprised by their deficiencies. If diagnostic counseling indicates that further interventions are warranted, students will be advised but not required to complete a Professional Improvement Plan under the supervision of the Coordinator of the Teacher Development Program.

POLICY FOR STUDENT PORTFOLIOS COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

As part of the College of Education and Human Development focus on performance-based outcomes, portfolios will be incorporated into the assessment system for students enrolled in an approved Teacher Education Program.

The portfolio will (1) allow the student to demonstrate, through reflections, his/her understanding of how the artifacts contained in the portfolio meet the program outcomes; (2) provide a process by which a student can become a reflective practitioner to foster continuous improvement; and (3) document a student's growth from the Introductory Level (novice stage) to a level of competence as an educator, the Competency Level. Through the portfolio process, evaluators will have an opportunity to identify areas for improvement at each level of assessment and develop a plan for remediation when necessary. By completing and submitting a portfolio, students will gain an understanding that they are ultimately responsible for acquiring the knowledge and skills necessary for being an effective classroom teacher.

The portfolio will consist of artifacts, documents, and evidence, which demonstrate that the knowledge, skills, and dispositions as indicated in *the Louisiana Components of Effective Teaching and the Program's Conceptual Framework* have been met. Students will be required to submit an Introductory Level Portfolio as a prerequisite to their first methods class (EDUC 321, 323, 326 or EDUC 485, 490), a Developing Level Portfolio as a requirement for student teaching, and a Competency Level Portfolio as a requirement for graduation. Students are to refer to the *Teacher Preparation Portfolio Handbook* for timelines and content requirements. The *Teacher Preparation Portfolio Handbook* will be approved each spring by the Council for Teacher Education for the next catalog year.

ADDITIONAL COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT GRADUATION REQUIREMENTS

Students in the College of Education and Human Development must meet the following requirements in addition to the general University requirements listed elsewhere:

- A. Teacher Certification Programs (programs leading to a degree in teacher education and state certification).
 1. Earn a cumulative or degree grade point average of 2.5 and a 2.5 cumulative or degree grade point average in work completed at Southeastern.*
 2. Have no grade lower than a B in Education 201 and have no grade lower than a C other in other professional courses (Education and Educational Psychology) and in each teaching field.
 3. Complete 270 hours in all-day, all-semester student teaching with a minimum of 180 clock hours in actual teaching.
 4. Successfully complete either three semester hours in Reading (secondary curricula) or nine semester hours in Reading (elementary).
 5. The College of Education and Human Development defines computer literacy in the following ways:
 - a. The ability to use and instruct computers to aid in learning, solving problems, and managing information;
 - b. Knowledge of function, applications, capabilities, limitations and related technology.
 6. Have completed an approved Competency Level Portfolio.
- B. Non-Certification Programs (programs in Family and Consumer Sciences and Social Work).
 - (1) Earn an adjusted or degree grade point average of:
 - (a) 2.0 and a 2.0 in work done at Southeastern for Family and Consumer Sciences.*
 - (b) 2.5 and a 2.5 in work done at Southeastern for Social Work.*
 2. Have no grade lower than a C in all courses marked with a dagger and an adjusted or degree:
 - (a) 2.0 average in Family and Consumer Sciences

- (b) 2.5 average in Social Work
- 3. The College of Education and Human Development defines computer literacy in the following ways:
 - a. The ability to use and instruct computers to aid in learning, solving problems, and managing information;
 - b. Knowledge of function, applications, capabilities, limitations, and related technology.

*See SCHOLASTIC RATINGS, this Catalogue, for explanation of calculation of grade point averages.

DEGREES CONFERRED

The degree of Bachelor of Arts is conferred upon the completion of the curricula in the following fields:

Art Education
 Communication Education
 English Education
 French Education
 Social Studies Education
 Social Work
 Spanish Education
 Special Education

The degree of Bachelor of Music Education is conferred upon the completion of the following curriculum:

Music Education

The degree of Bachelor of Science is conferred upon the completion of the curricula in the following fields:

Early Childhood Education Grades PK-3
 Elementary Education Grades 1-5
 Family and Consumer Sciences
 Mathematics Education
 Middle School Education Grades 4-8
 Science Education

HONORS DIPLOMA IN THE DISCIPLINE

The college also offers upper-division honors curricula allowing students to earn an honors diploma in a certain discipline at graduation. For information about requirements and honors courses in your major, please contact the department in which you are majoring.

ALTERNATIVE POST BACCALAUREATE CERTIFICATION PROGRAM

The College of Education and Human Development's alternative post baccalaureate route to teacher certification is the Master of Arts in Teaching degree (MAT). A description of the MAT degree is located in the Graduate School section of this catalogue. Further information may be obtained by contacting the Office of the Dean, College of Education and Human Development, Cate Teacher Education Center.

DEPARTMENTAL CURRICULA

BIOLOGY

- 1. Biology Education

CHEMISTRY AND PHYSICS

- 1. Chemistry Education
- 2. Physics Education

COMMUNICATION

- 1. Communication Education

ENGLISH

- 1. English Education

FOREIGN LANGUAGES AND LITERATURES

- 1. French Education
- 2. Spanish Education

HISTORY AND POLITICAL SCIENCE

1. Social Studies Education

HUMAN DEVELOPMENT

1. Family and Consumer Science
2. Social Work

MATHEMATICS

1. Mathematics Education

MUSIC

1. Music Education

TEACHING AND LEARNING

1. Early Childhood Education Grades PK-3
2. Elementary Education Grades 1-6
3. Middle School Education Grades 4-8
4. Special Education – Mild/Moderate

VISUAL ARTS

1. Art Education

MINOR IN JOURNALISM EDUCATION

For a minor in Journalism in the College of Education and Human Development, the Department of Communication requires fifteen semester hours. The program should include the following:

Communication 151	3 hrs.
Communication 159	3 hrs.
Communication 401/501	3hrs.
Mass Comm & Journalism electives (*see individual course descriptions)	6 hrs.
Total	15 hrs.

MINOR IN PSYCHOLOGY

Students may earn a minor in Psychology by completing 18 semester hours in psychology. These must include Psychology 101 and Psychology 102 and at least 6 semester hours at the 300 or 400 level.

MINOR IN A FOREIGN LANGUAGE AT ELEMENTARY LEVEL

A student who majors in a field other than a foreign language must complete twenty-four semester hours of work in one language for a minor. A student with prior training in a language may receive a maximum of twelve credit hours upon successful completion of the appropriate placement examination.

REQUIREMENTS FOR STUDENT TEACHING

The State Department of Education regulations for certification of teachers require that students do their student teaching under the control and supervision of the institution from which they expect to be graduated. To be eligible for student teaching, students must:

1. Be seniors. (They must have at least ninety hours of credit.)
2. Have been registered in the College of Education and Human Development for at least three semesters.
3. Pass all parts of PRAXIS I PPST in Reading, Writing, and Mathematics.
4. Have a cumulative or degree grade point average of 2.5 and a 2.5 cumulative or degree grade point average in work completed at Southeastern.
1. Have completed and earned a grade of "C" or better in all required professional courses: Education and Educational Psychology.
2. Have completed and earned a grade of "C" or better in all required courses in their first teaching fields. These courses are identified with a single dagger on the curriculum sheet.
3. Pass PRAXIS II examinations in Principles of Learning and Teaching and Content Specialty Area Tests.
4. Have completed Education 201 with a grade of "B" or better.
5. Have completed the final methods course (ECE 422, EDUC 415, EDUC 484, EDUC 490) at Southeastern with a grade of "C" or better.
6. Have completed an approved Developing Level portfolio.
7. Apply for student teaching one semester prior to the semester during which they plan to do their student teaching. The Director of Performance Assessment will assign the grade or subject and the supervising teachers under whom the students will work.
8. Have approval of the Director of Performance Assessment.
9. Have a statement from their Department Head certifying that they are competent in the subject matter in which they are seeking certification.
10. Have completed an approved Developing Level portfolio.
11. Apply for student teaching one semester prior to the semester during which they plan to do their student teaching. The Director of Performance Assessment will assign the grade or subject and the supervising teachers under whom the students will work.

12. Have approval of the Director of Performance Assessment.
13. Have a statement from their Department Head certifying that they are competent in the subject matter in which they are seeking certification.

STUDENT TEACHING SEMESTER

Student teaching is an all day (approximately eight hours), all-semester activity. The student teacher will be required to spend the full public school day, plus any additional conference or seminar time, in this experience.

The majority of student teachers will be assigned to do their student teaching away from the campus community; therefore, student teachers must expect that they may be asked to make arrangements to be away from the campus for the student teaching semester. The Director of Performance Assessment will make the assignments for each student teacher. All possible consideration will be given to individual problems of each prospective student teacher, but it is the responsibility of the student teacher to make arrangements to meet the conditions of the assignment that is made.

Under special circumstances a student may request permission from the Director of Performance Assessment to schedule one course with student teaching. Any course scheduled in addition to student teaching must not conflict with student teaching. The hours involved in student teaching will be approximately 8:00 a.m. to 3:00 p.m., Monday through Friday.

In order to remain in student teaching, students are expected to meet and maintain desirable professional, physical, and moral standards consistent with their positions in the public schools.

A student who fails or is directed to withdraw from student teaching or the Practicum for Alternative Certification must complete a Professional Improvement Plan (Monitored by the Coordinator of the Teacher Development Program) prior to a second student teaching experience. A student may not attempt student teaching a third time.

Nine semester hours are awarded for student teaching. Grades for all students are on the Pass-Fail basis (students should remember that they must have a cumulative or degree grade point average of 2.5 to be graduated in one of the teacher education curricula).