

## College of Education and Human Development

# DEPARTMENT OF TEACHING & LEARNING

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**Interim Head of the Department:** Associate Professor Trowbridge

**Professors:** Coombs-Richardson, Evans, Partridge, Ragan, Wadlington

**Associate Professors:** Bidner, Carr, Day, Hicks-McCormick, Melville, Jacob, Nobles, Simoneaux, Sinclair, Torrey, Tricou

**Assistant Professors:** Benson, Brocato, Della-Pietra, Elliott, Gatlin, Lester, McCardle, Ratcliff

**Instructor:** Bollingham

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.

- [Education](#)
- [Special Education](#)
- [Library Science Education](#)

## 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) and a 2.35 adjusted grade point average. 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 2.35 adjusted 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.

**204. The Student Counselor.** Credit 3 hours. Prerequisite: 2.0 minimum adjusted GPA and permission of instructor. Seminar for the prospective Resident 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 Resident Assistants. Course includes a five week practicum experience in a residence hall.

**304. The Teaching of Reading in the Elementary School.** Credit 3 hours. Prerequisite: Education 202. 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 mature readers. The newest in techniques, methods, and materials will be appraised through study, observations, and demonstrations in actual classrooms.

**313. Elementary Music Methods.** Credit 3 hours. Prerequisites: Education 202 and Educational Psychology 301. 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.

**314. Secondary Choral/General Music Methods.** Credit 3 hours. Prerequisites: Education 313 or consent of Department Head. Methods and materials for junior and senior high school choral and general music programs. Includes content of general music and choral curriculum, organization and administration of secondary choral and general music programs, observation of secondary school music classes, and planning for instruction.

**321. Elementary Curriculum and Instruction.** Credit 6 hours. Prerequisites: Education 304, Educational Psychology 301 and Mathematics 167. 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

special populations will be considered. Three hours lecture and six hours laboratory per week.

**322. Diagnostic and Prescriptive Reading.** Credit 3 hours. Prerequisite: 2.5 adjusted GPA. This course is designed to equip the student with knowledge of and skill 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 Education 321.

**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 202 and Educational Psychology 301 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.

**413/534. Methodology and Curriculum Development in Second Language Instruction.** Credit 3 hours. Prerequisite: Educational Psychology 301 or 311 depending upon major field of certification. This course incorporates methodology of teaching a second language with an exploration and development of theories and processes of curriculum development appropriate for students who are learning two languages-their native language and a second language.

**414/593. Curriculum Design for Teaching English as a Second Language.** Credit 3 hours. This course, a correlative of Education 413/534, sets forth procedural steps in the practical application of language learning and curriculum theories to the development of culturally-based curriculum content specifically designed for the teaching of English as a second language in the multicultural classroom. Cross-cultural constants will be identified and described using appropriate terminology for developing

skill and fluency in using oral and written English throughout the curriculum.

**415. Curriculum and Instruction in the Elementary School.** Credit 9 hours. Prerequisites: 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.

**424. Student Teaching in Communicative Disorders in the Elementary and Secondary Schools.** Credit 9 hours. Prerequisites: See Requirements for Student Teaching section in this Catalogue. All-day, all-semester 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 therapist. Students are required to register for the complete professional semester offerings indicated on their curricula sheets, which includes Education 473, and Education 424.

**425. Elementary and Mild/Moderate Impairments Professional Semester.** Credit 12 hours. Prerequisites: See Requirements for Student Teaching section in the catalogue. The primary emphasis of this semester will be placed on teaching children under the guidance of a cooperative teacher in an environment which will foster exploration and creative teaching strategies. Seminars may be conducted on the following topics: tenure laws, philosophy and history, certification, teacher welfare, classroom administrative procedure, evaluation of other cognate areas. Students will teach one half semester in the regular classroom setting and one half semester in the mild/moderate classroom setting, and the development of skills, techniques, and understanding in working with both groups will be stressed. The student will spend the full day, five days per week in the school to which he is assigned.

**426. Elementary Professional Semester.** Credit 12 hours. Prerequisites: See Requirements for Student Teaching section in the Catalogue. The primary emphasis of this semester will be placed on teaching children under the guidance of a cooperative teacher in an environment which will foster exploration and teaching strategies. Seminars may be conducted on the following topics: tenure laws, philosophy and history, certification, teacher welfare, and classroom administrative procedure. Emphasis is also given to the identification and application of appropriate evaluation techniques in the teaching-learning process. The future teacher's performance in working with children will be emphasized. The student will spend the full day, five days per week in the school to which he is assigned.

**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.

**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 Field Experiences 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 Field Experiences. 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.

**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 Field Experiences 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 Field Experiences 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.

**440/523. Foundations of Adult Education.** Credit 3 hours. A study of the history, philosophy, structure, and current developments in the field of adult education.

**441/524. Adult Learning and Development.** Credit 3 hours. A study of learning in adulthood. Special emphasis is put upon motivation, learning problems, and guidance and counseling of specialized populations of adults with unique personal, social, educational, and occupational needs.

**442/525. Seminar in Adult Education.** Credit 3 hours. A study of a contemporary aspect of adult education and related research. Topic will vary depending on community needs and student demand; however, possible topics include specialized populations, competency-based education, use of community resources, administration/supervision and guidance/counseling in adult education. May be repeated once for a total of six hours.

**443/526. Practicum in Adult Education.** Credit 3 hours. Prerequisites: Educ 440/523, either 441/524 or 446/577, and 3 additional hours of coursework and permission of instructor. A course designed to provide supervised practical experiences in teaching, supervising, and administering adult education programs. Weekly seminars are held for planning, evaluation, and discussion.

**446/577. Methods and Materials/Curriculum Development in Adult Education.** Credit 3 hours. A course in instructional methods and materials to be utilized with adult students. Development of appropriate curriculums to meet adult needs will be emphasized.

**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: Education 202 and Educational Psychology 311 depending upon major field of certification. 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; EDUC 202, Educational Psychology 311. 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.

**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.

**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).

**605. Research Seminar in Gifted and Talented Education.** Credit 3 hours. Prerequisite: Educational Foundations 600 and Education 648. An in-depth study of research in the creativity and education of 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[EDL 636]. Supervision of Student Teaching.** Credit 3 hours. 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.

**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. A minimum of twelve hours per week for the semester in the public or nonpublic schools/early childhood program plus any additional conference time that may be necessary.

**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.

**661. Diagnostic and Remedial Reading.** Credit 3 hours. Prerequisite: Education 657 or Education 658 or equivalent. The objectives of this course will be to improve the teacher's knowledge of an interpretation of diagnostic techniques in the field of reading at both primary and upper elementary levels. Instructional problems in the field of reading presented by slow-learning and retarded children will be discussed.

**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 instructor. 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 instructor 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 instructor 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. 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. This course is designed to provide master teachers with the knowledge and skills to become leaders for change and continuous improvement in districts and schools. Emphasis is placed on using the process, content, and context of change to enhance student learning and develop learning organizations.

**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.

**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 indepth 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 indepth 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.

## 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.

**260. Introduction to the Development of Children with Mild/Moderate Impairments.** Credit 3 hours. Prerequisite: Special Education 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. Development and Evaluation of Curricula for Children with Mild/Moderate Impairments.** Credit 3 hours. Prerequisite: Special Education 365 and Junior standing or permission of Department Head. Design and evaluation of social and academic curricula for children with mild/moderate impairments. Practice in selecting goals and objectives, task analysis, preparing developmentally and academically sequenced materials and evaluating intended learning outcomes. Includes critique of commercially prepared curricula based on individual and class profiles.

**363. Classroom Organization and Management for the Exceptional Learner.** Credit 3 hours. Prerequisites: Special Education 361 and 444 or permission of Department Head. This course examines the role of the instructional manager in individualization, developing self-direction and motivation. Focuses on maximizing individual differences, management of time and space, and use of interest centers. Experience component.

**365. Behavioral Management Strategies for the Student with Mild/Moderate Impairments.** Credit 3 hours. Prerequisites: Special Education 200 and Education 202 or permission of Department Head. 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. Students in this course will be able to develop and use management plans that meet the emotional and behavioral need areas of students with mild/moderate impairments.

**430/530. Manual Communication.** Credit 3 hours. An introduction to fingerspelling and sign language, including applications for individuals with exceptionalities. Supervised practice in fingerspelling and signing.

**440/540. Principles of Assessment and Evaluation of Individuals with Exceptionalities.** Credit 3 hours. Prerequisite: Special Education 365 and Education 304 or permission of the Department Head. 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.

**441. Practicum in Assessment and Evaluation of Individuals with Exceptionalities.** Credit 3 hours. Pre requisite: Special Education 363 or permission of the Department Head. Supervised practice in administering and interpreting standardized and informal tests. Focus on use of criterion-referenced and developmentally based evaluation procedures.

**447/547. Advanced Manual Communication.** Credit 3 hours. Prerequisite: Special Education 430 or 530 or permission of Department Head. A continuation of beginning manual communication with emphasis on American Sign Language. Application for individuals with hearing impairments. Supervised practice in signing.

**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. Mainstreaming Practicum.** Credit 3 hours. Prerequisite: Special Education 363 or permission of Department Head. Practicum in teaching special education students integrated into the regular classroom. Experience in cooperative planning and coordination and teaching with the regular classroom teacher is provided.

**481/581. The Exceptional Family.** Credit 3 hours. Prerequisite: Special Education 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 Exceptional Student in the Regular Classroom.** Credit 3 hours. This course is designed to assist the regular classroom teacher to better understand and more effectively teach students who have special needs. Major characteristics associated with the various exceptionalities, practical strategies and effective technique for adapting classroom instruction and managing the behavior of groups of students is included.

**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: Special Education 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: Special Education 600 or equivalent. 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. May be repeated for a total of 6 hours of credit.

**603. Vocational Adjustments of Individuals with Exceptionalities.** Credit 3 hours. Prerequisite: Special Education 200 or 600. Identification of vocational needs of individuals with exceptionalities with emphasis on positive student outcomes and adult lifestyles. Visitation of vocational facilities required.

**608. Evaluation of Individuals with Exceptionalities.** Credit 3 hours. Prerequisite: Special Education 200 or 600, 612 and 662. 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 exceptionalities.

**612. Behavioral Assessment and Intervention with Individuals with Exceptionalities.** Credit 3 hours. Prerequisite: Special Education 200 or 600 or permission of the Department Head. Systematic behavioral assessment and intervention strategies with individuals with exceptionalities. Practical application of strategies with individuals with exceptionalities will be an integral part of the course.

**613. Consulting Teacher Strategies.** Credit 3 hours. Prerequisite: Special Education 200 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 Diagnostics/Prescriptive Strategies of Individuals with Exceptionalities.** Credit 3 hours. Prerequisites: Special Education 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: Special Education 608, 612, 613, 614 and 686 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 [541]. Practicum in Assessment and Evaluation of Individuals with Exceptionalities.** Credit 3 hours. Prerequisite: Special Education 608 or prior approval of the Department Head. Supervised practice in administering and interpreting standardized and informal tests for individuals mild/moderate impairments. Focus on use of criterion-referenced and developmentally-based procedures. Sixty hours of practicum experience 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: Special Education 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 Strategies of Working with Paraprofessionals and Medical and Related Service Personnel/Health and Safety Procedures for Individuals with Severe/Profound Disabilities.**

Credit 3 hours. Prerequisite: Special Education 650 or permission of the Department Head. The role of paraprofessionals, medical/related service personnel the existence of the various medical problems, the need for appropriate safety precautions and noneducational therapeutic procedures in working with a person with severe/profound impairments is studied. Includes methods and techniques for obtaining appropriate support personnel, supervising, and coordinating the paraprofessional. Topics such as transportation, physical management, adaptive equipment and medical procedures will be covered.

**659. Curriculum Design for Individuals with Severe/Profound Impairments.** Credit 3 hours.

Prerequisite: Special Education 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: Special Education 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 [561]. Methods of Designing and Assessing Curricula for Individuals with Mild/Moderate Impairments.** Credit 3 hours.

Prerequisite: Special Education 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 [562]. Approaches to Teaching Students with Learning and Behavior Problems.** Credit 3

hours. Prerequisites: Special Education 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 [562]. Methods of Teaching Basic Subjects to Students with Mild/Moderate Impairments.**

Credit 3 hours. Prerequisite: Special Education 200 or 600. 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 students with mild/moderate impairments. Experience component.

**664 [563]. Classroom Organization and Management for Students with Mild/Moderate**

**Impairments.** Credit 3 hours. Prerequisite: Special Education 200 or 600. This course addresses classroom organization strategies to meet the academic and behavioral needs of students with mild/moderate impairments. Scheduling, physical structure of the room and use of learning and interest centers will be addressed as well as non-behavioristic management strategies. Experience

component.

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

**675 [575]. Basic Adaptive Skills and Prevocational Needs of Exceptional Individuals.** Credit 3 hours. Prerequisite: Special Education 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: Special Education 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: Special Education 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: Special Education 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. Prerequisite: Special Education 200 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. Experience component required.

**683. Instructional Program Implementation for Young Children with Disabilities.** Credit 3 hours. Prerequisite: Special Education 200 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: Special Education 200 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. Methods of enhancing gross and fine motor needs will be emphasized. Experience

component required.

**685. Language Development and Language Disabilities of the Young Children with Disabilities.**

Credit 3 hours. Prerequisite: Special Education 200 or 600. Normal and abnormal language development and appropriate intervention procedures for the preschool child with disabilities is explored. Experience component is required.

**686. Learning Theory in Applied Settings.** Credit 3 hours. Prerequisites: Special Education 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 Exceptional Children in Early Intervention.** Credit 3 hours. Prerequisites: Special Education 200 or 600. 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.

**693. Teaching Internship in Special Education: Early Intervention of Young Children with Disabilities.** Credit 3 hours. Prerequisites: Special Education 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: Special Education 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: Special Education 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, Special Education 663 and 664 or permission of Department Head. Supervised and directed experience in teaching in mild/moderate impairments programs.

## 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 audiovisual 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 audiovisual 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 audiovisual 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 consent of instructor. 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.

In NYU Steinhardt's Department of Teaching and Learning, you'll be a part of a community that's actively engaged with the theory and practice of how people learn. From our location in the heart of New York City, you'll have access to one of the world's most diverse and complex education systems — a training ground for building engaging learning spaces like no other. As a Teaching and Learning student, you can: Develop your teaching skills and build your expertise in your content area. Observe and train in global education systems. Engage with urban schools and communities. Learn how to promote