

# Teacher Education (EDUC)

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Head of the Department: Associate Professor Head

Professors: Bitner, Partridge, Schisler

Associate Professors: Bidner, Burns, Day, Hicks, Lofton,  
Sineshaw, Tricou, Wadlington

Assistant Professors: N. Bitner, Della-Pietra, Echols,  
Elliott, Ennis, Jacob, McCardle, Nobles, Robisheaux, Simmoneaux,  
Sinclair, Slaton, Trowbridge, Vaughn-Neely, Walsh, Lester

Instructors: Bailey, Bollingham, Cefalu-Walkwitz,  
Ordoyne

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 (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.**

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

**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 multi-cultural 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.**

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**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).**

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**Updated 1 Apr 99.**