

TEACHING AND LEARNING

Head of the Department: Associate Professor Jacob

Professors: Carr, Elliott, Evans, Partridge, Wadlington

Associate Professors: Autin, Banbury, Bidner, Edwards, Jacob, Klein-Ezell, Lester, Schulte, Seigel, Thornhill, Trowbridge

Assistant Professors: Anzelmo-Skelton, Beard, Brocato, Clark, Hines, Kirylo, LaCaze, McCarthy, McCormick, Ratcliff, Sadden,

Traylor, van der Jagt, Yates

Instructors: Berry, B. Davis, Morgan, Sawyer, Simoneaux, Warren

Students wishing to enroll in professional courses beyond Education 204 must be admitted to the professional program in Teacher Education, have special permission from the Dean of the College of Education, or be regularly enrolled in a teacher education program at the graduate level. See Selective Admission and Retention in Teacher Education Policies and Procedures -College of Education and Human Development.

EARLY CHILDHOOD EDUCATION (ECE)

106. Service Learning for Early Childhood Education. Credit 3 hours. Participation in a service-learning program in an early childhood education setting. Emphasis is placed on weekly observations and interactions with young children and families, future teacher meetings, and reflection. The service-learning site must be approved by instructor. Field experience required.

400. Curriculum and Instruction in Early Childhood Education (Preschool and Kindergarten). Credit 6 hours. Prerequisites: EDUC 320, EDUC 323, Full SARTE status, and concurrent enrollment in ECE 411 and ECE 420. Development of curriculum and instructional practices in the preschool and kindergarten settings; principles and methods of understanding and working with preschool children. Field experience required.

411. Introduction to Developmental Assessment of Young Children. Credit three hours. Prerequisites: EDUC 320, EDUC 323, Full SARTE status, and concurrent enrollment in ECE 400 and ECE 420. Experiences to increase awareness and knowledge about a variety of assessment procedures appropriate for use with children birth through eight years of age. Advantages and limitations of assessment techniques, interpretation of findings and referral procedures will be addressed. This course provides opportunities to work with assessing preschool through age eight children and to develop prescriptive plans. Field experience required.

420. Practicum in Early Childhood Education (Preschool and Kindergarten). Credit 3 hours. Prerequisites: EDUC 320, EDUC 323, Full SARTE status, and concurrent enrollment in ECE 400 and ECE 411. This course is an advanced practicum that includes observation, participation, and teaching in the early childhood setting (specifically preschool and kindergarten). Emphasis is on program planning including assessment for children in early childhood education. Field experience required.

422. Integrated Curriculum and Practicum in Early Childhood Education (Primary Grades 1-3). Credit 9 hours. Prerequisites: ECE 400, ECE 411, ECE 420, MUS 291, Full SARTE status, and concurrent enrollment in SPED 495. An integrated curriculum block (reading, language arts, sciences, social studies, visual arts, music, & physical education) as related to the needs of the children in the primary grades 1-3. Knowledge, skills, and dispositions in these curricular areas will be explored and refined with a primary emphasis focused on working with children in the school environment. Field experience required.

427. Student Teaching in Early Childhood Education (PK-3). Credit 9 hours. Prerequisites: See Requirements for Student Teaching section in the Catalogue. All day, all semester student teaching experiences, including observation, participation, and a minimum of 180 actual clock hours of teaching (with a substantial portion of the 180 hours in full day teaching) under the supervision of the assigned cooperating school teacher. Available on a pass/fail basis only.

601. Advanced Child Development and Learning. Credit 3 hours. This course is an intensive study of child development (birth – 8 years) and the implications for children's learning.

602. Assessment in Early Childhood Education. Credit 3 hours. An advanced-level course that features the theory, administration, and interpretation of instrumentation to assess family characteristics, and social/emotional, cognitive, motor, language, and sensory abilities of young children with particular emphasis on criterion referenced and developmentally based tests.

603. Theory and Curriculum in Early Childhood Education. Credit 3 hours. The course focus will be on theory and curriculum appropriate for grades PreK-3. Emphasis will be placed upon the early childhood educator as a reflective professional who makes informed decisions to best meet the needs of young children.

630. Integrated Curricular Practices in Early Childhood Education. Credit 3 hours. Prerequisites: EPSY 605 or ECE 601. Principles and methods for developing the integrated curriculum in early childhood education that promote learning and growth in each of the following domains: aesthetic, cognitive, emotional, language, physical, and social.

632. Practicum in Early Childhood Education. Credit 3 hours. An advanced practicum course designed to give practice in teaching, appropriate for Pre-K – 3. Experiences are provided for observation, teaching, and evaluation of young children. The candidate must apply to the Director of Student Teaching one semester in advance in order to enroll for this course.

EDUCATION (EDUC)

101. Education for Teacher Aides. Credit 3 hours. A course developed for teacher aides including an understanding of children, preparation of teacher materials, preparation of room before and after classes, working with teachers, working with children, etc.

102. Seminar for Teacher Aides. Credit 4 hours. Group discussion and individual conferences on the problems of teacher aides, emphasis on problems identified for trainees or their supervising teachers. Micro teaching, video taping, and other teaching techniques will be utilized to provide appropriate and innovative experiences for the participants.

103. Methods and Materials for Teacher Aides. Credit 3 hours. A program developed primarily to prepare teacher aides for activity within the classroom. Content will center around methods, techniques, and duties of the teacher aide with special emphasis on construction and use of materials beneficial to the teacher aide.

200. The Language Arts in Early Childhood Education. Credit 3 hours. Course is designed for and limited to paraprofessionals. A study of current practices in teaching language arts in an early childhood education setting. Emphasis is placed on the practical application of various teaching methods. Cannot be used for credit in the Elementary Education degree program.

201. Introduction to Education. Credit 1 hour. Prerequisites: Sophomore standing (30 hours) a 2.5 cumulative or degree GPA, a grade of C or better in ENGL 102 and prior credit or concurrent enrollment in EDUC 211. An introductory course to education and the profession of teaching. Special emphasis is placed on the guidance and screening of applicants into the professional program. Pre-student teaching professional laboratory experiences begin in this course.

202. Introduction to Education. Credit 3 hours. Prerequisites: Sophomore standing (30 hours) and a 2.5 cumulative GPA. An introductory course to education and the profession of teaching. Special emphasis is placed on the guidance and screening of applicants into the professional program. This course is designed to review factors which have influenced the development of education such as major social, political, religious, and intellectual movements; philosophical theories and systems; research and practice in education psychology; and behavioral and cognitive theories of learning.

203. Foundations of Education. Credit 2 hours. Prerequisites: Sophomore standing (30 hours), a 2.5 cumulative or degree GPA, a grade of C or better in ENGL 102, and prior credit or concurrent enrollment in EDUC 212 or its equivalent. An introductory course to the profession of teaching. Special emphasis is placed on the guidance and screening of applicants into the professional program. This course reviews factors that have influenced the development of education. Field experiences are required in this course.

204. The Student Counselor. Credit 3 hours. Prerequisite: 2.0 minimum cumulative GPA and permission of the Department Head. Seminar for the prospective Community Assistant. Emphasis will be placed on basic counseling techniques and procedures. Students will engage in practicum experiences relating to the nature and scope of duties and responsibilities of Community Assistants. Course includes a five week practicum experience in a residence hall.

211. Diversity in Education. Credit 2 hours. Prerequisites: Sophomore standing (30 Hours), 2.5 cumulative or degree GPA, and take concurrently with EDUC 201 or prior credit. This course focuses on historical and current topics and issues in education relevant to providing appropriate and equitable education experiences for diverse populations of students. Observations and service-learning experiences are required to acquaint candidates with the needs and abilities of all students, best pedagogical practices, and laws and policies governing education. One and a half-hour lecture and one hour laboratory per week.

212. Diversity in the Classroom. Credit 1 hour. Prerequisites: Sophomore standing (30 hours), a 2.5 cumulative or degree GPA, a grade of C or better in ENGL 102, and prior credit or concurrent enrollment in EDUC 203 or its equivalent. An introduction to the topics and issues in education relevant to providing appropriate and equitable educational experiences for diverse populations of students. Field experiences are required in this course.

304. The Teaching of Reading in the Elementary School. Credit 3 hours. Prerequisites: EDUC 201 or 203, EDUC 211 or 212, and Full SARTE status. A study of the reading process as a fundamental aspect of the elementary school curriculum. Special attention will be given to the basic reading skills needed by emergent and mature readers. The newest techniques, methods, and materials will be appraised through study, observations, and demonstrations in actual classrooms.

307. Instructional Planning and Assessment. Credit 3 hours. Prerequisites: EPSY 301 or EPSY 304 and Full SARTE status. This course is intended to provide pre-service teachers with the principles and techniques necessary to develop sound instructional lesson plans and assessments. The primary focus of the course will be on writing instructional objectives, writing lesson plans, developing test items, utilizing performance based and alternative assessment techniques, administering classroom evaluations, analyzing classroom assessment data, and describing the roles planning and assessment have in daily classroom practice. The use and interpretation of standardized tests (including the LEAP) and the Louisiana School and District Accountability System (LSDAS) will also be discussed, as well as the ethical issues related to assessment. Two hours lecture and two hours laboratory per week.

308. Teaching Reading in the Middle School. Credit 3 hours. Prerequisites: EDUC 201 or 203, 211 or 212, and Full SARTE status. This course is a study of the reading process as a fundamental aspect of the integrated elementary school curriculum. Special attention will be given to the basic reading skills needed by emergent and mature readers. The newest techniques, methods, and materials will be appraised through study, observations, and demonstrations in actual classrooms. Two hours lecture and two hours laboratory per week.

313. Elementary Music Methods. Credit 3 hours. Prerequisites: Education 201 or 203, EDUC 211 or 212, EPSY 301, MUS 303, MUS 304 and Full SARTE status. Music curriculum for the elementary school. Includes study of current methods and materials, planning for music instruction, and presentation of music lessons to elementary school children.

320. Foundations of PK-8 Mathematics Education. Credit 3 hours. Prerequisites: EPSY 301 (or EPSY 304 in PK-3 curriculum), EPSY 315, EDUC 307, MATH 167, MATH 168, and Full SARTE status. This course includes the theoretical pedagogical foundations and current issues and perspectives of teaching elementary mathematics. This course, which provides a framework for the teaching of mathematics, includes history of mathematics education, diversity, teaching through problem solving, assessment, lesson planning, constructivism, and technology enhanced instruction. Two hours lecture and two hours laboratory per week.

321. Elementary Curriculum and Instruction. Credit 6 hours. Prerequisites: EDUC 304, EDUC 307, EPSY 301, EPSY 315, Math 167, MATH 168, approval of an Introductory Portfolio, and full SARTE status. The content of this block includes the development of teaching competencies in mathematics and reading. Primary emphasis is focused on developing the teaching skills and competencies of future teachers related to these curricular areas while working with individuals and small groups of children in a school environment. The needs of all learners will be considered. Three hours lecture and six hours laboratory per week.

322. Diagnostic and Prescriptive Reading. Credit 3 hours. Prerequisites: Full SARTE status, EPSY 315, EDUC 307, and EDUC 304. This course is designed to equip the student with knowledge of and skills in reading instruction for individual learners. Emphasis will be placed on the diagnosis of the learner's needs in reading and prescription of appropriate activities for advancement. To be taken concurrently with EDUC 321 or EDUC 326 and EDUC 320 depending on the curriculum.

323. Curriculum and Instruction in Grades PK-3. Credit 6 hours. Prerequisites: EDUC 106, EDUC 304, EDUC 307, EPSY 315, MATH 167, Math 168, completion of an approved Introductory Portfolio, and Full SARTE status. This course includes the development of teaching competencies of mathematics and reading at the PK-3 grade levels. Primary emphasis is focused on developing the teaching skills and competencies of future lower elementary and early childhood teachers with respect to topics found

in these curricula areas. A key component of the course is field experience with students in grades PK-3 settings. The needs of special populations as well as the integration of technology into instruction will be incorporated into all areas of the curriculum. Three hours lecture and six hours laboratory per week. Concurrent enrollment in EDUC 320.

326. Curriculum and Instruction in Grades 1-5. Credit 6 hours. Prerequisites: EDUC 304, SPED 440 or EDUC 307, ESPY 315 or SPED 363, LSED 401, MATH 167, MATH 168, completion of an approved Introductory Portfolio, and Full SARTE status. This course includes the development of teaching competencies of mathematics and reading at the 1-5 grade levels. Primary emphasis is focused on developing the teaching skills and competencies of future elementary school teachers with respect to topics found in these curricular areas. A key component of the course is field experience with students in grades 1-5 settings. The needs of special populations as well as the integration of technology into instruction will be incorporated into all areas of the curriculum. Take concurrently with EDUC 320 and 322.

328. Curriculum and Instruction in Grades 4-8. Credit 6 hours. Prerequisites: EDUC 308, EDUC 307 or SPED 440, EPSY 315 or SPED 363, LSED 402, MATH 167, MATH 168, completion of an approved Introductory Portfolio, and Full SARTE status. This course includes the development of teaching competencies of mathematics and reading at the 4-8 grade levels. Primary emphasis is focused on developing the teaching skills and competencies of future middle school teachers with respect to topics found in these curricula areas. A key component of the course is field experience with students in grades 4-8 settings. The needs of special populations as well as the integration of technology into instruction will be incorporated into all areas of the curriculum. Concurrent enrollment in EDUC 320. Three hours lecture and six hours laboratory per week.

404/530. Kindergarten Education. Credit 3 hours. Prerequisites: Education 202 and Educational Psychology 301. Development of the nursery, kindergarten, and primary schools; principles and methods of understanding and working with the preschool child; two hours per week of observation and participation in kindergarten.

405/531. Kindergarten Education. Credit 3 hours. Prerequisites: Education 202 and Educational Psychology 301. A continuation of Education 404/530.

406. Historical and Philosophical Foundations of Education. Credit 3 hours. Prerequisite: Junior standing. A course designed to review major social, political, religious, and intellectual movements and philosophical theories and systems which have influenced the development of education. The material will be arranged chronologically and treated thematically. The contributions of leaders associated with each movement and philosophy will also be stressed.

407/533. Tests and Measurements. Credit 3 hours. Prerequisites: Education 201 or 203, EDUC 211 or 212, Educational Psychology 301 or 311, and Full SARTE status depending upon major field of certification. Use of measurement and evaluation in the modern school program. Construction, administration, and interpretation of essay and objective tests; principles of development, administration, and interpretation of standardized tests.

410. Elementary Curriculum and Instruction. Credit 10 hours. Prerequisites: Education 321, Educational Psychology 301, and Music 291. The content of this block includes: reading, language arts, sciences, social studies, and music, as related to the needs of the child. Teaching strategies in the curricula areas will be explored and refined through working with children in a school environment. Primary emphasis of this block is focused on the future teacher's performance in working with children. Evaluation techniques are reviewed and applied in the experiences gained in this block. Kinesiology 331 must be taken concurrently. Five hours lecture and eight hours laboratory per week.

415. Curriculum and Instruction in the Elementary School. Credit 9 hours. Prerequisites: Full SARTE status, Education 321 and Music 291. The content of this block includes: reading, language arts, sciences, social studies, and music, as related to the needs of the child. Teaching strategies in the curricular areas will be explored and refined through working with children in a school environment. Primary emphasis of this block is focused on the future teacher's performance in working with children. Five hours lecture and eight hours laboratory per week. Kinesiology 331 must be taken concurrently. Evaluation techniques are viewed and applied in the experiences gained in this block.

416/516. Methods for Teaching English as a Second Language. Credit 3 hours. This course will incorporate different methodology for teaching English as a Second Language (ESL) and academic content with exploration and development of lessons appropriate for students who are limited English proficient (LEP). This course will include methodologies and activities to make the English language and academic content comprehensible to students. This course will be for certified teachers and candidates enrolled in a teacher education program.

425. Elementary and Mild/Moderate Impairments Professional Semester. Credit 12 hours. Prerequisites: See Requirements for Student Teaching section in the catalogue. All-day, all-semester student teaching experiences including observation, participation and a minimum of 180 actual clock hours of teaching (with a substantial portion of the 180 hours in a full day teaching) under the supervision of the assigned cooperating school teacher. Students will teach one half semester I the regular classroom setting and one half semester in the mild/moderate classroom setting. Available on a pass/fail basis only.

426. Elementary Professional Semester. Credit 12 hours. Prerequisites: See Requirements for Student Teaching section in the Catalogue. All-day, all-semester student teaching experiences including observation, participation and a minimum of 180 actual clock hours of teaching (with a substantial portion of the 180 hours in a full day teaching) under the supervision of the assigned cooperating school teacher. Available on a pass/fail basis only.

427. Student Teaching in the Elementary School. Credit 9 hours. Prerequisites: See Requirements for Student Teaching section in the Catalogue. All day, all semester student teaching experiences, including observation, participation, and a minimum of 180 actual clock hours of teaching (with a substantial portion of the 180 hours in a full day teaching) under the supervision of the assigned cooperating school teacher. Available on a pass/fail basis only.

428/528. Curriculum Design for Teaching English as a Second Language. Credit 3 hours. This course includes theory and procedures for the practical application of second language learning as well as the use of learning strategies. Also, this course is for the design of curriculum and assessment for teaching language and content to limited English proficient (LEP) students. Students who enroll in this course will be required to have exposure to LEP students to become familiar with their linguistic and cultural needs. This course is for certified teachers and candidates participating in a teacher education program.

429. Practicum for Alternate Certification Program. Credit 3 hours. To be repeated for a total of six hours. A practicum designed to meet the requirements for the Alternate Post-Baccalaureate Certification Program. Students will enroll in this course for both semesters of the internship year. Approval of the Director of Performance Assessment is required. Available on a pass/fail basis only.

430. Practicum in Teaching. Credit 3 hours. Prerequisites: Louisiana Teaching Certificate for either elementary or secondary level; three years of successful teaching experience; approval of the Office of Student Teaching. Available at the secondary level for teachers previously certified on the elementary level, and at the elementary level for teachers previously certified at the secondary level. A field-based experience-centered course designed to acquaint the teacher with concepts and objectives, introduction to methods and procedures, psychological principles, and identification and application of evaluation techniques appropriate to the teaching-learning process at the selected level. Available on a pass/fail basis only.

431. Practicum in Nursery School. Credit 3 hours. Prerequisites: Education 410 or 415, Family and Consumer Sciences 321 and 460. Observation, participation, and teaching in the nursery school. Emphasis on program planning for pre-kindergarten children. The student must apply to the Director of Performance Assessment one semester in advance in order to enroll for this course. Mornings are the only times available for the practicum.

432/586. Practicum in Kindergarten. Credit 3 hours. Prerequisites: Education 404/530, Education 410 or 415 and Family and Consumer Sciences 321. An advanced practicum course designed to give practice in teaching appropriate for the kindergarten level. Experiences are provided for observation, teaching, and evaluation of kindergarten children. Seminars are held for planning, evaluation, and discussion. The student must apply to the Director of Performance Assessment one semester in advance to enroll for this course.

433/550. Practicum in Second Language Teaching. Credit 3 hours. Prerequisites: Educational Psychology 413/513 and Education 413/534. Primary emphasis of this semester will be placed on teaching children in both their native language and a second language, under the guidance of a cooperating teacher. Practicum experience will include curriculum and instruction in the use of two languages.

436. Student Teaching in Mild/Moderate Impairments. Credit 3 hours. Prerequisites: See Requirements for Student Teaching section in the catalogue. Observation, participation, and student teaching in the mild/moderate classroom. A minimum of six hours per week for the semester in the public or nonpublic schools plus any additional conference time that may be necessary.

437. Student Teaching in Mild/Moderate Impairments. Credit 6 hours. Prerequisites: See Requirements for Student Teaching section in the catalogue. Observation, participation, and student teaching in the mild/moderate classroom. A minimum of twelve hours per week for the semester in the public or nonpublic schools plus any additional conference time that may be necessary.

438. Student Teaching in Severe/Profound Impairments. Credit 3 hours. Prerequisites: See Requirements for Student Teaching section in the catalogue. Observation, participation, and student teaching in the severe/profound classroom. A minimum of six hours per week for the semester in the public or nonpublic schools plus any additional conference time that may be necessary.

439. Student Teaching in Severe/Profound Impairments. Credit 6 hours. Prerequisites: See Requirements for Student Teaching section in the catalogue. Observation, participation, and student teaching in the severe/profound classroom. A minimum of twelve hours per week for the semester in the public or nonpublic schools plus any additional conference time that may be necessary.

450. Elementary and Mild/Moderate Disabilities Professional Semester. Credit 9 hours. Prerequisites: See Requirements for Student Teaching Section in the catalogue. All-day, all-semester student teaching experiences, including observation, participation, and a minimum of 180 actual clock hours of teaching (with substantial portion of the 180 hours in a full day of teaching) under the supervision of the assigned cooperating school teacher. Students will teach one half semester in the mild/moderate classroom setting. Available on a pass/fail basis only.

467/563. Reading Instruction in Adult Education. Credit 3 hours. A course dealing with the study of the diagnosis of adult reading problems and methods/materials utilized to teach basic reading skills to illiterate adults.

472. Teaching Reading in the Content Areas. Credit 3 hours. Prerequisites: EPSY 301 or 311, depending on curriculum, and Full SARTE status. A course designed to provide the middle school and secondary school teacher with a knowledge of the reading process; methods and materials that can be implemented with various cultural groups; and skills for developing the reading abilities of students. Special emphasis will be given to reading in the content areas.

475/566. Current Issues in Elementary/Secondary Education. Credit 1 hour. Seminar to clarify trends, methods and/or materials in curriculum with practical organizational procedures for implementation. May be repeated for a total of 2 hours credit, with no more than 1 credit hour in any one semester.

476/567. Current Issues in Elementary/Secondary Education. Credit 1 hour. Seminar to clarify trends, methods and/or materials in curriculum with practical organizational procedures for implementation. May be repeated for a total of 2 hours credit, with no more than 1 credit hour in any one semester.

477/568. Current Issues in Elementary/Secondary Education. Credit 1 hour. Seminar to clarify trends, methods and/or materials in curriculum with practical organizational procedures for implementation. May be repeated for a total of 2 hours credit, with no more than 1 credit hour in any one semester.

484. Upper Elementary Curriculum and Instruction. Credit 6 hours. Prerequisite: EDUC 321. The content of this block includes the development of teaching competencies in science, social studies, and language arts. Consideration of curriculum organization, behavioral and humanistic approaches to classroom management, methods and materials for meeting the needs of all learners at the upper elementary level; observation and application in grades 5-8.

485. Special Methods in High School Subjects. Credit 3 hours. Prerequisites: This course should be taken concurrently with Education 488. Full SARTE status and concurrent enrollment or prior credit for EDUC 407 or KIN 431; EDUC 201 or 202, and Educational Psychology 311. Have completed an approved Introductory Portfolio. (Under certain circumstances of concurrent enrollment with EDUC 201/202 and/or EDUC 407 or KIN 431, this requirement may be modified as determined by the instructor). Emphasis will be placed on the materials and methods in the student's major field of certification. Lesson planning, alternative assessment, classroom management and educational technologies are topics covered in the course.

486. Student Teaching in the Secondary Schools. Credit 9 hours. Prerequisites: See Requirements for Student Teaching section in this Catalogue. All-day, all-semester student teaching experiences, including observation, participation, and a minimum of 180 actual clock hours of teaching (with a substantial portion of the 180 hours in full day teaching) under the supervision of the assigned cooperating school teacher. Available on a pass/fail basis only.

487. Student Teaching in the Secondary Schools. Credit 12 hours. Prerequisites: See Requirements for Student Teaching section in this Catalogue. All-day, all-semester student teaching experiences, including observation, participation, and a minimum of 180 actual clock hours of teaching (with a substantial portion of the 180 hours in full day teaching) under the supervision of the assigned cooperating school teacher. Available on a pass/fail basis only.

488. Practicum: Field Experience in the Secondary Classroom. Credit 1 hour. Prerequisite: This course must be taken concurrently with EDUC 485. Full SARTE status, concurrent enrollment or prior credit for EDUC 407; EDUC 202, Educational Psychology 311. The practicum provides experiences in classroom observations and supervised teaching, demonstration of classroom management techniques and utilization of educational technology in the secondary classroom (grades 7-12).

490. Special Methods in High School Subjects. Credit 6 hours. Prerequisites: Full SARTE status, EDUC 407 or its equivalent, Epsy 315, and completion of an approved Introductory Portfolio. This course must be taken prior to student teaching. Emphasis will be placed on the materials and methods in the student's major field of certification. Lesson planning, alternative assessment, classroom management, and educational technologies are topics covered in the course. Field experience component required.

601. Educational Statistics and Research. Credit 3 hours. The study of basic statistical concepts. Students will be introduced to fundamental concepts and procedures in the scientific study of educational problems. Content will include the examination of principal research methods including action research, an analysis of research studies, and the application of research principles with emphasis on improvement in professional practice.

605. Research Seminar in Gifted and Talented Education. Credit 3 hours. Prerequisite: EDUC 648. An in-depth study of research in the creative thinking and problem solving curriculum development for gifted and talented students. Special emphasis will be placed on principles, methods, and evaluation of research as they relate specifically to the gifted and talented student.

618. Counseling for the Gifted. Credit 3 hours. A study of the challenges of adjustment encountered by gifted and talented students and their families. Special emphasis placed on counseling and guidance techniques appropriate in facilitating personal and family adjustments. Experience component included.

636. Supervision of Student Teaching. Credit 3 hours. Prerequisite: A valid Level 3 Professional Teaching Certificate (Type B). Designed for teachers preparing to become supervising teachers. Concerned with experiences designed to help student teachers become effective elementary and secondary school teachers.

645. Graduate Student Teaching/Clinical Practicum in Communicative Disorders in the Elementary and Secondary Schools. Credit 6 hours. Prerequisites: See Requirements for Student Teaching in this Catalogue. Graduate standing and minimum 90 hours of previous school experience in a setting other than a public school facility. All day, all semester clinical experiences, including observation, participation, I.E.P. and diagnostic report writing and parental counseling. One hundred twenty (120) hours student teaching will be conducted under the supervision of the assigned cooperating school therapist. Concurrent enrollment in Speech, Language, Hearing 625.

646. Laboratory Practicum in Teaching the Gifted Child. Credit 3 hours. Prerequisites: Education 648 and 649 or permission of the Department Head. Lecture and supervised practicum with individuals and small groups. Includes informal assessment, curriculum planning, development and implementation, and counseling.

647. Creativity in Gifted Education. Credit 3 hours. This course will explore the area of creativity, focus on relevant theories and research, and prepare teachers to nurture and develop creativity in their students.

648. Characteristics of the Gifted Child. Credit 3 hours. An orientation of the student to the basic understanding of the gifted child with emphasis upon identification, characteristics, and implications for educational, social, physical, emotional, and psychological development.

649. Methods and Materials in Education of the Gifted. Credit 3 hours. Prerequisite: Education 648. An examination of provisions currently available for gifted children with reference to the concepts of acceleration, grouping, concepts of curriculum enrichment, special schools and classes, as well as an exploration of research relative to the adaptation of newer techniques to meet their needs.

650. Mathematics in the Elementary School. Credit 3 hours. A study of recent research findings concerning methods of teaching and the content of elementary school mathematics. Students will be expected to apply diagnosis and prescription techniques in order to individualize their teaching of mathematics.

651. Social Studies in the Elementary School. Credit 3 hours. Designed to provide an understanding of the impact on the elementary school of new developments in social studies and new refinements in the teaching of social studies. Content, method, material, and general curricular implications will be considered.

652. Science in the Elementary School. Credit 3 hours. A study of current approaches to teaching science in the elementary school. Special emphasis will be given to a various science studies being developed throughout the nation.

653. Student Teaching in Early Intervention. Credit 9 hours. Prerequisites: See Requirements for Student Teaching section in this Catalogue. Observation, participation, and student teaching in an early intervention setting. Available on a pass/fail basis only.

654. Language Arts in the Elementary School. Credit 3 hours. A course providing a review of current research and practices for teaching the language arts. Special emphasis is placed on teaching the writing process in the elementary school.

655. Music in the Elementary School. Credit 3 hours. A study and application of current trends and materials in music education for the elementary school. Emphasis is placed on involving the child through singing, speech, movement, and playing instruments.

656. Special Problems in the Elementary School. Credit 3 hours. Prerequisites: Educational Foundations 600 and 607, 615 or 616. Study of contemporary problems in elementary education. A review of pertinent research relating to these problems. Each student is expected to do intensive reading and reporting in areas deemed of particular interest and need, as identified by student and instructor. May be repeated for a total of six hours credit, with no more than three credit hours in any one semester.

657. Reading in the Elementary School. Credit 3 hours. A course providing for extensive study of recent trends in materials and methods in reading in the elementary school, including significant research studies which relate to these. Specifically emphasized will be various learning styles, the discussion of specific methods and materials, and their cross-cultural applicability.

658. Reading in the Secondary School. Credit 3 hours. A course providing for extensive study of recent trends in materials and methods of reading in the secondary school, including significant research studies which relate to these. Special materials will be considered for use and adaptation with various cultural groups. Specific methodology within the content area will be explored.

659. Psychology of Reading. Credit 3 hours. Prerequisite: Education 657 for elementary majors or Education 658 for secondary majors. Provides teachers with an understanding of the psychological bases of the reading process-those underlying reading ability and disability. Applications of the findings and theories of the psychologist to classroom situations are studied through the use of actual case studies.

660. Dimensions of Diversity for Education: Students, Families, Cultures, and Communities. Credit 3 hours. This is a core course for all students pursuing a master's degree in education. This course focuses on meeting the cultural, linguistic, and educational needs of diverse learners in schools through differentiated instruction and assessment. It also focuses on positive

partnerships that can be developed among schools, students, their families, and their communities to foster cross cultural interactions, cultural understanding, social and economic development, and academic achievement. Graduate students enrolled in this course will be required to participate in field experiences including visits to culturally and/or linguistically different populations.

661. Diagnostic and Prescriptive Reading. Credit 3 hours. Prerequisites: Education 657, Education 658, Education 677, Education 678, or SPED 663. This course will cover a variety of formal and informal reading assessments. Students will learn to administer them, to interpret them, and to use their results to plan and implement appropriate instructional sessions geared to children's diverse needs. Reflective and professional writing are key components of this course.

662. Reading Research Seminar. Credit 3 hours. Prerequisites: Educational Foundations 600, Education 657 or Education 658 or equivalent, Education 659 and Education 661 or equivalent. Intensive investigation of current and/or classic research studies of recognized importance to the teacher of reading, with encouragement and guidance offered to the student pursuing action research in reading.

664. Content Area Reading and Study Strategies. Credit 3 hours. A course designed to develop competencies in teaching strategies for content area subjects. Emphasis will be directed to teaching activities, specialized skills, and study strategies for learning substantive content through the reading of expository discourse and graphic representatives. Cross-cultural reading problems in the content areas and special methods for helping students overcome these problems will be discussed.

665. Elementary Levels-Practicum in Reading. Credit 3 hours. Prerequisites: Education 657 and 661. An advanced laboratory course designed to give practice in developmental reading techniques appropriate to elementary levels. Experiences are provided in diagnosis, instructional planning, and evaluation of reading progress, using recognized practices presently available.

666. Middle/Secondary Levels-Practicum in Reading. Credit 3 hours. Prerequisites: Education 658 and 661. An advanced laboratory course designed to give practice in the application of content area reading techniques at middle and secondary school levels. Experiences include diagnosis, instructional strategies and evaluation practices for determining reading progress.

667. Readings in Secondary Education. Credit 3 hours. Prerequisite: Educational Foundations 600. An examination of current research and professional literature in secondary education. An in-depth semester project is to be developed by the student under the direction of the course instructor.

668. The Junior High School. Credit 3 hours. The peculiar functions of the junior high school; its organization and place in the school system.

669. Utilization of Audio-Visual Equipment. Credit 3 hours. Prerequisite: Educational Psychology 301 or permission of the Department Head. A study of various media available for use in elementary and secondary schools, with special emphasis on new educational technology. Investigation and experimentation on multimedia approach for effective utilization of instructional materials.

670. Media Production. Credit 3 hours. A study of methods and techniques of producing teaching materials. Students are taught production techniques and proper utilization of overhead transparencies, audio and video tapes, dry mounting and lamination and other materials which are useful in the elementary and secondary school classroom. Special emphasis is given to the correlation and fusion of Education Media in the instructional program.

671. Instructional Television in the Schools. Credit 3 hours. An introduction to the various types of television usage which differentiate between commercial, educational, and instructional television. Lectures and laboratory experiences pertaining to the use of television in the classroom. Special techniques needed for teaching with television. Two hours lecture and two hours laboratory per week.

672. Administration of Media Programs. Credit 3 hours. Prerequisites: Education 669 and Education 670. This course is designed to offer a survey of the general principles and practices in administering a media center at various levels-single building, system-wide, or college. Activities will be flexible and include practical problems, readings, and exploration of various areas in print and non-print materials.

673. Independent Study. Credit 1-3 hours. Prerequisites: Educational Foundations 600 and permission of the Department Head and Department Head. Student completes research study and report under direction of graduate instructor. The course may be repeated for a total of six hours, with no more than three credit hours in any one semester. A maximum of three hours of credit in Independent Study may be applied toward the Master of Education Degree.

674. Readings in Education. Credit 3 hours. Prerequisites: Educational Foundations 600 and permission of the Department Head and 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 six credit hours, with no more than three credit hours in any one semester. A maximum of three hours of credit in Readings may be applied toward the Master of Education degree.

675. Special Topics in Elementary and Secondary Education. Credit 3 hours. An intensive examination of issues relevant to education and the schools. May be repeated as topics vary for a maximum of nine credit hours.

677. Foundations of Early Literacy. Credit 3 hours. A practical course which focuses on developing a better understanding of how children learn to read and how to teach children to read by more closely observing student reading and writing behaviors; understanding more explicitly the reciprocity of reading and writing; learning how to "teach for strategies;" and exploring the reading process in order to foster independent readers and writers. A developmentally appropriate instructional literacy program based on current research, observation, and responsive teaching as a foundation for promoting literacy acquisition will be designed and implemented.

678. Dyslexia and Related Disabilities in the Classroom. Credit 3 hours. A survey of theories, screening procedures, and teaching strategies to be utilized with students with dyslexia and related disabilities (e.g., dyslexia, dysgraphia, dysnomia, etc.). Current research, specific characteristics, multisensory strategies, and management techniques will be discussed and applied.

688. Practicum in Elementary and Secondary Education. Credit 3 hours. Prerequisite: EDUC 693. Students will identify a specific area in which educational improvement is needed within an elementary or secondary educational settings. Students will develop a plan to facilitate improvement in the area of concern. Under the direction and supervision of a faculty member, students will implement the plan and evaluate its effectiveness at the end of the semester.

691. Curriculum Development in the Elementary School. Credit 3 hours. Study of the principles and procedures for validating educational objectives in the elementary school, selecting and structuring experiences, initiating and directing curricular change, and evaluating results of curricular planning.

692. Curriculum and Instruction in the Secondary School. Credit 3 hours. A critical study of teaching techniques and strategies and reappraisal of the selection of experiences and content for the improvement of curriculum and teaching practices in the secondary school. Review and analysis of available reports of research in curriculum and instruction are emphasized.

693. Leadership for Change. Credit 3 hours. Prerequisites: EDF 600. This course is designed to provide advanced candidates with the knowledge and skills to become leaders for school improvement. Emphasis is placed on the practical applications of principles and procedures in the scientific study of educational problems.

694. Sociological Issues Impacting Today's Schools. Credit 3 hours. Societal issues that are having a major impact upon education will be addressed in this course. This course will help educators develop a cultural consciousness and assist them in developing multiple perspectives in school settings. The content of this course will provide the student with knowledge of prevailing factors that influence education and the curriculum in today's schools.

695. Capstone Seminar. Credit 3 hours. Prerequisite: EDF 600 and EDUC 693. This is the capstone seminar of the graduate program in Curriculum and Instruction. The course is the last of the series of three research-based courses.

696. Curriculum Development for Middle School. Credit 3 hours. This course is a comprehensive examination of middle schools and the middle school movement. It covers history, philosophy, curriculum of middle schools, effective middle schools, organization, programs, and the essential characteristics of middle level learners.

699. Global Partnerships for Fostering Cultural Pluralism. Credit 3 hours. A cultural partnership course offered as an enhancement to increase awareness, knowledge, understanding and appreciation of cultural pluralism. Learning experiences will address the multicultural and diversity needs of advanced candidates in teacher education.

706. Seminar in Reading. Credit 3 hours. Prerequisites: Advanced standing in the graduate program or permission of the Head of the Department. An intensive examination into the issues relative to the reading program. This course will be interdisciplinary in nature and will focus upon contributions of research, philosophy, history, and educational psychology as they apply to the resolution of major issues in reading. May be repeated for a total of six hours credit, with no more than three credit hours in any one semester.

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

714. Independent Research Study. Credit 3 hours. Prerequisite: Educational Foundations 600 and advanced standing in the Specialist program. Examination and in depth study, research, and evaluation of contemporary problems.

790. Specialist Thesis. Credit 1-6 hours each semester, with 6 hours needed for graduation. The student must enroll in the thesis course each semester the thesis is in progress. The thesis is graded Pass/Fail.

EDUCATIONAL PSYCHOLOGY (EPSY)

301. Educational Psychology of Children and Adolescents. Credit 3 hours. Prerequisite: Education 201 or 203, 211 or 212, 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. Prerequisite: Education 201 or 203, 211 or 212, 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. Prerequisite: Education 202 or 201 or 203 and 211 or 212 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.

314. Classroom Management for Beginning Teachers in PK-3. Credit 3 hours. Prerequisite: Education 201 or 203 and 211 or 212 and Full SARTE Status. A detailed investigation of behavioral and humanistic approaches in PK-3 classroom management and motivation. Included are topics such as preventing classroom disruptions, how and when to intervene when they do occur, working with parents, and working with the mainstream student. Field experience required.

315. Classroom Management and Motivation for Beginning Teachers. Credit 3 hours. Prerequisite: Education 202 or 201 or 203 and 211 or 212 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.

MASTER OF ARTS IN TEACHING (MAT)

610. Fundamentals I: Teaching and Learning for General Education. Credit 3 hours. Prerequisite: Provisional SARTE status and concurrent enrollment in MAT 615, MAT 620, and MAT 630. An introduction to general education. Topics include contemporary issues such as the effective educator, school law, rights and responsibilities, educational foundations and philosophies, and best practices, including self-assessment. Field experience is required.

615. Fundamentals II: Teaching and Learning for Special Education. Credit 3 hours. Prerequisites: Provisional SARTE status and concurrent enrollment in MAT 610, MAT 620, and MAT 630. An introduction to children with exceptionalities. Topics include physical, mental, emotional and social traits of individuals with exceptionalities, legal issues related to special education, and current trends. Field experience is required.

620. Learning and Behavior Theories in General and Mild/Moderate Special Education. Credit 3 hours. Prerequisites: Provisional SARTE status and concurrent enrollment in MAT 610, MAT 615, and MAT 630. The study and application of learning and behavioral theories including taxonomies of learning, pedagogical principles, child and adolescent development, and teaching and managing diverse populations. Field experience is required.

622. Classroom Management and Organization for Elementary and Mild/Moderate Special Education. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630, and concurrent enrollment in with MAT 631 and MAT 640. The study and application of behavioral and humanistic approaches to classroom management and motivation with an emphasis on process, principles, and theories related to changing inappropriate behaviors. This course includes group management, behavior modification conflict resolution, assertiveness, responsibility training, anti-social behavior and youth at risk, aggression and mistaken goals and preventive discipline techniques. Field experience is required.

623. Classroom Management and Organization for Secondary Education. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, and MAT 620. A detailed investigation of behavioral and humanistic approaches to classroom management and motivation with an emphasis on process, principles, and theories related to changing, inappropriate behaviors. This course includes group management, behavior modification, conflict resolution, assertiveness, responsibility training, anti-social behavior and youth at risk, aggression and mistaken goals and preventive discipline techniques. Field experience will be required.

630. Assessment I: General and Mild/Moderate Special Education. Credit 3 hours. Prerequisites: Provisional SARTE status and concurrent enrollment in MAT 610, MAT 615, and MAT 620. Use of assessment in the modern school program. Topics will include lesson plan development, matching objectives to assessment, informal teacher-made tests and performance-based assessment as well as an introduction to case study design, standardized tests, and curriculum-based assessment. Field experience is required.

631. Assessment II: Elementary and Mild/Moderate Special Education. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630. Concurrent enrollment in MAT 622 and MAT 640. Continuation and application of Assessment I (MAT 630). Topics will include reading diagnostics as well as advanced case study design, standardized tests, and curriculum-based assessment. Students will begin to explore topics for their action research projects. Field experience is required.

636. Assessment II: Secondary Education. Credit 3 hours. Prerequisites: Full SARTE status, MAT 610, MAT 615, MAT 620, and MAT 630. This course is designed as a continuation and application of the concepts examined in Assessment I. Emphasis will be placed on partnerships with parents and colleagues regarding school and classroom expectations and student progress. Changes that have occurred in practice for student evaluation will be addressed. Field experience is required.

640. Introduction to Reading and Language Arts for Elementary and Mild/Moderate Special Education. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630. Concurrent enrollment in MAT 622 and MAT 631. A study of the reading, writing, and language processes as a fundamental aspect of the elementary and special education curriculum. Special attention will be given to the basic reading skills and strategies needed by mature readers. The latest in theories, methods, and materials will be appraised through study, observations, and demonstrations in classrooms. Field experience is required.

642. Literacy Instruction for Secondary Education. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630. A study of theories and methods for integrating literacy instruction in content area classrooms. Reading assessments and literacy strategies that are designed to increase vocabulary learning and comprehension of expository text are introduced and practiced. Field experience will be required.

650. Integrated Learning Methods: Math, Physical Science, and Information Literacy. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, MAT 622, MAT 630, MAT 631, and MAT 640. Concurrent enrollment in MAT 651 and MAT 652. Integrated course in methodology for teaching math, physical sciences, and information literacy to diverse groups of learners in inclusive elementary classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children's literature are also integrated into instructional planning, teaching, and assessment. Field experience is required. Professional development hours are required.

651. Integrated Learning Methods: Life Sciences, Health and P.E., and Information Literacy. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, MAT 622, MAT 630, MAT 631, and MAT 640. Concurrent enrollment in MAT 650 and MAT 652. Integrated course in methodology for teaching math, physical sciences, and information literacy to diverse groups of learners in inclusive elementary classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children's literature are also integrated into instructional planning, teaching, and assessment. Field experience is required. Professional development hours are required.

652. Integrated Learning Methods: Social Studies, Arts, Music, and Information Literacy. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, MAT 622, MAT 630, MAT 631, and MAT 640. Concurrent enrollment in MAT 650 and MAT 651. Integrated course in methodology for teaching math, physical sciences, and information literacy to diverse groups of learners in inclusive elementary classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children's literature

are also integrated into instructional planning, teaching, and assessment. Field experience is required. Professional development hours are required.

660. Specialty Area Learning Methods I: Secondary Education. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630. Consideration of methods and materials in the student's major content teaching field. The course includes field experience at the secondary level.

661. Specialty Area Learning Methods II: Secondary Education. Credit 3 hours. Prerequisite: Full SARTE status and successful completion of MAT 610, MAT 615, MAT 620, MAT 630, and MAT 660. A continuation of the consideration of methods and materials in the student's major content teaching field. The course includes field experiences at the secondary level.

670. Research Design for General and Mild/Moderate Special Education. Credit 3 hours. Prerequisites: Full SARTE status and successful completion of all MAT courses other than student teaching or internship. Principles and procedures for exploring, analyzing, and studying educational problems. Qualitative, quantitative, and single-subject research design methods will be examined in relation to their application for improving education for students in inclusive elementary classes. Survey of significant research studies and application of research principles within action research in the classroom will be implemented.

681. Student Teaching in the Elementary and Mild/Moderate Special Education Classroom. Credit 6 hours. Prerequisites: See Requirements for Student Teaching section for the MAT degree program. All-day, all-semester student teaching experiences, including observation, participation, and a minimum of 180 actual clock hours of teaching under the supervision of the assigned cooperating, school teacher. Students may not student teach outside the service region of Southeastern Louisiana University. Available on a pass/fail basis only.

682. Practicum in Elementary or Mild/Moderate Special Education. Credit 3 hours. Prerequisites: Full SARTE status and all previous MAT course work. When MAT 683 requirements for an inclusive classroom setting cannot be met, this course will be required to assure that intern candidates have opportunities for working with students in both certification areas. A field-based course designed to provide teaching opportunities for working with students in a certification area not covered in the employment setting. Interns employed in a regular elementary classroom must take the practicum in mild/moderate special education, and interns teaching in mild/moderate special education classrooms must take practicum in Elementary Education. Available on a pass/fail basis only.

683. Internship in Elementary and Mild/Moderate Special Education. Credit 3 hours. Prerequisites: See Requirements for Internship section for the MAT degree program. To be repeated for two consecutive semesters for a total of six hours. An internship designed to meet the requirements for the Master of Arts in Teaching degree program. Students will enroll in this course for both semesters of the internship year. Approval of the Director of Performance Assessment is required. Available on a pass/fail basis only.

684. Student Teaching in Mild/Moderate Special Education. Credit 6 hours. Prerequisites: See Requirements for Student Teaching section for the MAT degree program. All day, all semester student teaching experiences, including observation, participation, and a minimum of 180 actual clock hours of teaching (with a substantial portion of the 180 hours in a full teaching day) under the supervision of the assigned cooperating school teacher. Students may not student teach outside the teacher education service region. Available on a pass/fail basis only.

686. Student Teaching in the Secondary Classroom. Credit 6 hours. Prerequisites: See Requirements for Student Teaching section for the MAT degree program. All-day, all-semester student teaching experiences, including observation, participation, and a minimum of 180 actual clock hours of teaching under the supervision of the assigned cooperating, school teacher. Students may not student teach outside the service region of Southeastern Louisiana University. Available on a pass/fail basis only.

687. Internship in the Secondary Classroom. Credit 3 hours. Prerequisites: See Requirements for Internship section for the MAT degree program. To be repeated for two consecutive semesters for a total of six hours. Students will enroll in this course for both semesters of the internship year. Approval of the Director of Student Teaching is required. Students may not intern outside the service region of Southern Louisiana University. Available on a pass/fail basis only.

688. Internship in Elementary Education (Grades 1-5). Credit 3 hours. Prerequisites: See Requirements for Internship section for the MAT degree program. To be repeated for two consecutive semesters for a total of 6 hours. An internship designed to meet the requirements for the Master of Arts in teaching degree program. Approval of the Director of Student Teaching is required. Students may not intern outside the teacher education region. Available on a pass/fail basis only.

689. Student Teaching in Elementary Education (Grades 1-5). Credit 6 hours. Prerequisites: See Requirements for Student Teaching section for MAT degree program. All day, all semester student teaching experiences, including observation, participation, and a minimum of 180 actual clock hours of teaching (with a substantial portion of the 180 hours in a full teaching day) under the supervision of the assigned cooperating school teacher. Students may not student teach outside the teacher education service region. Available on a pass/fail basis only.

690. Internship in Mild/Moderate Special Education. Credit 3 hours. Prerequisites: See Requirements for Internship section for the MAT degree program. To be repeated for two consecutive semesters for a total of six hours. Students may not intern outside the teacher education service region. Available on a pass/fail basis only.

SPECIAL EDUCATION (SPED)

200. Characteristics of Individuals with Exceptionalities. Credit 3 hours. An introduction to each exceptionality with a survey of characteristics and a review of current trends for meeting the educational needs of individuals with exceptionalities.

210. Transitional issues for Individuals with Disabilities. Credit 2 hours. Prerequisites: Sophomore standing (30 hours). An introduction to each exceptionality with a survey of characteristics and a review of current trends for meeting the educational needs of individuals with exceptionalities. One and a half hour of lecture and one hour laboratory per week.

260. Introduction to the Development of Children with Mild/Moderate Impairments. Credit 3 hours. Prerequisite: SPED 200 or permission of the Department Head. An overview of the developmental processes of individuals with the mild/moderate impairments. Emphasis is given to the social, psychological, physiological and cognitive problems associated with mild/moderate impairments. Implications for educational intervention stressed.

361. Methods and Materials for Teaching Students with Mild/Moderate Disabilities. Credit 3 hours. Prerequisite: SPED 363; EDUC 304 or 308 depending on area of certification (may be taken concurrently). Full SARTE status. This course deals with methods of teaching academic subjects to students with mild/moderate disabilities. It provides practice in selecting goals and objectives, task

analysis, preparing developmentally and academically sequenced materials, and evaluating intended learning outcomes. Course will also include techniques for teaching learning strategies and promoting transitions. Two hours lecture and two hours of laboratory per week.

363. Classroom Organization and Management for the Student with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: SPED 210. This course deals with techniques and strategies for creating classroom environments that support student learning, including: designing, an appropriate physical setting, developing standards for behavior, and building an atmosphere of caring and respect. Humanistic and behavioral approaches to classroom management are investigated. Additionally, the course focuses on maximizing individual differences, management of time and space, use of centers, scheduling, and working with parents, general educators, and paraeducators. Two hours lecture and two hours of laboratory per week. Must be taken concurrently with SPED 440.

365. Behavior Management Strategies for the Student with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: SPED 210, 361, 363, 440, and Full SARTE status. This course provides study and application of a continuum of classroom approaches for effective behavior management. Course will include a review of both humanistic and behavioral techniques that promote responsible classroom management. Candidates in this course will be able to develop and use management plans that meet the emotional and behavioral needs of students with mild/moderate disabilities. Two hours lecture and two hours laboratory per week.

440. Principles of Assessment and Evaluation of Individuals with Exceptionalities. Credit 3 hours. Prerequisite: SPED 363; EDUC 304 or EDUC 308 depending on area of certification (may be taken concurrently). Full SARTE status. Course designed to provide students with the basic statistical concepts needed to interpret results of psychological and educational test results. Study is given to those special procedures used to evaluate and diagnose educational problems in exceptional students with particular emphasis on criterion-referenced and developmentally based tests. Practice in design of instruments to evaluate motor, cognitive, language and social/emotional development as well as academic achievement will be included. Two hours lecture and two hours laboratory per week. Must be taken concurrently with SPED 361.

441. Practicum in Assessment and Evaluation of Individuals with Exceptionalities. Credit 3 hours. Pre requisite: SPED 361, 363, 365, 440. Supervised practice in administering and interpreting standardized and informal tests. Focus on use of criterion-referenced and developmentally based evaluation procedures as well as measurement and evaluation in the modern school program. Emphasis is placed on the diagnosis of the learners' needs in reading, written expression, and math and prescription of appropriate activities for advancement. Knowledge of and skills for teaching and assessing reading are featured. Must be taken concurrently with SPED 465. One hour of lecture and four hours of laboratory per week.

457/557. Alternative/Augmentative Communication Strategies for Individuals with Severe/Profound Impairments. Credit 3 hours. Course includes alternative communication modes such as communication boards, sign language, electronic aids, body/gestural systems, and graphic communication aids. Credit cannot be given for both SLH 451 and CSD 551 or SPED 457/557.

458/558. Computer Applications for Individuals with Special Needs. Credit 3 hours. Prerequisites: SPED 200 or 600, EDUC 201 or permission of Department Head. A course designed to provide an overview of microcomputers and other technology with an emphasis on applications for special populations. Topics include basic computer operations/adaptations, learning theories related to educational/clinical uses of technology, computer-managed instruction, and computer-assisted instruction. Awareness of technology-related ethical issues and knowledge of resources useful to computer users will be components of the course. Credit cannot be given for both SLH 452 and CSD 552 or SPED 458/558.

465/565. Inclusion Practicum. Credit 3 hours. Prerequisite: SPED 361, 363, 365, and 440. Practicum in teaching students with disabilities in inclusive general education classrooms. Experience in cooperative planning and coordination and teaching with the regular classroom teacher is provided. Must be taken concurrently with SPED 441. One hour of lecture and four hours of laboratory per week.

481/581. The Exceptional Family. Credit 3 hours. Prerequisite: SPED 200 or 600 or permission of the Department Head. To enhance the student's knowledge and empathic understanding of family dynamics in American Society. Special emphasis given to families with atypical children whose presence demands frequent adaptive maneuvers and long-term adjustments. Study of counseling methods applied to the exceptional child and family will constitute a major portion of the course. Appropriate for teachers, counselors, nurses, social workers and others serving the exceptional family.

490. Special Topics Seminar in Special Education. Credit 1-4 hours. Prerequisites: SPED 200 and permission of Department Head. An intensive examination of issues relevant to the field of special education. The course will focus on contributions of research, philosophy, and current best practices as they apply to the education of students with special needs. Course may be repeated for credit as topics vary for a maximum of 12 credit hours.

495/595. The Inclusion of Students with Disabilities in the Regular Classroom. Credit 3 hours. Prerequisites: SPED 200 or 210, Full SARTE status and Introductory portfolio. This course is designed to assist the regular classroom teacher to better understand and more effectively teach students who have special needs. Practical strategies and effective techniques for adapting classroom instruction and managing the behavior of groups of students is included. Must be taken concurrently with EDUC 415, EDUC 484, or ECE 422 depending on area of certification. A field experience component is required.

600. Introduction to the Education of Individuals with Exceptionalities. Credit 3 hours. A course for educators, students in behavioral sciences and students beginning graduate study in education. Study of relevant research dealing with the physical, mental, emotional, and social traits of individuals with exceptionalities. Current issues in the development of educational programs for individuals with special needs will be addressed.

601. Organization and Administration of Classes for Individuals with Exceptionalities. Credit 3 hours. Prerequisite: SPED 200 or 600. A study of the principles of administration as they pertain to special education. Emphasis will be on class structure, supervision, relationship to the total educational program, and financial structure of classes for Individuals with Exceptionalities.

602. Seminar in Special Education. Credit 3 hours. Prerequisite: SPED 200 or 210 or 600 and EDF 600 or department consent. Additionally, students pursuing a Master of Education, Special Education must have a completed all degree coursework before taking SPED 602. An intensive examination of the issues relative to the special education program. This course will be interdisciplinary in nature and will focus upon contributions of research, philosophy, history, and recent trends in special education as they apply to the resolution of major issues in special education. This is the capstone seminar of the graduate program in special education and is the last of the required courses for a Master of Education, Special Education. May be repeated for a total of 6 hours of credit.

603. Transition Issues for Individuals With Disabilities. Credit 3 hours. Prerequisite: SPED 200 or 210 or 600. Identification of transition needs of individuals with disabilities with emphasis on positive student outcomes and adult lifestyles. Visitation of employment facilities required.

608. Evaluation of Individuals with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: SPED 200 or 210 or 600. Theory, administration, and interpretation of formal and informal instruments to assess personal-social-school adjustment, educational level, intellectual functioning, and sensory deficits of individuals with mild/moderate disabilities.

612. Behavioral Assessment and Intervention with Individuals with Disabilities. Credit 3 hours. Prerequisite: SPED 200 or 210 or 600. Systematic behavioral assessment and intervention strategies with individuals with disabilities. Practical application of strategies with individuals with disabilities will be an integral part of the course.

613. Consulting Teacher Strategies. Credit 3 hours. Prerequisite: SPED 200 or 210 or 600. A study of effective techniques and strategies of consultation, collaboration and communication in the schools. The role of consulting teacher will be emphasized.

614. Assessment and Diagnostic/Prescriptive Strategies of Individuals with Exceptionalities. Credit 3 hours. Prerequisite: SPED 608. Theory, administration, and interpretation of formal and informal assessment measures which assist in designing prescriptive strategies to meet the unique needs of individuals with exceptionalities.

615. Compliance Issues in Special Education. Credit 3 hours. A study of compliance issues as they pertain to special education is presented. Emphasis will be on the Louisiana State Plan for special education, the legal basis for special education, interpretation of federal and state laws, due process proceedings, federal and state litigation, discipline regulations, child identification, state and federal reports, complaint management systems, state, federal, local investigations, free appropriate education, least restrictive environment, and funding.

616. Supervised Internship in Evaluation of Individuals with Exceptionalities. Credit 6 hours. Prerequisites: ESPY 605, and SPED 608, 612, 613, 614, 663, and prior approval of the Department Head. A supervised internship with individuals with exceptionalities. Emphasis will be placed on evaluation and implication for educational intervention through the development of individualized assessment/intervention plans. One hundred child contact hours required.

625. Independent Readings and Research in Exceptionalities. Credit 3 hours. Prerequisites: Advanced standing in special education and permission of the Department Head. May be repeated for a total of 6 hours credit.

641. Practicum in Assessment and Evaluation of Individuals with Disabilities. Credit 3 hours. Prerequisite: SPED 608 and SPED 663. Supervised practice in administering and interpreting standardized and informal tests for individuals with disabilities. Focus on use of criterion-referenced and developmentally-based procedures. Sixty hours of practicum experiences are required.

642. Practicum in Special Education Administration. Credit 3 hours. Prerequisites: Completion of all requirements leading to certification in Parish or City School Supervisor/Director of Special Education and permission of Department Head. This course meets the three hour requirement for a practicum in special education administration that is necessary for certification as a Parish or City School Supervisor/Director of Special Education. Course will focus on the role of the administrator in all aspects of implementation of federal, state and local regulations regarding special education.

649. Instructional Strategies for Individuals with Severe/Profound Impairments. Credit 3 hours. Prerequisite: SPED 600 or 650 and 659 or permission of Department Head. The study of instructional arrangements and strategies for implementing appropriate educational programs for students with severe/profound impairments. Utilization of systematic instruction and data to develop and evaluate the effectiveness of programs will be emphasized.

650. Introduction to the Characteristics and Development of Individuals with Severe/Profound Impairments. Credit 3 hours. This course presents an overview of characteristics and development of individuals with severe/profound impairments with an emphasis on the impact on the total life and development of the individual. An exploration of litigation and legislation, and etiology and a study of the effects of the interaction of severe/profound impairments on normal developmental processes will be included. Experience component required.

658. Advanced Teaming Strategies of Working with Paraprofessionals and Related Service Providers. Credit 3 hours. Prerequisite: SPED 200 or SPED 210 or SPED 600 or permission of the Department Head. The focus of this course will be teaming and effective communication strategies for working with paraprofessionals and related service providers. The dynamics of interdisciplinary and interagency teaming including different models of teaming (e.g. multidisciplinary, interdisciplinary, and transdisciplinary) and the concept of role release will be explored. The role of paraprofessionals, and medical/related service providers including methods and techniques for obtaining appropriate support personnel, supervising, and coordinating the paraprofessional will be discussed. Experience component required.

659. Curriculum Design for Individuals with Severe/Profound Impairments. Credit 3 hours. Prerequisite: SPED 600 or 650 or permission of Department Head. Curriculum design for individuals with severe/profound impairments is studied. Strategies for inclusion, community-based programming, and instruction in a variety of natural environments will be emphasized.

660. Learning Principles and Classroom Behavior Management and Intervention Strategies for Individuals with Severe/Profound Impairments. Credit 3 hours. Prerequisite: SPED 200, 600, or 650 or permission of the Department Head. This course will provide a review of general learning principles and behavioral analysis techniques appropriate for individuals with severe/profound impairments. Emphasis will be on proactive techniques, environmental structuring and implementation of positive behavior support strategies.

661. Methods of Designing and Assessing Curricula for Individuals with Mild/Moderate Impairments. Credit 3 hours. Prerequisite: SPED 200 or 600. Design, adaptation and evaluation of curricula for students with mild/moderate impairments is conducted. Experience in preparing developmentally and academically sequenced materials as well as a review of commercially prepared curricula is included.

662. Approaches to Teaching Students with Learning and Behavior Problems. Credit 3 hours. Prerequisites: SPED 200 or 600. Investigation of the various instructional models for teaching students with mild/moderate impairments. Emphasis on strategies which promote motivation and efficient student learning included.

663. Methods of Teaching Basic Subjects to Individuals with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: SPED 200 or 210 or 600 and SPED 608. This course integrates the basic skills with instructional processes and methods of teaching academic subjects. It includes the individualization techniques and strategies necessary for teaching individuals with mild/moderate disabilities. Experience component required.

664. Classroom Organization and Management for Students with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: SPED 200 or 210 or 600. This course addresses classroom organization strategies to meet the academic and behavioral needs of

students with mild/moderate disabilities. Scheduling, physical structure of the room and use of learning and interest centers will be addressed as well as non-behavioristic management strategies. Field experience component required.

665. Humanistic Approaches to Managing the Child with Mild/Moderate Impairments. Credit 3 hours. Prerequisite: SPED 200 or 210 or 600 or department consent. Non-behavioristic approaches used to assist development of internal control of behavior and actualization of self is studied. Experience component required.

667. Assessment and Instruction for Diverse Populations in Inclusive Classrooms. Credit 3 hours. Prerequisites: SPED 200 or 210 or 600 and EDUC 660. This is a core course for graduate students in all master's programs in Curriculum and Instruction. This course provides an understanding of how special education policies and practices are applied in inclusive classrooms.

674. Instructional and Assistive Technology for Individuals with Disabilities in Educational and Community Environments. Credit 3 hours. Instructional and assistive technology classifications, legislation, services and devices; benefits, resources, terminology across environments; impact of technology on learning needs. Field Experience to develop case studies will be an integral part of the course.

675. Basic Adaptive Skills and Prevocational Needs of Exceptional Individuals. Credit 3 hours. Prerequisite: SPED 200 or 600 or permission of the Department Head. Attention will be directed toward the basic living and prevocational skills needed by the exceptional individuals. Experience component.

676. The Inclusive Classroom: Methods of Designing and Assessing Curricula for Culturally and Linguistically Diverse Individuals with Exceptionalities. Credit 3 hours. Prerequisite: SPED 200 or 600. This course focuses on implications of multicultural trends and issues with relation to designing and choosing curricula. The impact of learning style, culture and language variation on the education of minority students with exceptionalities will be emphasized.

677. Seminar in Communication Disorders in Culturally and Linguistically Diverse Populations. Credit 3 hours. Prerequisite: SPED 200 or 600. Focuses on study of language development and disorders within a sociocultural perspective. This course will emphasize assessment and intervention of language disorders for handicapped students with culturally diverse backgrounds.

681. Problems of Atypical Language Development. Credit 3 hours. Prerequisite: SPED 200 or 600. Normal language development will be reviewed and atypical language development patterns will be studied. Identification techniques and approaches to habilitation will be surveyed.

682. Foundations of Early Education for Young Children with Disabilities. Credit 3 hours. Prerequisites: SPED 200, 210 or 600. An overview of the historical influences, research, controversies, and issues that provide the foundation for early education for exceptional children. Includes a review of model programs, their methods, materials, and rationales and a study of current issues in early intervention programs. Field experience component required.

683. Instructional Program Implementation for Young Children with Disabilities. Credit 3 hours. Prerequisite: SPED 200 or 210 or 600. Individual and group teaching strategies are analyzed within the framework of the classroom system and home-based intervention. Curriculum goals and content and the learning environment are studied with reference to developmental process. Experience component required.

684. Biophysical Development, Medical Management and Nutritional Needs of Young Children with Disabilities. Credit 3 hours. Prerequisite: SPED 200 or 210 or 600. An overview of normal development from conception to age five. Includes development of the musculoskeletal systems, and neurological systems as well as influences of genetics, diseases, trauma and chemicals on the developing child. Experience component required.

685. Language and Literacy Development for Young Children with Disabilities. Credit 3 hours. Prerequisite: SPED 200 or 210 or 600. Normal and abnormal language development and appropriate intervention procedures for young children with disabilities is explored. Content related to emergent and early literacy and the reading process is discussed in the context of providing candidates with the knowledge and skills to design, organize, and apply developmentally appropriate practices in a literacy program for young children with disabilities. Experience component is required.

686. Learning Theory in Applied Settings. Credit 3 hours. Prerequisites: SPED 200, 210, or 600 and 612. Investigation and application of major theories of learning, with emphasis on behavioral and cognitive approaches is presented. Design and implementation of management and instructional procedures in educational settings is included.

687. Research Methods in Special Education and Speech Pathology. Credit 3 hours. Principles, procedures, and techniques of research with an intensive survey of scientific investigations in special education, speech pathology, audiology, and related fields is studied. Emphasis on practical application for teachers/practitioners is provided. Credit cannot be granted for both SPED 687 and CSD 687.

688. Evaluation of Young Children With Disabilities. Credit 3 hours. Prerequisites: SPED 200 or 210 or 600 and 682 or departmental consent. Theory, administration, and interpretation of instrumentation to assess family characteristics, and personal-social, cognitive, motor, communication, self-help, and sensory abilities of young children who are "at risk" or have an identified disability. Field experience component required.

689. Teaming, Physical, and Medical Management. Credit 3 hours. Prerequisites: SPED 200, 210, or 600 or permission of department head. This course presents an overview of teaming and effective communication strategies for working with paraprofessionals and related service providers; the dynamics of interdisciplinary and interagency issues; the role of paraprofessionals and medical/related service personnel; normal development from conception to age five including development of the musculoskeletal systems, neurological systems and the influences of genetics, diseases, trauma and chemicals on the developing child.

693. Teaching Internship in Special Education: Early Intervention of Young Children with Disabilities. Credit 3 hours. Prerequisites: SPED 658, 682, 683, 684, and or permission of Department Head. Supervised and directed experience in teaching in programs for young children with disabilities, birth to age 5. Course is for students currently employed as full-time early interventionist and pursuing add-on certification in early intervention.

694. Teaching Internship in Special Education: Early Intervention. Credit 6 hours. Prerequisites: SPED 683 and 684 or permission of Department Head. Supervised and directed experience in teaching in programs for young children with disabilities, birth to age 5. Course is for students not currently employed as an early interventionist, but pursuing early intervention certification.

696. Teaching Internship in Special Education: Severely/Profoundly Impairments. Credit 3 hours. May be repeated for 9 hours credit. Prerequisites: SPED 659 and 660 or permission of the Department Head. Supervised and directed experience in teaching students with severe/profound impairments in a variety of educational settings.

697. Teaching Internship in Special Education: Mild/Moderate Impairments. Credit 3 hours. Prerequisites: Louisiana elementary certification, SPED 663 and 664 or permission of Department Head. Supervised and directed experience in teaching in mild/moderate impairments programs.

703. Advanced Transition Issues for Individuals with Disabilities. Credit 3 hours. This course will focus on advanced transition needs of individuals with mild/moderate disabilities. An emphasis will be on positive student outcomes and adult lifestyles. Candidates will acquire the knowledge and skills necessary to guide students in the development of IEPs and transition plans. Additionally, candidates will consider culture and diversity when assisting students in taking active roles in developing education and lifestyle goals. There will be a field component incorporated into this class.

704. Effective Practices in Instructional and Assistive Technology. Credit 3 hours. Prerequisite: SPED 670. Current practices, strategies, planning, and device knowledge and skills necessary to implement services for individuals with disabilities. Field experience to develop case studies will be an integral part of this course.

705. Evaluation and Assessment for Instructional and Assistive Technology. Credit 3 hours. Prerequisite: SPED 670. Theory, administration, and interpretation of formal and informal assessment measures to determine the need for assistive technology devices and services. Professional and ethical practice, collaboration, problem solving, and the decision process in educational settings will be emphasized. Field experience to develop case studies will be an integral part of the course.

706. Practicum in Instructional and Assistive Technology for Individuals with Disabilities. Credit 3 hours. Prerequisites: SPED 670, 704, and 705. This course will entail candidates developing and implementing action research in instructional and assistive technology for individuals with disabilities.

708. Theories and Approaches to Assessing Individuals with Disabilities. Credit 3 hours. This course focuses on assessment theories, creating, administering, scoring, and interpreting informal and formal assessment instruments that meet the diverse needs of individuals with disabilities. Assessment activities include addressing social, visual/motor, and sensory deficits of individuals with disabilities.

710. Advanced Theory and Practice in Assessment and Evaluation of Individuals with Exceptional Learning Needs. Credit 3 hours. Prerequisite: SPED 708. Advanced course in the principles of tests and measurement. The course covers the various tenets of test theory and principles to determine technical adequacy of test scores. Basic concepts including: reliability, validity, norms, and methods of expressing test scores statistically are studied. Test administration, scoring, and interpretation applied to individuals with exceptionalities. Practice in test administration, interpretation, and educational diagnosis for Educational Diagnosticians. The course will examine CHC theory and other classical and item response theory models.

716. Supervised Internship in Evaluation of Individuals with Exceptionalities. Credit 3 hours. Prerequisites: EPSY 605, SPED 612, 613, 614, 708, 710, or prior approval of department head, and special education certification. A supervised internship with individuals with exceptionalities. Emphasis will be placed on evaluation and implication for educational intervention through development of individualized assessment/intervention plans. Field experience component required.

741. Practicum in Linking Assessment to Instruction. Credit 3 hours. Prerequisites: SPED 708 and 763. This course provides supervised practice in implementing research-based assessment and instructional practices to individuals with disabilities in inclusive classroom settings. The practicum focuses on data-based decision making that links research-based assessment results to instructional methods and strategies that will impact achievement for individuals with disabilities. Candidates will be required to collaborate with individuals with disabilities, their family members, school faculty and administrators, and other interested stakeholders that have relationships with individuals with disabilities.

763. Advanced Methods of Teaching Individuals with Disabilities. Credit 3 hours. Prerequisite: SPED 708. This course will enhance and expand candidates basic knowledge about instructional processes and methods of teaching academic subjects to students with disabilities through strategies, direct instruction, differentiating instruction, and universal design for learning. A special emphasis will be on communication/literacy issues with respect to individuals with disabilities. This course will enable candidates to develop skills needed to proceed with National Board for Professional Teaching Standards certification.

765. Humanistic Approaches to Developing Inclusive Classrooms. Credit 3 hours. Prerequisite: SPED 200, 210, or 600. Non-behavioristic approaches used to assist development of appropriate behaviors in inclusive classrooms will be explored. Field experience component is required.

767. Advanced Strategies for Developing Partnerships with Families of Children and Youth with Disabilities. Credit 3 hours. This course is designed to develop an understanding of exceptional families and the dynamics, roles, and relationships within families, schools, and communities in a pluralistic society. Special emphasis is placed on application of family systems theory, development of family/school partnerships, and examination of the impact of special education laws and policies on exceptional families. Field experience component required.

770. Capstone Seminar. Credit 3 hours. This is the capstone seminar for candidates enrolled in the Professional Special Education Program. Emphasis is placed on preparing special educators for the roles as teacher leaders and collaborators for change and improvement in districts and schools. Further, candidates will expand their knowledge of strategies that will prepare them to continue to be lifelong learners. The competencies of this course are derived from the requirements for teachers by the national standards for the Council for Exceptional Children, the Standards for the NBPTS (Exceptional Needs Specialist), NCATE, and INTASC, and guidance from the special education program faculty. Must be taken during final semester of coursework.

LIBRARY SCIENCE EDUCATION (LSED)

In order to meet the growing demand for trained librarians in all types of libraries, the Department offers a Library Science minor which qualifies students for positions and as assistants in college, public, and special libraries. Students in the College of Business, and the College of Arts and Sciences may minor in Library Science by completing eighteen semester hours. Courses required for this minor are Library Science Education 401/501, 402/502, Library Science Administration 403/503, 404/504, 405/505, and 422 (School Librarian certification) or Library Science 421. School Librarian certification also requires the completion of one three-hour credit course in educational media technology (LSA 406 or 506) and LSA 580 (Practicum in School Librarianship).

401/501. Books and Related Materials for Children. Credit 3 hours. Study of reading interests of children at various age levels; principles of book selection for children; tools for selecting books and materials; particular consideration given to writers, illustrators, publishers, and editions; emphasis placed on extensive reading and evaluation of all types of literature for children; methods of presentation; examination of all types of printed and audio-visual aids.

402/502. Books and Related Materials for Young People. Credit 3 hours. Library in relation to educational program of the school; reading needs and interests of young people; principles of selecting books and materials for young people; aids and tools in selection; reading and evaluating many books for adolescents; methods for guidance in use of library materials; examination of all types of printed audio-visual aids.

408/508. Educational Material for the Classroom. Credit 3 hours. Prerequisite: Junior standing. A course designed primarily for persons who will be teaching at the elementary or secondary levels. It is designed to give a working knowledge of the theory and production of classroom teaching/learning materials. Additionally, the course will provide opportunities for students to develop proficiency in the operation and utilization of most types of school audio-visual equipment. Students may take this course as an education elective but it is not to be counted toward certification in media.

409/509. Instructional Design and Production of Specialized Curriculum Materials. Credit 3, 6, or 9 hours. Prerequisite: Junior standing or permission of the Department Head. This course is designed to help teachers research, write, and produce specialized materials for their classroom. Course materials developed might include materials such as annotated bibliographies, slide presentations, audio tapes, teachers' guides, or media kits. Students may be required to purchase instructional supplies or pay travel expenses when required.