

EDUCATION (EDUC)

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.

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. (As Needed)

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, videotaping, and other teaching techniques will be utilized to provide appropriate and innovative experiences for the participants. (As Needed)

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. (As Needed)

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. (As Needed)

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. (As Needed)

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. (As Needed)

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. (Fall, Spring)

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. (Fall, Spring)

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. (As Needed)

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. (Fall, Spring)

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. (Summer, Fall, Spring)

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. Field experience required. Education majors only. (Summer, Fall, Spring)

308. Teaching Reading in the Middle School. Credit 3 hours. Prerequisites: EDUC 203, 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. Field experience required. Education majors only. (Fall, Spring)

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. (Spring)

320. Foundations of PK-8 Mathematics Education. Credit 3 hours. Prerequisites: EPSY 301 (or EPSY 304 in PK-3 curriculum), EPSY 315 (or EPSY 314 in PK-3 curriculum), EDUC 307, MATH 167, MATH 168, Introductory Portfolio, 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. Field experiences required. Education majors only. Take concurrently with EDUC 323, EDUC 326, or EDUC 328. (Fall, Spring)

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. (Fall, Spring)

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. (Fall, Spring)

323. Curriculum and Instruction in Grades PK-3. Credit 6 hours. Prerequisites: ECE 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. Field hours required. Concurrent enrollment in EDUC 320. Education Majors only. (Fall, Spring)

326. Curriculum and Instruction in Grades 1-5. Credit 6 hours. Prerequisites: EDUC 304, SPED 440 or EDUC 307, EPSY 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. Field experience required. Concurrent enrollment in EDUC 320 and 322. Education majors only. (Fall, Spring)

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 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. Field experience required. Education majors only. (Fall, Spring)

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. (As Needed)

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

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. (As Needed)

407/533. Tests and Measurements. Credit 3 hours. Prerequisites: EDUC 203, EDUC 211, Educational Psychology 301 or 311, and Full SARTE status. Focus of the course is instructional alignment in which the objectives a teacher intends to teach match the lesson activities and are checked through appropriate assessments. Construction of lesson plans and teacher made assessments and the administration and interpretation of standardized tests are emphasized in this course. Field experience is required. Education majors only. (Summer, Fall, Spring)

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. (As Needed)

415. Curriculum and Instruction in the Elementary School. Credit 9 hours. Prerequisites: Full SARTE status, Introductory Portfolio, MUS 291, EDUC 320, EDUC 322, and EDUC 326. 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. Field experience required. SPED 495 and KIN 405 must be taken concurrently. Evaluation techniques are viewed and applied in the experiences gained in this block. Education majors only.

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. (Fall, Spring)

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. (As Needed)

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. (As Needed)

427. Student Teaching in the Elementary or Middle 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. (Fall, Spring)

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. (Fall, Spring)

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. (Fall, Spring)

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. (As Needed)

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. (As Needed)

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. (As Needed)

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. (As Needed)

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. (As Needed)

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. (As Needed)

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. (As Needed)

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. (Fall, Spring)

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. (As Needed)

472. Teaching Reading in the Content Areas. Credit 3 hours. Prerequisites: EPSY 301 or 311, and Full SARTE status. A course designed to provide 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. Field experience required. Education majors only. (Summer, Fall, Spring)

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. (As Needed)

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. (As Needed)

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. (As Needed)

484. Upper Elementary Curriculum and Instruction. Credit 6 hours. Prerequisite: Full SARTE status, Introductory Portfolio, EDUC 320 and EDUC 328. 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 4-8. Concurrent enrollment in SPED 495. Field experience required. Education majors only. (Fall, Spring)

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. (As Needed)

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. (Fall, Spring)

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. (As Needed)

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). (As Needed)

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. (Fall, Spring)

499. Teacher Development Seminar. Credit 1-3 hours. Prerequisite: Permission of the Department Head. The support seminar must be taken based upon recommendation of the Office of Student Teaching when student teaching has not been successfully completed. This course addresses the relationships among three fundamental aspects of the educational process: the subject matter of the curriculum, the diverse capabilities of students, and the teacher's responsibilities to design and implement instruction. Emphasis will be placed on major issues facing teachers in establishing and maintaining a positive and productive learning environment, as well as the professional roles and responsibilities. (As Needed)

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. (Summer, Fall, Spring)

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. (As Needed)

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. (Fall)

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. (Summer)

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. (As Needed)

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. (Fall, Summer)

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. (Spring)

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. (Fall)

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. (Spring)

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. (As Needed)

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. (As Needed)

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. (As Needed)

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. (As Needed)

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. (Summer)

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. (As Needed)

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. (As Needed)

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. (Fall, Spring)

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. (Fall, Spring)

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. (As Needed)

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. (Summer, Fall, Spring)

661. Diagnostic and Prescriptive Reading. Credit 3 hours. Prerequisite: 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. (Spring)

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. (As Needed)

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. (Summer, Spring)

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. (Summer)

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. (As Needed)

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. (As Needed)

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

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. (As Needed)

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. (As Needed)

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. (As Needed)

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. (As Needed)

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. (As Needed)

674. Readings in Education. Credit 3 hours. Prerequisites: Educational Foundations 600 and permission of the Department Head. Directed readings on selected topics in education. Area(s) of reading and study to be designated by instructor. Student may repeat the course for a total of 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. (As Needed)

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. (As Needed)

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. (Fall, Spring)

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. (Fall, Spring)

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. (As Needed)

690. Instructional Coaching in Schools. Credit 3 hours. Prerequisites: EDL 610 and EDL 612. A study of roles, responsibilities and practices of instructional coaches and mentors in schools are emphasized along with data-driven research-based instructional practices, differentiated instruction, and collaborating with school administrators and instructional personnel. Theories concerning adult learning, the social

and psychological aspects of teacher career development are examined, along with the impact of school climate and culture on teacher collegiality. A field experience component is included. (As Needed)

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. (Fall)

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. (As Needed)

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. (Fall)

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. (As Needed)

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. (Spring)

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. (Spring)

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. (As Needed)

700. Internship for Teacher Leaders and Instructional Coaches. Credit 3 hours. Prerequisites: All concentration area courses. A supervised internship for teacher leaders and instructional coaches developed in collaboration with school districts. Students observe and participate in directing, guiding, and evaluating instructional processes and/or activities related to collaboration, school improvement, and change. Direct involvement with instructional personnel, school administrators and staff, parents, and community members is emphasized. (As Needed)

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. (As Needed)

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. (As Needed)

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. (As Needed)

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. (As Needed)