

## EDUCATIONAL LEADERSHIP AND TECHNOLOGY

*Head of the Department: Professor Dembowski*

*Professor: Nauman*

*Associate Professors: Adams, Armenta, DeVaney, Echols, Ennis*

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### EDUCATIONAL FOUNDATIONS (EDF)

**600. Educational Research.** Credit 3 hours. Principles and procedures in the scientific study of educational problems. Examination of principal research methods and application of research principles.

**607. Philosophy of Education.** Credit 3 hours. A study of major philosophical systems and the educational theories associated with each system.

**615. History of Education.** Credit 3 hours. The growth and development of education and educational institutions from prehistoric times to the seventeenth century.

**616. History of American Education.** Credit 3 hours. The development of American education from the seventeenth to the twentieth century.

**673. Independent Study.** Credit 3 hours. Prerequisites: Educational Foundations 600 and permission of the Department Head. Student completes research study and report under direction of graduate instructor. The course may be repeated for a total of 6 hours, with no more than 3 credit hours in any one semester. A maximum of 3 hours of credit in Independent Study may be applied toward the Master of Education.

**674. Readings in Education.** Credit 3 hours. Prerequisites: Educational Foundations 600 and permission of the Department Head. Directed readings on selected topics in education. Area(s) of reading and study to be designated by instructor. Student may repeat the course for a total of 6 credit hours, with no more than 3 credit hours in any one semester. A maximum of 3 hours of credit in Readings may be applied toward the Master of Education.

**701. Educational Statistics.** Credit 3 hours. Prerequisite: Educational Foundations 600. Study of basic statistical concepts, both descriptive and inferential. Emphasis is placed on the use of these concepts in solving educational problems.

**713. Independent Research Study.** Credit 3 hours. Prerequisite: Educational Foundations 600 and advanced standing. Examination and in-depth study, research, and evaluation of contemporary problems.

### EDUCATIONAL LEADERSHIP (EDL)

**600. Research Methods for Administrators.** Credit 2 hours. A course designed for school administrators to provide an introduction to concepts and issues in research methodology. The primary focus of this course will be the acquisition and understanding of basic research terminology and techniques.

**601. Research Methods for Administrators II.** Credit 1 hour. Prerequisite: EDL 600. a course designed for school administrators that focuses on the collection and analysis of quantitative and qualitative data from primary and secondary sources. This course will provide candidates with the opportunity to collect and analyze data under faculty supervision.

**626. Public School Administration.** Credit 3 hours. The fundamental facts and procedures of school administration are emphasized. Theory and practice are fused in teaching the duties and responsibilities of administrative officials in the organization, administration, and supervision of a modern school system. Twenty hours of practicum experiences in the appropriate setting are required.

**627. Elementary School Principalship.** Credit 3 hours. A study emphasizing the administrative roles and responsibilities of the elementary school principal. Emphasis is placed upon fusing theory and practice in elementary school administration.

**628. Secondary School Principalship.** Credit 3 hours. Emphasis is placed upon the theory and practice of the roles and responsibilities of the modern secondary school principal. Special attention is given to administrative roles in staff relations, curriculum, instruction, discipline, community involvement, and fiscal management.

**635. Supervision of Instruction in the Elementary and Secondary School.** Credit 3 hours. A study of the purposes, organization, and development of supervisory programs. Theory and practice of the principles, techniques, and procedures in the improvement of instruction at both the elementary and secondary school levels..

**641. School Facilities Planning and Utilization.** Credit 3 hours. A study of the duties and responsibilities of educational and non-educational personnel in the planning, construction and utilization of the school plant.

**642. School Personnel Administration.** Credit 3 hours. Organization for personnel services; development of policy to govern selection, orientation, placement, remuneration, transfers, separation, and the development of morale among instructional and non-instructional personnel.

**660. Seminar I: Facilitating a High Quality Learning Community.** Credit 2 hours. Prerequisites: Admission to Program and concurrent enrollment in EDL 600 and ETEC 616. The course will cover organizational theory. Principles of

organizational development will be explored and special attention will be given to the development of shared visions and goals, and the strategic planning required to achieve them.

**661. Seminar II: Organizational Management and Legal Issues..** Credit 6 hours. Prerequisites: EDL 600, EDL 660, and ETEC 616. This course will cover the relationship among scheduling, resource allocation, shared decision-making and technology to facilitate building management for effective school leadership. Legal issues related to school management will also be explored.

**662. Seminar III: Human Resources and School-Community Relations.** Credit 6 hours. Prerequisite: EDL 661. The importance of developing effective interpersonal relationships with faculty, staff and community is the focus of the course, along with human resource management, including recruitment, selection, induction, and professional development. Effective communication with internal and external publics, as well as with the media, will be explored.

**663. Seminar IV: School Leader as Instructional Facilitator.** Credit 6 hours. Prerequisites: Seminars I, II, and III. The instructional program will be explored through an analysis and evaluation of curriculum, student assessment, and instruction. Emphasis will be placed upon the supervision of the teaching and learning process as it relates to continuous school improvement.

**664. Seminar V: School Leader as Change Agent.** Credit 6 hours. Prerequisites: Seminars I, II, III, and IV. School improvement will be explored with particular emphasis placed on the importance of change, action research, data analysis, and risk-taking.

**665. Seminar VI: The Internship.** Credit 6 hours. Prerequisites: Seminars I, II, III, IV, and V. The internship includes a variety of planned experiences in a diverse work environment and multiple settings that involve direct interaction and involvement with candidates, staff, parents, and community leaders over an extended period of time.

**702. School-Community Relations.** Credit 3 hours. Study of the public relations problems including reporting to parents and acquainting the community with the purposes, methods, accomplishments, and needs of the school. School-community activities that are initiated from within the school, those that are initiated from without the school, and those activities that are initiated jointly by the school and the community to improve relations are reviewed, analyzed and evaluated. Special emphasis is given to the importance of the role of the educational leader in school-community relations.

**704. Supervision of Child Welfare and Attendance.** Credit 3 hours. An outline of the responsibilities of the visiting teacher to include home and school visitation programs, an analysis of attendance and related problems, the promotion of home-school relationships, and maintenance of all necessary records.

**709. Practicum in Supervision.** Credit 3 hours. Prerequisites: EDL 626 and 635; admittance to the program except for those already holding a master's degree and seeking add-on certification.. A course designed to provide supervised practical experiences in supervision. Students observe and participate in direction, guiding, and evaluating the teaching-learning process and other aspects of supervisory activities. Attention is given to exploration and experimentation of different approaches to supervision.

**710. Public School Finance.** Credit 3 hours. Study of the principles of taxation, local, state, and federal financing of public education and equalization of educational opportunity. Special emphasis given to the complete budget making process at the district level and a detailed study of school business management at the local school level. Sound accounting procedures reviewed and the student given experience in actual budget making and in setting up a sound business management program for a local school.

**711. Advanced School Administration.** Credit 3 hours. Prerequisites: Educational Leadership 626 and 635. Theory and concepts underlying present-day school administration and supervision. Careful study given to the objectives and activities of the NCPEA and the CPEA in developing educational administration theory. Case studies reviewed from the standpoint of humanitarian, prudential and tempo principles and theories in educational administration.

**721. School Law.** Credit 3 hours. The course shall encompass an examination of the constitutional and legal bases of public education in the United States and Louisiana.

**722. Curriculum Improvement.** Credit 3 hours. Prerequisite: Advanced standing in the graduate program. A study of problems, trends and procedures in curriculum improvement and development. Special emphasis is given to administrator's roles, responsibilities, and innovations in curriculum improvement.

**725. Practicum in Educational Administration.** Credit 3 hours. Prerequisites: Admittance to the program except for those already holding a master's degree and seeking add-on certification, Educational Leadership 626 and 627 or 628. The application of administrative skills, techniques, and understanding of the administrative process at either elementary, the secondary, or the central office level. Particular attention will be given to the experimental background of each student as opportunities are developed at the needed practicum level. Theoretical bases as well as practical application during the administrative process will be reviewed during special arranged seminars. This course is offered on a Pass/Fail basis only.

## EDUCATIONAL PSYCHOLOGY (EPSY)

**301. Educational Psychology of Children and Adolescents.** Credit 3 hours. Prerequisites: Education 202 or 201 and 211 and Provisional SARTE status. An investigation of the cognitive, social, physical, and personality aspects of the child and adolescent as they apply to the teaching-learning process. Special attention will also be given to the characteristics and needs of exceptional children.

**302. Educational Psychology.** Credit 3 hours. An investigation of contemporary research and practice in educational psychology, including such topics as behavioral and cognitive theories of learning, creativity and problem-solving, and classroom management and motivation.

**303. Child Psychology.** Credit 3 hours. Prerequisites: Education 202. An investigation of major forces in the cognitive, social, physical, and personality development of the child.

**304. The Psychology of Early Childhood Conception through Age Eight.** Credit 3 hours. Prerequisites: Education 202 or 201 and 211 and Provisional SARTE status. Course will discuss major developmental theories as they relate to physical, psychosocial, and cognitive domains. Extensive applications for those who will teach and work with young children.

**311. Adolescent Psychology.** Credit 3 hours. Prerequisites: Education 201 and EDUC 211 or 202, and Provisional SARTE status. A study of physical, mental, social and personality development during adolescence. The needs of special populations such as students with mild/moderate impairments will be considered.

**315. Classroom Management and Motivation for Beginning Teachers.** Credit 3 hours. Prerequisites: Education 202 or 201 and 211 and Full SARTE status. A detailed investigation of behavioral and humanistic approaches to classroom management and motivation in the classroom. Included are topics such as preventing classroom disruptions, how and when to intervene when they do occur; working with parents; and, working with the mainstreamed student.

**601. Cognitive and Linguistic Development in Children.** Credit 3 hours. An examination of current knowledge regarding children's development of memory, language, and thought from infancy to adolescence.

**602. Adolescent Psychology.** Credit 3 hours. The effects of physical, social, emotional, and personality development on the behavior and adjustment of the adolescent.

**603. Classroom Management and Motivation.** Credit 3 hours. A detailed investigation of various models of classroom management and motivation. Included are such topics as behavior modification, assertive discipline, control theory, and the concept of the democratic classroom.

**605. The Psychological Foundations of Human Learning.** Credit 3 hours. Investigation of the classic psychological principles of learning as well as contemporary theory and research. An overview of behavioral and cognitive learning processes is presented.

**606. Social and Personality Development in Children.** Credit 3 hours. Exploration of the child's development of personality, self-concept, achievement motivation, moral judgment, and positive social values.

**614. Humanistic Psychology.** Credit 3 hours. Prerequisite: Educational Psychology 301 or 311 depending upon major field of certification or six hours in psychology or education psychology. An advanced course covering the "third force," humanistic movement in psychology and education. Theories, research, applications and implications of such psychologists as Maslow, Rogers, Combs, May, Lecky, and Jourard.

## EDUCATIONAL TECHNOLOGY (ETEC)

**305[EDUC 305]. Computer Applications in the School Setting.** Credit 3 hours. Prerequisite: Education 201 and EDUC 211, or 202. Emphasis is placed on computer utilization in school setting. Topics include examinations of how schools use microcomputers to create a favorable microcomputer learning environment. Experiences in evaluating software and differentiating between computer managed instruction and computer assisted instruction will be provided.

**306. Integrating Technology into the K-12 Classroom.** Credit 2 hours. Prerequisite: EDUC 201 or 202. Course will provide students with skills and knowledge necessary to be able to effectively and ethically infuse technology into the K-12 classroom. Students will be required to successfully demonstrate their ability to effectively use productivity and pedagogically based software, and develop and use educationally appropriate Internet technology to enhance student learning.

**475/575. Special Topics in Educational Technology.** Credit 3 hours. An intensive examination of issues relevant to educational technology and the learning process. As topics vary, the course may be repeated for a maximum of six hours' credit.

**610[EDUC 643]. Integrating Computers Into the Elementary and Secondary Classroom.** Credit 3 hours. A course designed primarily for experienced teachers that provides an overview of microcomputer applications. Emphasis is placed on providing a working knowledge of and hands-on experience with microcomputers. Topics include selecting and evaluating appropriate computer assisted instruction, relating learning theories to current educational uses of microcomputers, examining research on educational applications of microcomputers, surveying periodicals in the field, and individualizing instruction using computer managed instruction.

**611[EDUC 647]. Administrative Applications of Microcomputers.** Credit 3 hours. A course designed primarily for school administrators that provides an overview of microcomputer applications in the school administrative environment. Emphasis is placed on providing a working knowledge of and hands-on experience with microcomputers. Topics include selection and evaluation of hardware and software, working with operating systems, networking and telecommunications techniques, system security, backup procedures, legal issues, adaptation of existing software, integrated software, and staff development.

**616. Technology studies for Administrators I.** Credit 2 hours. Designed primarily for school administrators to provide an overview of microcomputer applications in school administrative environment. Designed primarily for school administrators to provide an overview of microcomputer applications in school administrative environment. Emphasis is placed on working knowledge and hands-on experience with computers and computer applications. The students will

review hardware, software, networking and telecommunications, computer security, legal issues and integration and support of educational technologies. Students will also work to establish an electronic portfolio of work. This course is designed for beginner level students.

**617. Technology Studies for Administrators II.** Credit 1 hours. Prerequisite ETEC 616. Designed primarily for school administrators to provide guidance in the refinement of their electronic portfolios.

**620[EDUC 676]. Infusion of Technology in the Content Area.** Credit 3 hours. This course will provide students with current information on the latest developments in technology. The primary focus of the course will be upon the infusion of technology into the curriculum for the purpose of improving student achievement across all subject areas. One of the three credit hours will involve practicum work within an educational setting.

**630. Technology Planning and Administration.** Credit 3 hours. Prerequisite: ETEC 620 or permission of the Department Head and ETEC 644. This course will develop foundational skills for managing technology for teaching at the school site. These skills will include school-wide planning for the use of technology; logistics for technology implementation within the local site; facilities and resource management, funding and budgetary issues, technical policies and procedures and school connectivity planning.

**635. Legal Issues in the Digital Age.** Credit 3 hours. This topics-based course will acquaint the student with the wide array of legal and ethical issues associated with the rapid growth of computer networks and the Internet as they apply to issues in Education. Among the topics covered will be freedom of expression, privacy, tort liability, copyright, intellectual property and web publishing. Students will become familiar with, and read, case law related to these issues.

**641. Webmastering for K-12 Instructional Delivery.** Credit 3 hours. Prerequisites: ETEC 620. This course is designed to develop expertise with the World-Wide-Web, including basic skills in the planning and development of an instructional website for support of teaching in the K-12 classroom. Requires intermediate computer expertise.

**644[EDUC 644]. Design and Development of Instructional Software for the Elementary and Secondary School.** Credit 3 hours. Prerequisites: ETEC 620(Educ 676) or permission of the Department Head upon demonstration of computer skills. A course designed to assist teachers in using the techniques involved in planning and creating a microcomputer instructional program in a discipline of their choice. Emphasis is placed on the importance of authoring languages and authoring systems in producing computer assisted instruction. Current learning theory as it pertains to authoring microcomputer CAI programs is examined. Students will create a program of microcomputer assisted instruction with appropriate documentation and student/teacher support materials.

**645. Curricular Design and Course Development for Education at a Distance.** Credit 3 hours. Prerequisite: ETEC 644. This course will introduce teachers to the use of technologies designed to allow instruction at a distance. Focus is on the design and development of distance-delivered instruction from conception to implementation. Topics will include student access, course content, application of teaching/learning theories and models of effective teaching at a distance. Includes hands-on experience with instructional technology tools.

**646. Advanced Design of Instructional Software.** Credit 3 hours. Prerequisites: ETEC 644, and 645. This course is designed to continue with concepts and skills developed in ETEC 644 and 645. Students will work with authoring languages and authoring systems to produce professional quality instructional software. Students will develop software employing educational design principles with appropriate documentation and student/teacher support.

**650. Educational Telecommunications (Networking and the Internet).** Credit 3 hours. Prerequisite: ETEC 644. This course will develop a fundamental understanding of the technical workings of networking technologies. Topics and exercises will include development and implementation of school networks and setup and maintenance of LAN and Internet servers. A hands-on course for developing and maintaining first-line support for educational telecommunications.

**660. Educational Technology Leadership for Change.** Credit 3 hours. Prerequisites: ETEC 644. This course is designed to develop within the student an understanding of management of technology for teaching and learning at the school site. These skills will include school-wide planning that incorporates instructional design, curriculum integration with standards, logistics of technology implementation with in the local site, training and evaluation. Designed to serve as a capstone course for skills and techniques developed within the program.

**665. Design of Professional Development Programs for K-12 Technology.** Credit 3 hours. Prerequisites: ETEC 644, and 645. A course designed to prepare teachers in the development of leadership knowledge, attitudes and behaviors related to activities for guiding, directing and mentoring other teachers in the use of instructional technologies in classroom teaching.

**680. Practicum for Technology Concentration.** Credit 3 hours. Prerequisites: ETEC 644, 645, 650, 660 and 695. This course provides the student with experience with the application of technology facilitation and leadership skills and techniques in a community or school setting.

**695. Evaluation of Instructional Technology Research.** Credit 3 hours. Prerequisites: EDF 600 and ETEC 644. After taking this course the student will be able to discuss instructional research related to the implementation of technology-based instruction in the schools; develop knowledge of the curricular inquiry into research and organization of curricular designs for technology-based instruction in a variety of settings; evaluate research into technology-based instruction; apply the findings of instructional and curricular research to technology-based instruction in projects for implementation in educational settings.

## **LIBRARY SCIENCE ADMINISTRATION (LSA)**

Students in the College of Business, and the College of Arts and Sciences may minor in Library Science by completing eighteen (18) semester hours of coursework. Courses offered for this minor are Library Science Education 401/501 and 402/502; Library Science Administration 403/503, 404/504, 405/505, and Library Science 421. School Librarian certification also requires the completion of one three-hour credit course in educational media/technology (LSA 506), and the school library practicum, LSA 580. For information on Library Science Education courses, see the course descriptions under the Department of Teacher Education or the Head of that Department.

**403/503. School Library Administration.** Credit 3 hours. Services, objectives, and standards of school libraries, and such problems in school library management as: housing and equipment, circulation routines, acquisition of materials, mechanical preparation of materials, budgets, attendance, instruction in the use of the library and publicity.

**404/504. Classification and Cataloging.** Credit 3 hours. Basic principles of cataloging and classifying books and non-print materials. Study of Dewey Decimal Classification system, professional cataloging tools and technology, and an overview of the Library of Congress classification system and appropriate computer software. Two hours of lecture and two hours of laboratory a week.

**405/505. Library Reference Materials.** Credit 3 hours. Introduction to books and materials most commonly used in a library to answer simpler reference questions; characteristics of both general and specific reference materials (bibliographies, indices, on-line search systems, ERIC, etc.) studied in detail; methods of reference work with teachers and students; teaching the use of reference materials.

**406/506. Technology for the Library Media Specialist.** Credit 3 hours. This course is designed to assist the Library Media Specialist integrate the newest technology into the library program. Instruction will cover aspects of both hardware and software appropriate to the library; purchase and efficient utilization of technology to accomplish routine library tasks, the use of on-line services and planning for future technological utilization and expansion. Requires minimal familiarity with microcomputer.

**580. School Library Practicum.** Credit 3 hours. Prerequisites: Teacher certification or eligibility, Library Science Education 401/501 or 402/502, or Library Science Administration 610, Library Science Administration 403/503, 405/505, and 406/506. Library administrative experience at elementary, middle, and secondary schools to include observation and participation in all activities in the school library. Qualified students must make application to the Departmental office one (1) semester prior to their registration for LSA 580.

**610[LSED 610]. Bibliotherapy.** A course designed to research and explore children's literature and investigate the technique of bibliotherapy in an effort to help children confront and solve personal problems and to enhance their self-concept.

**618. Information Literacy.** Credit 3 hours. A course designed to investigate materials and methods needed to implement the Louisiana Content Standards for information literacy in elementary and secondary schools, including the principles of critical thinking and problem-based learning. Students will learn to recognize the need for information and how to locate, evaluate and effectively use the information available to them.