EDUCATIONAL LEADERSHIP AND TECHNOLOGY

Head of the Department: Dembowski
Professors: Dembowski, Fulwiler, Nauman
Associate Professors: Adams, Armenta, DeVaney, Echols, Ennis
Assistant Professors: Blacher-Wilson, Campbell, Dorough, Hancock, Harchar, Parton,   Rhodes
Instructors:

EDUCATIONAL FOUNDATIONS (EDF)

600. Educational Research. Credit 3 hours. Principles and procedures in the scientific study of educational problems. Examination of principal research methods and application of research principles.

607. Philosophy of Education. Credit 3 hours. A study of major philosophical systems and the educational theories associated with each system.

615. History of Education. Credit 3 hours. The growth and development of education and educational institutions from prehistoric times to the seventeenth century.

616. History of American Education. Credit 3 hours. The development of American education from the seventeenth to the twentieth century.

673. Independent Study. Credit 3 hours. Prerequisites: Educational Foundations 600 and permission of the Department Head. Student completes research study and report under direction of graduate instructor. The course may be repeated for a total of 6 hours, with no more than 3 credit hours in any one semester. A maximum of 3 hours of credit in Independent Study may be applied toward the Master of Education.

674. Readings in Education. Credit 3 hours. Prerequisites: Educational Foundations 600 and permission of the Department Head. Directed readings on selected topics in education. Area(s) of reading and study to be designated by instructor. Student may repeat the course for a total of 6 credit hours, with no more than 3 credit hours in any one semester. A maximum of 3 hours of credit in Readings may be applied toward the Master of Education.

701. Educational Statistics. Credit 3 hours. Prerequisite: Educational Foundations 600. Study of basic statistical concepts, both descriptive and inferential. Emphasis is placed on the use of these concepts in solving educational problems.

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

800. Introduction to Doctoral Program and Research Design in Educational Leadership. Credit 3 hours. Prerequisite: EDF 600 or equivalent. The purpose of this course is to begin to prepare students to undertake a major research study, specifically the dissertation. Requirements and expectations of doctoral candidates, as well as technology that will be used for program delivery will be addressed. This course also presents and discusses quantitative and qualitative methodologies and processes used in applied research.

801. Writing for Research in Educational Leadership. Credit 3 hours. Prerequisite: EDF 800. This course is designed to prepare the doctoral student for the conduct of scholarly inquiry and writing. Topics include refining writing style, avoiding plagiarism, adhering to APA style, conducting literature reviews, and critiquing. It is expected that students will have knowledge of and skills in the use of computer applications, research and statistics, and informatio65n literacy.

802. Quantitative Methods in Educational Leadership. Credit 3 hours. Prerequisite: EDF 800. This course builds on the foundations of research and statistics and introduces advanced statistical techniques commonly used in educational research. Focus is on developing skills in parametric and non-parametric analyses through the use of statistical analysis software.

803. Quantitative Methods in Educational Leadership. Credit 3 hours. Prerequisite: EDF 800. Students in this course will discuss future trends, issues and problems in academic educational systems, understanding and developing a qualitative research design. Their focus will be to identify potential problems and solutions and develop useful and relevant theory in qualitative research.

900. Doctoral Dissertation Seminar I. Credit 3 hours. Prerequisite: Admissions to candidacy. This course deals with both the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The purpose of the course is to assist students through the proposal and dissertation writing processes.

990. Doctoral Dissertation Seminar II. Credit 3 hours. Prerequisite: Admission to candidacy. Students in this course will complete the writing of their dissertation proposal, successfully defend their proposal, and obtain the approval of the Southeastern Louisiana University Institutional Review Board for Research on Human Subjects (IRB) for their dissertation research design and process.

995. Defense and Completion of Dissertation. Credit 3 hours. Prerequisite: Admission to candidacy. The purpose of this course is to assist students through dissertation writing and completion processes. The class sessions constitute a forum for the discussion of issues and problems that arise from the participating students' own writing, oral defense and doctoral research processes.

EDUCATIONAL LEADERSHIP (EDL)

600. Research Methods for Administrators. Credit 2 hours. A course designed for school administrators to provide an introduction to concepts and issues in research methodology. The primary focus of this course will be the acquisition and understanding of basic research terminology and techniques.

626. Public School Administration. Credit 3 hours. The fundamental facts and procedures of school administration are emphasized. Theory and practice are fused in teaching the duties and responsibilities of administrative officials in the organization, administration, and supervision of a modern school system. Twenty hours of practicum experiences in the appropriate setting are required.

627. Elementary School Principalship. Credit 3 hours. A study emphasizing the administrative roles and responsibilities of the elementary school principal. Emphasis is placed upon fusing theory and practice in elementary school administration.

628. Secondary School Principalship. Credit 3 hours. Emphasis is placed upon the theory and practice of the roles and responsibilities of the modern secondary school principal. Special attention is given to administrative roles in staff relations, curriculum, instruction, discipline, community involvement, and fiscal management.

635. Supervision of Instruction in the Elementary and Secondary School. Credit 3 hours. A study of the purposes, organization, and development of supervisory programs. Theory and practice of the principles, techniques, and procedures in the improvement of instruction at both the elementary and secondary school levels..

641. School Facilities Planning and Utilization. Credit 3 hours. A study of the duties and responsibilities of educational and non-educational personnel in the planning, construction and utilization of the school plant.

642. School Personnel Administration. Credit 3 hours. Organization for personnel services; development of policy to govern selection, orientation, placement, remuneration, transfers, separation, and the development of morale among instructional and non-instructional personnel.

660. Seminar I: Facilitating a High Quality Learning Community. Credit 2 hours. Prerequisites: Admission to Program and concurrent enrollment in EDL 600 and ETEC 616. The course will cover organizational theory. Principles of organizational development will be explored and special attention will be given to the development of shared visions and goals, and the strategic planning required to achieve them.

661. Seminar II: Organizational Management and Legal Issues.. Credit 6 hours. Prerequisites: EDL 600, EDL 660, and ETEC 616. This course will cover the relationship among scheduling, resource allocation, shared decision-making and technology to facilitate building management for effective school leadership. Legal issues related to school management will also be explored.

662. Seminar III: Human Resources and School-Community Relations. Credit 6 hours. Prerequisite: EDL 661. The importance of developing effective interpersonal relationships with faculty, staff and community is the focus of the course, alone with human resource management, including recruitment, selection, induction, and professional development. Effective communication with internal and external publics, as well as with the media, will be explored.

663. Seminar IV: School Leader as Instructional Facilitator. Credit 6 hours. Prerequisites: Seminars I, II, and III. The instructional program will be explored through an analysis and evaluation of curriculum, student assessment, and instruction. Emphasis will be placed upon the supervision of the teaching and learning process as it relates to continuous school improvement.

664. Seminar V: School Leader as Change Agent. Credit 6 hours. Prerequisites: Seminars I, II, III, and IV. School improvement will be explored with particular emphasis placed on the importance of change, action research, data analysis, and risk-taking.

665. Seminar VI: The Internship. Credit 5 hours. Prerequisites: Seminars I, II, III, IV, and V. The internship includes a variety of planned experiences in a diverse work environment and multiple settings that involve direct interaction and involvement with candidates, staff, parents, and community leaders over an extended period of time.

702. School-Community Relations. Credit 3 hours. Study of the public relations problems including reporting to parents and acquainting the community with the purposes, methods, accomplishments, and needs of the school. School-community activities that are initiated from within the school, those that are initiated from without the school, and those activities that are initiated jointly by the school and the community to improve relations are reviewed, analyzed and evaluated. Special emphasis is given to the importance of the role of the educational leader in school-community relations.

704. Supervision of Child Welfare and Attendance. Credit 3 hours. An outline of the responsibilities of the visiting teacher to include home and school visitation programs, an analysis of attendance and related problems, the promotion of home-school relationships, and maintenance of all necessary records.

709. Practicum in Supervision. Credit 3 hours. Prerequisites: EDL 626 and 635; admittance to the program except for those already holding a master's degree and seeking add-on certification.. A course designed to provide supervised practical experiences in supervision. Students observe and participate in direction, guiding, and evaluating the teaching-learning process and other aspects of supervisory activities. Attention is given to exploration and experimentation of different approaches to supervision.

710. Public School Finance. Credit 3 hours. Study of the principles of taxation, local, state, and federal financing of public education and equalization of educational opportunity. Special emphasis given to the complete budget making process at the district level and a detailed study of school business management at the local school level. Sound accounting procedures reviewed and the student given experience in actual budget making and in setting up a sound business management program for a local school.

711. Advanced School Administration. Credit 3 hours. Prerequisites: Educational Leadership 626 and 635. Theory and concepts underlying present-day school administration and supervision. Careful study given to the objectives and activities of the NCPEA and the CPEA in developing educational administration theory. Case studies reviewed from the standpoint of humanitarian, prudential and tempo principles and theories in educational administration.

721. School Law. Credit 3 hours. The course shall encompass an examination of the constitutional and legal bases of public education in the United States and Louisiana.

722. Curriculum Improvement. Credit 3 hours. Prerequisite: Advanced standing in the graduate program. A study of problems, trends and procedures in curriculum improvement and development. Special emphasis is given to administrator's roles, responsibilities, and innovations in curriculum improvement.

725. Practicum in Educational Administration. Credit 3 hours. Prerequisites: Admittance to the program except for those already holding a master's degree and seeking add-on certification, Educational Leadership 626 and 627 or 628. The application of administrative skills, techniques, and understanding of the administrative process at either elementary, the secondary, or the central office level. Particular attention will be given to the experimental background of each student as opportunities are developed at the needed practicum level. Theoretical bases as well as practical application during the administrative process will be reviewed during special arranged seminars. This course is offered on a Pass/Fail basis only.

730. Current Issues in Educational Leadership. Credit 3 hours. Prerequisite: Department Head Approval. An examination of recent and anticipated issues in education that affect school leadership and strategies for dealing with them.

733. Advanced School Law. Credit 3 hours. Prerequisite: EDL 721 or the equivalent. An examination of recent court decisions and federal and state legislation affecting the educational leadership role in schools.

810. Leadership Theory and Practice. Credit 3 hours. This course is designed to examine leadership as a primary force which provides purpose and direction and shapes the quality and character of institutions. It presents a comprehensive examination of current research relating to effective educational leadership. Knowledge of past models of leadership is linked with an analysis of contemporary schools and with the skills required to assume the role and responsibilities of the administrator in restructured school environments. Coursework is designed to serve as a basis for professional reflection toward the formulation of a personal theory of educational leadership.

811. Management of Educational Organizations. Credit 3 hours. Prerequisite: EDL 810. This course is designed to examine the role of superintendents and central office directors in emerging social, economic, and political contexts that are changing the nature of schooling, altering how schools are viewed, and are transforming how they lead. A broad range of issues that are critical to the success of new superintendents and issues that can affect relationships and impact districts will be explored. Particular attention will be paid to issues of leadership in diverse organizations.

812. Supervision in Educational Settings. Credit 3 hours. Prerequisite: EDL 810. This course will include advanced definitions and determinations of staffing needs, supervision, and management and coordination problems. Also to be addressed are policies for recruitment, selection, assignment, salary planning, scheduling, promotion, separation, grievances, reassignment, records, development programs, in-service training, evaluation, benefits and services.

820. Legal Issues and Ethics in Educational Organizations. Credit 3 hours. Prerequisite: EDL 810. A study of federal and state constitutions, legislation, regulatory guidelines and court decisions related to the operation of educational organizations. Development of awareness and knowledge of legal parameters related to education. Students will be required to conduct legal research and apply and synthesize knowledge of case law and state and federal mandates in areas such as contractual requirements, church-state relationships, education of special needs students, students and parental rights, and tort liability. Ethics and morality in decision-making will also be examined.

821. Politics and Community Relations. Credit 3 hours. Prerequisite: EDL 810. This course will explore administrative factors of primary importance in developing community involvement in public schools and

will emphasize theory and skill of school system and individual communication. Uses social science theory and research to consider the political context of educational policy making.

822. Policy Development and Analysis. Credit 3 hours. Prerequisite: EDL 810. course is designed for those who seek to increase their leadership potential through becoming familiar with important aspects of educational policy making, as it is used to accommodate the major social, economic, political, and behavioral aspects of an educational setting. The purpose of this course is to develop as understanding of the process by which decisions are made, and policy is formulated, analyzed, implemented, and evaluated.

823. Fiduciary Management of Educational Organizations. Credit 3 hours. Prerequisite: EDL 810. study of the principles of taxation, local, state and federal financing of education and equalization of educational opportunity. Special emphasis given to the complete budget making process at the district level and detailed study of school business management at the local school level. Sound accounting procedures will be reviewed and additional topics will include introduction to purchasing, transportation, food service operations and other business-related tasks and functions.

830. Foundations of Curriculum Theory and Design. Credit 3 hours. An investigation of curriculum theory with emphasis on the various approaches to curriculum design and development and other factors that impact curriculum.

831. Critical Analysis of Current Research on Effective Educational Practice. Credit 3 hours. This course will focus on recent research on best practices of leadership for empowering teachers, creating communities of continuous learning, and increasing student achievement. The students will hone their critical thinking skills through analysis, synthesis and evaluation of research reporting.

832. Educational Evaluation. Credit 3 hours. This course is designed to provide students with the research and evaluation skills required to implement various program evaluation models. It is also intended to provide the skills necessary for effectively using the standards of the National Joint Committee on Standards for Program Evaluation, as required by State certification guidelines.

840. Change Theory. Credit 3 hours. Prerequisite: EDL 810. Emphasizing the application of organizational development practices related to educational setting, this course is designed to focus on change theory and its implementation in schools. The course is expected to assist in the understanding of change by utilizing some of the concepts of Kurt Lewin including field theory and action research. Course topics and instruction offer an examination of the fundamental concepts of change and behavioral analysis.

841. Organizational Development for Learning Communities. Credit 3 hours. Prerequisite: EDL 810. This course will focus on schools as learning communities, theories of leadership and organizational development, and strategies for creating communities of continuous learning. The course will cover current research on professional learning communities, collective responsibility, and teacher collaboration.

842. Culture, Climate and Change Leadership. Credit 3 hours. Prerequisite: EDL 810. This course is designed to explore the concepts of continuously developing new knowledge about what is needed to initiate and sustain deep systemic changes in K-12 public education for improved learning for all students; sponsoring programs that strengthen the capacities of educational and change leaders to implement systemic change; and, disseminating key concepts and ideas to diverse learning communities.

871. Special Topics in Instructional Leadership. Credit 3 hours. This course provides an opportunity for in-depth examination of selected topics in instructional leadership. Content may vary from semester to semester in an attempt to include topics of current interest and importance. May not be repeated for credit.

875. Special Topics in Educational Leadership and Management. Credit 3 hours. Prerequisite: EDL 810. This course is an in-depth examination of selected topics in the leadership of educational organizations. Content may vary from semester to semester in an attempt to include topics of current interest and importance. May not be repeated for credit.

880. Research Practicum. Credit 3 hours. Prerequisites: EDF 800 & EDL 810. Practicum in data collection techniques and procedures as well as data analysis and interpretation. Specific content will be determined by the instructor in consultation with the students in order to meet specific needs.

897. Internship. Credit 3 hours. Prerequisite: EDL 810. The internship allows students to demonstrate their competence in an administrative position and to be involved actively in practice and administration. The course is designed to link in-class experiences with the world of professional work. Students, in collaboration with educational officials, will also select/identify a school improvement activity as part of the internship experience. Students are expected to complete a minimum of 150 clock hours of field experience, 50 of which are devoted to a school improvement project.

EDUCATIONAL TECHNOLOGY (ETEC)

305[EDUC 305]. Computer Applications in the School Setting. Credit 3 hours. Prerequisites: Education 202 or 201; and 211 or 203; and 212. Emphasis is placed on computer utilization in school setting. Topics include examinations of how schools use microcomputers to create a favorable microcomputer learning envi-

ronment. Experiences in evaluating software and differentiating between computer managed instruction and computer assisted instruction will be provided.

306. Integrating Technology into the K-12 Classroom. Credit 2 hours. Prerequisites: EDUC 202 or 201; and 211 or 203; and 212. Course will provide students with skills and knowledge necessary to be able to effectively and ethically infuse technology into the K-12 classroom. Students will be required to successfully demonstrate their ability to effectively use productivity and pedagogically based software, and develop and use educationally appropriate Internet technology to enhance student learning.

310. Integrating Technology into the Secondary Computer Science Laboratory. Credit 3 hours. Emphasis is placed on computer utilization in the computer lab setting. Students are familiarized with the laboratory environment and the basic operational system structures of hardware and software which facilitate learning in that environment. Topics include evaluation and selection methodology for hardware and software for the laboratory and legal and ethical issues confronting laboratory teachers. The course will have a field component.

410. Secondary Computer Science Methods. Credit 3 hours. This course is an introduction to the methods, techniques, and concepts that will be useful in teaching students and other faculty in the computer laboratory setting. Students will apply human computer interface principles, pedagogical theory and professional practices in analyzing software, multimedia, and ubiquitous computing teaching practices. This course will have a field component.

411. Field Experiences in Implementing Technology into the Computer Science Classroom. Credit 3 hours. Prerequisite: ETEC 410. In a thirty-hour practicum in a secondary school, students will explore questions of the nature, purpose and practices of computer science in the modern school curriculum, and develop a rational for teaching computer science in the secondary environment.

475/575. Special Topics in Educational Technology. Credit 3 hours. An intensive examination of issues relevant to educational technology and the learning process. As topics vary, the course may be repeated for a maximum of six hours' credit.

610[EDUC 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.

611[EDUC 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.

616. Technology studies for Administrators I. Credit 2 hours. Designed primarily for school administrators to provide an overview of microcomputer applications in school administrative environment. Designed primarily for school administrators to provide an overview of microcomputer applications in school administrative environment. Emphasis is placed on working knowledge and hands-on experience with computers and computer applications. The students will review hardware, software, networking and telecommunications, computer security, legal issues and integration and support of educational technologies. Students will also work to establish an electronic portfolio of work. This course is designed for beginner level students.

617. Technology Studies for Administrators II. Credit 1 hours. Prerequisite ETEC 616. Designed primarily for school administrators to provide guidance in the refinement of their electronic portfolios.

620[EDUC 676]. Infusion of Technology in the Content Area. 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.

630. Technology Planning and Administration. Credit 3 hours. Prerequisite: ETEC 620 or permission of the Department Head and ETEC 644. This course will develop foundational skills for managing technology for teaching at the school site. These skills will include school-wide planning for the use of technology; logistics for technology implementation within the local site; facilities and resource management, funding and budgetary issues, technical policies and procedures and school connectivity planning.

635. Legal Issues in the Digital Age. Credit 3 hours. This topics-based course will acquaint the student with the wide array of legal and ethical issues associated with the rapid growth of computer networks and the Internet as they apply to issues in Education. Among the topics covered will be freedom of expression, privacy, tort liability, copyright, intellectual property and web publishing. Students will become familiar with, and read, case law related to these issues.

641. Webmastering for K-12 Instructional Delivery. Credit 3 hours. Prerequisites: ETEC 620. This course is designed to develop expertise with the World-Wide-Web, including basic skills in the planning and

development of an instructional website for support of teaching in the K-12 classroom. Requires intermediate computer expertise.

644[EDUC 644]. Design and Development of Instructional Software for the Elementary and Secondary School. Credit 3 hours. Prerequisites: ETEC 620(Educ 676) or permission of the Department Head upon demonstration of computer skills. 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. Curricular Design and Course Development for Education at a Distance. Credit 3 hours. Prerequisite: ETEC 644. This course will introduce teachers to the use of technologies designed to allow instruction at a distance. Focus is on the design and development of distance-delivered instruction from conception to implementation. Topics will include student access, course content, application of teaching/learning theories and models of effective teaching at a distance. Includes hands-on experience with instructional technology tools.

646. Advanced Design of Instructional Software. Credit 3 hours. Prerequisites: ETEC 644, and 645. This course is designed to continue with concepts and skills developed in ETEC 644 and 645. Students will work with authoring languages and authoring systems to produce professional quality instructional software. Students will develop software employing educational design principles with appropriate documentation and student/teacher support.

650. Educational Telecommunications (Networking and the Internet). Credit 3 hours. Prerequisite: ETEC 644. This course will develop a fundamental understanding of the technical workings of networking technologies. Topics and exercises will include development and implementation of school networks and setup and maintenance of LAN and Internet servers. A hands-on course for developing and maintaining first-line support for educational telecommunications.

660. Educational Technology Leadership for Change. Credit 3 hours. Prerequisites: ETEC 644. This course is designed to develop within the student an understanding of management of technology for teaching and learning at the school site. These skills will include school-wide planning that incorporates instructional design, curriculum integration with standards, logistics of technology implementation with in the local site, training and evaluation. Designed to serve as a capstone course for skills and techniques developed within the program.

665. Design of Professional Development Programs for K-12 Technology. Credit 3 hours. Prerequisites: ETEC 644, and 645. A course designed to prepare teachers in the development of leadership knowledge, attitudes and behaviors related to activities for guiding, directing and mentoring other teachers in the use of instructional technologies in classroom teaching.

680. Practicum for Technology Concentration. Credit 3 hours. Prerequisites: ETEC 644, 645, 650, 660 and 695. This course provides the student with experience with the application of technology facilitation and leadership skills and techniques in a community or school setting.

695. Evaluation of Instructional Technology Research. Credit 3 hours. Prerequisites: EDF 600 and ETEC 644. After taking this course the student will be able to discuss instructional research related to the implementation of technology-based instruction in the schools; develop knowledge of the curricular inquiry into research and organization of curricular designs for technology-based instruction in a variety of settings; evaluate research into technology-based instruction; apply the findings of instructional and curricular research to technology-based instruction in projects for implementation in educational settings.

810. Educational Technology Theory and Design. Credit 3 hours. This course provides a foundational understanding of educational/instructional technology and its relevance to computers, media, and instructional design. Students have opportunities to develop their skills in the use of computer hardware, peripherals and software applications, and to explore implementing and managing technology in instructional environments.

811. Overview of Current Educational Technology. Credit 3 hours. This course is designed to introduce students to educational technology research, from designing and conducting a research study to synthesizing and presenting the results in written and oral formats. It is expected that skills will be situated within the context of issues that are relevant to the field of educational technology leadership. Students will examine relevant literature, write out research questions, design instruments, and gather and analyze data.

812. Leadership in the Integration of Emerging Technologies. Credit 3 hours. This course is designed to provide an interactive, collaborative environment that fosters development of technology leaders with skill in the design and implementation of emerging technologies in the educational environment. Students will examine the integration of emerging technologies through field experiences, Web-based resources, video case studies, and in-class and listserv discussions.

LIBRARY SCIENCE ADMINISTRATION (LSA)

Students in the College of Business, and the College of Arts and Sciences may minor in Library Science by completing eighteen (18) semester hours of coursework. Courses offered for this minor are Library Science Education 401/501 and 402/502; Library Science Administration 403/503, 404/504, 405/505, and Library Science 421. School Librarian certification also requires the completion of one three-hour credit course in educational media/technology (LSA 506), and the school library practicum, LSA 580. For information on Library Science Education courses, see the course descriptions under the Department of Teacher Education or the Head of that Department.

403/503. School Library Administration. Credit 3 hours. Services, objectives, and standards of school libraries, and such problems in school library management as: housing and equipment, circulation routines, acquisition of materials, mechanical preparation of materials, budgets, attendance, instruction in the use of the library and publicity.

404/504. Classification and Cataloging. Credit 3 hours. Basic principles of cataloging and classifying books and non-print materials. Study of Dewey Decimal Classification system, professional cataloging tools and technology, and an overview of the Library of Congress classification system and appropriate computer software. Two hours of lecture and two hours of laboratory a week.

405/505. Library Reference Materials. Credit 3 hours. Introduction to books and materials most commonly used in a library to answer simpler reference questions; characteristics of both general and specific reference materials (bibliographies, indices, on-line search systems, ERIC, etc.) studied in detail; methods of reference work with teachers and students; teaching the use of reference materials.

406/506. Technology for the Library Media Specialist. Credit 3 hours. This course is designed to assist the Library Media Specialist integrate the newest technology into the library program. Instruction will cover aspects of both hardware and software appropriate to the library; purchase and efficient utilization of technology to accomplish routine library tasks, the use of on-line services and planning for future technological utilization and expansion. Requires minimal familiarity with microcomputer.

580. School Library Practicum. Credit 3 hours. Prerequisites: Teacher certification or eligibility, Library Science Education 401/501 or 402/502, or Library Science Administration 610, Library Science Administration 403/503, 405/505, and 406/506. Library administrative experience at elementary, middle, and secondary schools to include observation and participation in all activities in the school library. Qualified students must make application to the Departmental office one (1) semester prior to their registration for LSA 580.

610[LSED 610]. Bibliotherapy. A course designed to research and explore children's literature and investigate the technique of bibliotherapy in an effort to help children confront and solve personal problems and to enhance their self-concept.

618. Information Literacy. Credit 3 hours. A course designed to investigate materials and methods needed to implement the Louisiana Content Standards for information literacy in elementary and secondary schools, including the principles of critical thinking and problem-based learning. Students will learn to recognize the need for information and how to locate, evaluate and effectively use the information available to them.