

University of Louisiana at Monroe  
Justification of Faculty Qualifications

Name Valerie Tewson CWID 10083519  
College Education and Human Development Department Educational Leadership and Counseling  
Teaching Discipline Educational Foundations  
Course Assignments EDFN 201: Introduction to Teacher Education

Justification of Qualifications: If master's or terminal degree is not in teaching field, list all courses that meet SACS requirements. (See <http://www.sacscoc.org/pdf/PrinciplesOfAccreditation.PDF>.) (Attach additional pages, if necessary, for justification. Also, attach copies of documents referenced, such as letters from employers, licensures, certifications, awards, or other documents of demonstrated competencies and achievements.)

Highest Degree Earned M.Ed. From Northwestern State University  
Discipline Educational Technology  
Number of graduate hours completed in the subject area to be taught 162  
Years of instruction in the subject area to be taught 6+  
Years of professional experience in the subject area to be taught 27  
Honors/Awards in the subject area to be taught  
Monroe City Schools Teacher of the year 2004  
2 recent grants  
2 recent publications  
Other rationale Excellent teacher. Pursuing Ed.D through LEC

**Approvals**

[Signature] Date 2/18/08  
Department Head/Director  
[Signature] Date 2-19-08  
Dean  
[Signature] Date 2/22/08  
Provost/VPAA

**Routing Instructions:** The form is passed along the administrative chain for signatures. After the Provost's signature, the form is returned to the respective Dean's office for retention in the faculty member's file.

As a veteran public school teacher of twenty-seven years and a doctoral student in the Louisiana Education Consortium, I, Valerie S. Tewson, am qualified to teach Educational Foundations 201 since I possess in-depth knowledge of educational history, philosophies, policies, curriculum, assessment, and governance.

University of Louisiana at Monroe  
Justification of Faculty Qualifications

Name Katherine Adcock CWID 10030837  
College Education and Human Development Department Educational Leadership and Counseling  
Teaching Discipline Educational Foundations  
Course Assignments EDFN 201: Introduction to Teacher Education

Justification of Qualifications: If master's or terminal degree is not in teaching field, list all courses that meet SACS requirements. (See <http://www.sacscoc.org/pdf/PrinciplesOfAccreditation.PDF>.) (Attach additional pages, if necessary, for justification. Also, attach copies of documents referenced, such as letters from employers, licensures, certifications, awards, or other documents of demonstrated competencies and achievements.)

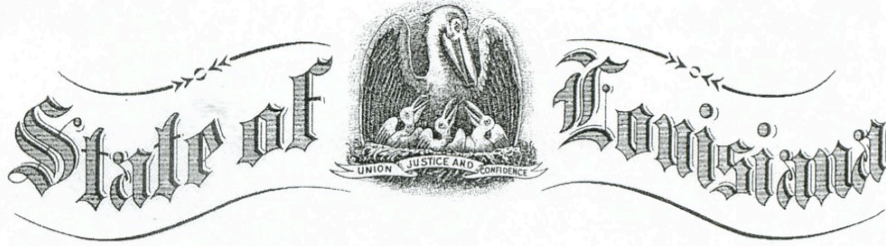
Highest Degree Earned M.Ed. From University of Louisiana at Monroe  
Discipline English Education  
Number of graduate hours completed in the subject area to be taught 162  
Years of instruction in the subject area to be taught 6+  
Years of professional experience in the subject area to be taught 14  
Honors/Awards in the subject area to be taught Paper entitled "Implementing the Comprehensive Curriculum: The Effectiveness of Mandated Curriculum Change" accepted for presentation at the Mid-South Educational Research Association, Hot Springs, AR  
Other rationale Excellent teacher. Pursuing Ed.D. with LEC

Approvals

[Signature] Department Head/Director Date 2/18/08  
[Signature] Dean Date 2-19-08  
\_\_\_\_\_  
Provost/VPAA Date \_\_\_\_\_

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2-19-08 delivered to AA



## STATE DEPARTMENT OF EDUCATION

CERTIFICATE TYPE  
TEACHING CERTIFICATE

NUMBER  
A 056829

VALID  
Life

This Certificate is issued to **RONNIE HARRISON**

By the Louisiana Department of Education, based upon the following:

B.S., UNIVERSITY OF LOUISIANA AT MONROE, 1993

M.ED., UNIVERSITY OF LOUISIANA AT MONROE, 1997

MASTER'S DEGREE PLUS 30 GRADUATE HOURS, ,

**ELIGIBILITY: The holder of this certificate is eligible for the following area(s) and/or terms:**

SCHOOL SUPERINTENDENT - 2/11/2008

SECONDARY SCHOOL PRINCIPAL - 5/25/2004

PRINCIPAL - 5/25/2004

PARISH/CITY SCHOOL SUPERVISOR OF INSTRUCTION - 7/15/2003

PROVISIONAL PRINCIPAL - 6/30/1999

PROVISIONAL SECONDARY SCHOOL PRINCIPAL - 6/30/1999

SUPERVISOR OF STUDENT TEACHING - 6/30/1999

DRIVER AND TRAFFIC SAFETY EDUCATION - 11/25/1996

ENGLISH - 2/8/1994

HEALTH AND PHYSICAL EDUCATION - 2/8/1994

VALID FOR LIFE FOR CONTINUOUS SERVICE - 7/15/2003

Charles Flint Smith, SSP-NCSP, Justification

## **I. Description of Courses**

### **PSYCHOLOGY 401**

#### **Abnormal Psychology**

This course is designed to introduce the nature of mental and emotional disorders with their underlying determinants.

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework for this course. This approach emphasizes a. knowledge acquisition, b. development of knowledge acquisition skills, c. ability to demonstrate transfer of knowledge to diverse problems, and d. application of this knowledge base to research and clinical conditions. The course provides a necessary content domain for nursing and criminal justice students as well as for students primarily interested in a psychology degree. Content is also useful for students pursuing coursework in education, counseling, family therapy, and other allied disciplines. Knowledge acquisition is demonstrated through class tests discussed below. Development of knowledge acquisition skills is demonstrated through the regular assignments and through the supplemental assignment, discussed below. Application of knowledge to research and clinical conditions is demonstrated through routine class assignments and through the additional assignment below.

### **PSYCHOLOGY 403**

#### **Exceptional Children and Youth**

##### **Course Description**

PSYC 403: Exceptional Children and Youth. 3 cr. This course is designed to develop knowledge about legal definitions and clinical classifications of children and youth who vary from normal (mentally, physically, and/or emotionally). Etiology, identification, and educational service provision in multicultural settings are course emphases. Prerequisites include Psychology 201 and 203.

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs. This integrative studies course builds the foundation for Psychology 581 and supplements Psychology 405, 506, 527, and 582. Content related to the conceptual framework permeates the course and is evident in Objectives and Outcomes, Topics, Evaluation Methods, and Chapters of the textbook.

## **II. Justification**

Mr. Charles Flint Smith teaches courses (Psychology 403) that require knowledge and understanding of the classification of exceptional children as specified by the State of Louisiana. His prior education and experiences as a practicing school psychology qualifies him to provide the students with a deeper understanding of the issues involved. In addition to the above, his experiences in the private sector makes him qualified to provide students with a better understanding of the topics involved in Psychology 401.

**Carl Ray Owens, SSP-NCSP, Justification:**

**I. Description of Courses**

**Psychology 591 - Practicum in Psychological Services**

PSYC 591 - Practicum in Psychology. Supervised experience in various fields of psychology. The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of education professional programs. This Field Experience bridges the student's formal educational experiences with limited practical application prior to initial entry into the profession. Close supervision on-site as well as by university personnel insures that the student experiences a broad range of activities consistent with prior training and orientation.

**II. Justification**

Mr. Owens teaches courses that require current and continuous involvement with school psychology principles and strategies in applied settings. As a field based practitioner, Mr. Owens is uniquely qualified to provide students with exposure and supervised experience relative to their post-graduation professional duties and requirements.

**Pamela Smith, SSP-NCSP, Justification:**

### **I. Description of Courses**

#### **Psychology 588- Topics in School Psychology**

PSYC 588A – This course is designed to provide an overview of the various types of observations in the school psychology setting. This course serves as a practical application of school psychology concepts in the secondary school setting. Also, to provide the History of School Psychology, professional issues, ethics and behavior.

PSYC588B – This course is designed to provide intensive training in Curriculum Based Measurement. Proper administration of CBM probes, providing interventions and recommendations to help assist student's in increasing academic ability. In addition, students obtain experience discussing Evaluation, IEP's, Placement, Related Services, Procedural Safeguards, Due Process Hearings and Appeals, Discipline, and Judicial Actions and Remedies

### **II. Justification**

Ms. Smith teaches courses that require current and continuous involvement with school psychology principles and strategies in applied settings. As a field based practitioner, Ms. Smith is uniquely qualified to provide students with initial exposure and supervision relative to their post-graduation professional duties and requirements.



**Corletta Marie Williams, M.Ed, Justification:**

**Description of Courses**

This course is designed to introduce the nature of mental and emotional disorders with their underlying determinants.

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework for this course. This approach emphasizes a. knowledge acquisition, b. development of knowledge acquisition skills, c. ability to demonstrate transfer of knowledge to diverse problems, and d. application of this knowledge base to school settings.

**I.**

**Educational Foundations 201**

**Course Description**

**201. INTRODUCTION.** Orientation to teaching; opportunities; certification; legal aspects; organization, administration and financing of public education; history and philosophy of education; multicultural education. Twenty (20) hours of classroom observation will be completed during this course.

**Educational Foundations 401**

**Assessment**

**Course Description**

**EDFN 401:** Principles of tests and measurement for elementary and secondary teachers; types of tests, essentials of test items; objective and standardized tests. Prerequisite: Must be admitted to Teacher Education. For graduate credit, a valid Louisiana teaching certificate or written permission of Certification Coordinator.

**II. Justification**

Mrs. Corletta Williams teaches courses (EDFN 201 and 401) that require knowledge and understanding of assessment. Her prior education and 20 years of experience qualifies her to provide students with a better understanding of the topics involved in Educational Foundations 201 and 401.

**Debrah Lynn Carr Davis, M.Ed., Justification:**

### **Description of Courses**

This course is designed to introduce the nature of mental and emotional disorders with their underlying determinants.

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### **Educational Leadership 560**

#### **Internship II**

#### **Course Description**

**EDLE 560:** Capstone experience for all candidates seeking administrative certification. Supervised experience in multiple settings beginning before school starts (EDLE 555) and ending after school ends (EDLE 560). Supervision provided by school district mentor and a university faculty member. Includes planned, problem-based experiences including a minimum of 120 clock hour's on-site work in 14 specified areas. Two major projects will be completed each semester. (EDLE 560 SPRING semester only). Candidate must obtain a passing score on the SLLA Examination prior to receiving credit for Internship II. \$200 field experience fee.

#### **I. Justification**

As a former elementary school Principal in the Morehouse Parish School System from 1998-2003 and as an Adjunct Professor with the Louisiana Technical College, Mrs. Davis possesses the required supervision experience desired by a school district mentor and university faculty member.

- She has completed all course work except the dissertation for the Ed.D degree and taught the Internship as a doctoral GA under the supervision of the EDLE faculty.
- She has passed the Human Research portion of the Collaborative Institutional Training Initiative (CITI) dealing with protecting human subjects in research projects.
- She was the School-to-Work Program manager for a 12 parish consortium where she oversaw budget and finances, worked with business/industry to develop work-based and school-based curriculum
- She has a master's degree in Secondary Education with a minor in Business (1990)
- She served as a teacher, Assistant Principal and Principal in Morehouse Parish Schools for 26 years.

Charles Flint Smith, SSP-NCSP, Justification

## **I. Description of Courses**

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<b>II. Justification</b>

Mr. Charles Flint Smith teaches courses (Psychology 403) that require knowledge and understanding of the classification of exceptional children as specified by the State of Louisiana. His prior education and experiences as a practicing school psychology qualifies him to provide the students with a deeper understanding of the issues involved. In addition to the above, his experiences in the private sector makes him qualified to provide students with a better understanding of the topics involved in Psychology 401.



**Carl Ray Owens, SSP-NCSP, Justification:**

**I. Description of Courses**

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**II. Justification**

Mr. Owens teaches courses that require current and continuous involvement with school psychology principles and strategies in applied settings. As a field based practitioner, Mr. Owens is uniquely qualified to provide students with exposure and supervised experience relative to their post-graduation professional duties and requirements.

**Pamela Smith, SSP-NCSP, Justification:**

### **I. Description of Courses**

#### **Psychology 588- Topics in School Psychology**

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### **II. Justification**

Ms. Smith teaches courses that require current and continuous involvement with school psychology principles and strategies in applied settings. As a field based practitioner, Ms. Smith is uniquely qualified to provide students with initial exposure and supervision relative to their post-graduation professional duties and requirements.

**Caleb Beraud** - (GA) This student completed his master's degree in exercise science with more than 18 graduate semester hours in exercise science. He was direct supervised by Dr. Wilson Campbell, a faculty member experienced in the exercise/physical education, who conducted in-service trainings and periodic evaluations of the class.

**John Blunshi** – The instructor has an earned Black Belt and was employed as in the Ouachita Parish Sherriff's Department

**Kristal Brooks** - (GA) This student completed her master's degree in exercise science with more than 18 graduate semester hours in exercise science. He was direct supervised by Dr. Wilson Campbell, a faculty member experienced in the exercise/physical education, who conducted in-service trainings and periodic evaluations of the class.

**Tommie Church** - Earned Master's degree in the field

**Murrelynn Clark "Cissy"** - Earned Master's degree in the field

**Brad Coyle** - Earned Master's degree in the field; had been working on the completion of his doctorate

**Brian Coyne** - Earned Master's degree in the field; is starting doctoral work in the field this summer

**Stacy Lamb** - Earned Master's degree in the field and had held certifications in Water Safety Instruction

**Shatorria Mays** - (GA) This student completed her master's degree in exercise science with more than 18 graduate semester hours in exercise science. He was direct supervised by Dr. Wilson Campbell, a faculty member experienced in the exercise/physical education, who conducted in-service trainings and periodic evaluations of the class.

**Phillip Shaw** - Earned Master's degree in the field; NATA-certified athletic trainer

**Robert Williamson** - Earned Master's degree in the field

**Christopher Wilson** - Wilson played two years at ULM earning All-Conference honors as a senior after winning the New Mexico State Intercollegiate and posting five top-10 finishes on the season. He was also an All-Conference selection at Dodge City Community College in 1996-97. He earned his bachelor's degree from ULM in 2001. Prior to taking over as head coach at ULM, he worked for two years at McNeese State, starting as the assistant coach and eventually serving as interim head men's coach before leaving to take the job at ULM. While there, he coached four-time All-Conference selection and current European PGA Tour member Adrien Mork. He also worked with two other All-Conference players and helped lead the Cowboys to a pair of team tournament titles.

**James Wright**- (GA) This student completed his master's degree in exercise science with more than 18 graduate semester hours in exercise science. He was direct supervised by Dr. Wilson Campbell, a faculty member experienced in the exercise/physical education, who conducted in-service trainings and periodic evaluations of the class.