

Teacher Education (EDUC)

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)

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.

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.

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.

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.

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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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.

643. Integrating Computers Into the Elementary and Secondary Classroom. Credit 3 hours. A

course designed primarily for experienced teachers that provides an overview of microcomputer applications. Emphasis is placed on providing a working knowledge of and hands-on experience with microcomputers. Topics include selecting and evaluating appropriate computer assisted instruction, relating learning theories to current educational uses of microcomputers, examining research on educational applications of microcomputers, surveying periodicals in the field, and individualizing instruction using computer managed instruction.

644. Development of Computer Assisted Instruction for the Elementary and Secondary School. Credit 3 hours. Prerequisites: Education 643. A course designed to assist teachers in using the techniques involved in planning and creating a microcomputer instructional program in a discipline of their choice. Emphasis is placed on the importance of authoring languages and authoring systems in producing computer assisted instruction. Current learning theory as it pertains to authoring microcomputer CAI programs is examined. Students will create a program of microcomputer assisted instruction with appropriate documentation and student/teacher support materials.

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

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

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

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 302 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 and a maximum of six hours may be applied toward the Specialist in 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 and a maximum of six hours may be applied toward the Specialist in 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.

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

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.

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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.

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