

College of Education

Officers of Instruction

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Vacant

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Psychology & Behavioral Sciences

Tony Young, Interim Head

A.E. Phillips Laboratory School

Catherine Stockton, Director

Accreditation

The College of Education, one of five colleges of Louisiana Tech University approved by the University of Louisiana System, is accredited by the Southern Association of Colleges and Schools and the Louisiana State Board of Elementary and Secondary Education. As an individual unit, it is a member of the American Association of Colleges for Teacher Education and of the American Association of Business Teachers. The College of Education is accredited by the National Council for the Accreditation of Teacher Education for the preparation of teachers at the undergraduate and advanced degree levels.

History and Organization

Since the founding of Louisiana Tech in 1894, the education of teachers has been a primary aim of the institution. The Laboratory School, A.E. Phillips School, was created by the Legislature in 1916. On November 12, 1925, the State Board of Education approved teacher education curricula, and on March 15, 1926, the State Board recognized the reorganization of these curricula. A Department of Education was recognized by the State Board in 1933, and in April of the following year, authorization was granted for the organization of a separate school. In July, 1970, the School was elevated to the level of a College of Education.

In 1948, physical education was transferred from the School of Arts and Sciences to the School of Education as a department. In 1955, the offerings in education were divided, forming Departments of Elementary and Secondary Education and the Department of Special Education. In 1965 the organization was expanded to include a Department of Psychology and Guidance, and in 1970 the Division of Research and Publications was established. In July, 1972, the State Board approved a reorganization of the College which created a Division of Research and Service and a Division of Curriculum and Instruction. In the Division of Curriculum and Instruction, three areas of instruction were created; teacher education which included all elementary and secondary programs, psychology and counseling, and health and physical education which included programs for men and women.

In July, 1975, the instructional program in special education was moved from Teacher Education to the area of Counseling and Psychology and the name of the area was changed to Behavioral Sciences.

In January of 1994 a new organization plan was approved and the Department of Curriculum, Instruction, and Leadership replaced the former Teacher Education area.

By actions of the State Board of Education on December 17, 1957, January 31, 1958, April 3, 1958, April 18, 1961, July 29, 1968, and February 19, 1974, authorization was given to grant the

Master of Arts degree in Art Education, Elementary Education, English Education, Industrial/Organizational Psychology, Music Education, Social Studies Education, Special Education, and Vocational Guidance, and the Master of Science degree in Biology Education, Business Education, Chemistry Education, Mathematics Education, Physics Education, and Health and Physical Education. In April, 1967, the State Board of Education granted approval to offer the Specialist Degree, and on November 1, 1968, authority was granted to offer extension or off-campus courses. In 1994, authority was granted to offer the Ph.D. in Counseling Psychology and the Ed.D. in Curriculum and Instruction and Educational Leadership. (See Graduate Education section of catalog for graduate programs.)

Objectives

The College of Education is an integral part of Louisiana Tech University. From its founding in 1894, one of the purposes of the University has been the preparation of teachers. Undergraduate teacher education programs are developed and maintained through the joint activities of the faculty of the College of Education and the Louisiana Tech University Teacher Education Council. The College offers a full array of programs for the preparation of human services personnel as stated in its mission.

The mission of the College of Education is three-fold:

1. to provide high quality educational experiences for current and prospective professionals from baccalaureate through doctoral levels;
2. to enhance and extend the knowledge bases undergirding professional programs through research and other scholarly activities;
3. to deliver professional services to the various business, civic, and educational communities through collaborative endeavors.

The mission is fostered through the following goals of the College of Education.

1. Continuously refine curriculum and instructional procedures ensuring the best research, theory, and professional practice in all programs.
2. Provide clinical and laboratory experiences enabling program graduates to function proficiently in diverse professional and cultural settings.
3. Enable program graduates to serve as change agents through implementation of innovative ideas, strategies, research, and technology.
4. Provide personal and professional development opportunities for students and faculty.
5. Encourage research and development initiatives designed to extend knowledge and solve problems in appropriate human service fields.
6. Promote faculty and student leadership in organizational service, publications, research, and other scholarly endeavors.
7. Design and deliver needs-based programs and services with appropriate constituencies.
8. Implement, evaluate, and refine plans to recruit and retain a diverse faculty and student body.

Division of Educational Research and Service

The Division of Educational Research and Service was created in 1970 to encourage and coordinate research activities in the College of Education and to provide assistance to local and state

education agencies. The Division cooperates with other research and service areas within and without the University.

The College of Education Research Advisory Committee, with the Director of the Research and Service Division serving as chair, recommends general policies and procedures for the Division. The Division is responsible to the Dean of the College of Education. Financial support for the activities of this Division is derived through the regular operating budget and special grants.

Scholarships

The following scholarships are available in the College of Education. For information concerning these scholarships, contact the Office of the Director of Laboratory Experiences.

Mary Wilson Scholarship

- Pursue a teacher preparation program in Elementary Education
- Demonstrate a need for financial assistance
- Minimum high school GPA of 3.0
- -Demonstrate a commitment to the teaching profession
- -Awarded in the spring preceding award dates
- -Maintain a GPA of 3.0 on all works to keep scholarship (May be continued)

College of Education General Scholarships

- (Number awarded varies each year)
- Pursue a degree offered through the College of Education
- Possess a strong ACT score and/or rank high in their graduating class
- Participate actively in a variety of high school activities

Lanette Southall Fisher Memorial Scholarship

- Sophomore education major
- Will receive on a continuing basis for three years unless program completed earlier

Erma Flesher Memorial

- Enrolled in Social Studies Education curriculum Junior standing
- Possess a strong academic record

Estelle Harris Memorial Scholarship

- Elementary Education major
- Earned GPA of 3.0 on all course work completed
- Have an ACT of 23 or higher
- Awarded annually (may be a continuing student)

John Henry Milling Scholarship

- Junior or senior Education major
- Earned GPA of 3.0 on all college work completed
- Demonstrate financial need
- Recommended by a faculty member or administrator in the student's area of study
- Awarded as funds are available and as a need occurs

Mary Ann Smalling Scholarship

Kalil Scholarship

- Library Science major with overall GPA of 3.0
- Exhibits leadership in library activities such as Alpha Beta Alpha, campus activities, and community service
- Junior standing

Wilbur Bergeron Memorial Scholarship

- Enrolled in the College of Education
- Excellent academic record in high school and/or college

Enid Gladden Butler Scholarship (Graduate)

- Possess undergraduate degree from accredited college
- Active in professional organizations for teachers
- Recommended by teachers and administrators
- Active in community affairs
- Show evidence of effective classroom work
- Demonstrate need for financial assistance

Causey-Tanner Scholarship

- Enrolled in College of Education
- Demonstrate a commitment to the teaching profession
- Demonstrate a need for financial assistance
- Selected in the Spring preceding the effective date
- Satisfy the admission requirements of the College of Education
- May be from one to four years

John Cawthon Scholarship

- Enrolled in a teacher preparation program
- Demonstrate a need for financial assistance
- Have a minimum high school GPA of 3.0
- Selected in Spring preceding the effective date
- Demonstrate a commitment to the teaching profession
- Must maintain a GPA of 2.5 on all work pursued in order to retain scholarship

Mary Ross Higginbotham Scholarship

- Education major in the areas of Library Science, English, or Social Studies
- Show need for financial aid
- Junior standing and accepted into upper division
- Have a GPA of 3.0 or better

Linda Lou Allen Hudson Scholarship

- Junior or senior Elementary Education major
- College GPA of 3.0 and minimum ACT of 21
- Maintain GPA of 3.0 to retain scholarship
- Possess strong interpersonal skills as evidenced by participation in high school activities
- Registered as a full-time student in Elementary Education
- Meet with donors before final selection

Knots Memorial Scholarship

- Freshmen majoring in Physical Education
- Maintain a GPA of 2.5 over 3 quarters of one college year
- Maximum award of \$500 per year
- American born citizen of U. S.
- Same student may receive continuously from Freshman year through Senior year
- Based on need as defined by the Financial Aid Office
- Recipient must within 15 days of notification of the receipt and before award, send his/her gratitude to donor

Admission and Retention

Admission and retention policy for the College of Education is established and administered by the College of Education Admission and Retention Committee. Students desiring to enter the lower division of the College of Education must file an application obtained from the College of Education Associate Dean's office in which they show at least a 2.0 grade point average on all college work earned.

Upon admission to the College of Education, each student will be assigned an advisor who will assist in planning a program of study. This advisor will be available for conferences during the academic year and must be consulted at each registration.

Students entering the College of Education from Basic and Career Studies will be allowed to follow the curriculum in effect at the time of their admission to the University or the curriculum in effect at the time they enter the College of Education, unless changes are mandated by governing bodies.

Students entering the College of Education from other colleges on campus or transferring from other institutions must follow the curriculum in effect at the time they are admitted to the College of Education.

Students enrolled in the College of Education who change their major must follow the curriculum in effect at the time of the change. Any student who is not in attendance for four or more quarters (including summer quarter) must follow the curriculum in effect upon return to the institution.

Any student may choose to follow a newer curriculum so long as all requirements of the newer curriculum are fulfilled.

Students with a grade point average of less than 2.0 for 3 consecutive quarters will be dropped from the College of Education. Any student re-entering the College of Education after being suspended for academic, attendance, or disciplinary reasons must meet all entrance requirements and re-apply in writing to the Admission and Retention Committee. Appeal letters must be received in the office of the dean by the specified deadline.

Student Organizations in the College of Education

The college sponsors several student organizations that provide numerous opportunities for service, professional and leadership development, and social functions among student members and faculty. These organizations include the following:

- ABA - Alpha Beta Alpha - National Professional Fraternity for Library Science
- ACEI - Association for Childhood Education International
- CEC - Student Council for Exceptional Children
- Kappa Delta Pi - National Honor Society in Education
- LAE-SP - Louisiana Association of Educators-Student Program
- PERO - Physical Educational and Recreation Organization
- Psi Chi - National Honor Society in Psychology
- Psychology Society

Upper Division (Teacher Education Programs)

Students pursuing degrees in teacher preparation curricula must apply and meet all admission requirements prior to enrolling in upper division classes.

After a student has earned or will have earned by the end of the current quarter a minimum of 46 semester hours of university credit in a teacher education program, the student may apply for program admission. Application forms are available in the Office of the Associate Dean for Undergraduate Studies. An application must be made by the end of the quarter prior to intent to pursue upper division courses and must provide evidence of meeting the following qualifications:

1. Applicant must have earned at least 46 semester hours of college or University credits which include the following courses or their equivalents: Education 125; English (9 semester hours), science (9 semester hours); mathematics (6 semester hours); social studies (9 semester hours); and Speech 110 or 377.
2. Applicant must have a grade point average of 2.2 on all hours attempted and an earned grade point average of 2.5, with a grade of at least "C" in Education 125, 310, English 101, 102; and Speech 110 or 377. Applicants must have a "C" average in content areas appropriate to their majors.

3. Applicant must possess those physical, emotional, and mental characteristics necessary for effective classroom performance.
4. A speech and hearing test administered by the Louisiana Tech Department of Speech must be completed with a "satisfactory" rating.
5. All students admitted to the College of Education (upper division) prior to September, 1999, must have successfully completed the Communications Skills and General Knowledge components of the National Teacher Examinations. After September 1999, students must present satisfactory scores on PRAXIS I (Reading, Writing, and Mathematics). Records indicating successful completion of these examinations must be presented at the time of admission (Act 836, 1984 Louisiana Legislature).
6. Any student on academic or disciplinary probation or suspension is not eligible for admission to Upper Division.
7. Any student seeking admission to Upper Division who has been convicted of a felony may be denied admission.
8. All students admitted to the College of Education (Upper Division) after September 1, 1997, must complete a Professional Portfolio that documents acquisition of Program Outcomes (Content Proficiency, Research-Based Teaching Competencies, and Professional Identity) or the 5 Standards of the National Board for Professional Teaching Standards by the end of the Student Teaching quarter.
9. Newly admitted students are required to attend an orientation meeting (TBA at the beginning of each quarter) for the purpose of reviewing programmatic matriculation

The following guidelines shall be followed in calculating the GPA:

- No credit earned in developmental (remedial) courses shall be included in calculating the GPA.
- The GPA shall be calculated based on all credits earned at this University and any other university attended, including courses taken more than once.
- No grades of less than "C" may transfer to any teaching program.

There is no limit on the number of times a student may take the PRAXIS exam.

Based on its own rigorous assessment of the quality of applicants, each institution is permitted to admit an additional 10 % of the total number of students who qualify for admission each year. Admission under this regulation is for one quarter only and will not meet the upper division eligibility requirements for student teaching. Students wishing to be considered for admission under the 10% regulation must submit in addition to the application a letter requesting this admission status.

Deliberate falsification of the upper division application may result in the student being dropped from the College of Education. The application must be filled in completely, dated, signed by the student's advisor, and turned in to the Associate Dean's office **at least one week before the beginning of the quarter during which the applicant plans to register** for upper division courses.

Applicants may be asked to appear before the Admission and Retention Committee of the College of Education to explain or defend their applications, to present additional information, or to demonstrate ability in certain areas.

Upper Division (Non-Certifying Programs)

Psychology, and health and physical education (F/W Management) majors may apply for upper division upon completion of 30 semester hours. An application must be made in which the student gives evidence of meeting the following qualifications:

1. Applicants must have earned 30 semester hours of university credits which include the following courses or their

equivalents: English 101, 102; Mathematics 101; and Speech 110 or 377. Also, Health and Physical Education, Fitness/Wellness Management majors must complete 18 semester hours of HPE courses including 3 different two-hour sport series courses. Psychology majors must complete 6 hours of Psychology including Psychology 102 or 202.

2. Applicants must have a grade point average of 2.0 on all hours earned with a grade of at least "C" in English 101, 102, Speech 110 or 377, and all courses in major area.

Deliberate falsification of the application may result in being dropped from the College of Education. The application must be filled in completely, dated, signed and turned into the Associate Dean's office one week before the beginning of the quarter during which the applicant will register for upper division courses.

Applicants may be asked to appear before the Admission and Retention Committee of the College of Education to explain or defend their applications, to present additional information, or to demonstrate ability in certain areas.

Degrees

Students who complete a teacher education curriculum in the College of Education are granted the bachelor's degree. Upon successful completion of the PRAXIS, students may apply for a certificate from the State Department of Education to teach their specialties in the schools of Louisiana.

The degree of Bachelor of Science is awarded to students who finish curricula in elementary education, secondary education, health and physical education teacher certification, health and physical education fitness/wellness with a clinical or health concentration. Concentrations in secondary education leading to teacher certification include agriculture, business, English, mathematics, general science-biology, general science-chemistry, general science-earth science, general science-physics, social studies, and speech education. The degree of Bachelor of Arts is awarded to students completing curriculum requirements in art education, French education, music education, psychology, special education, and speech, language, and hearing therapy.

The Master of Arts degree is awarded in the following areas: counseling and guidance, industrial/organizational psychology, and educational psychology. The Master of Science degree is awarded in the following areas: curriculum and instruction, and health and physical education. The Master of Education degree (Fifth-Year Program) is awarded in the following areas: Agricultural Education, Art Education, Business Education, Elementary Education, English Education, Foreign Language Education, Health and Physical Education, Mathematics Education, Music Education, Science Education, Speech Education, and Social Studies Education.

The Ph.D. is awarded in Counseling Psychology, and the Ed.D. is awarded in both Curriculum and Instruction and Educational Leadership.

Louisiana Tech and Grambling State University offer a cooperative program in generic certification for Special Education. Frequent exchange of faculty enables each program to provide additional expertise and frequency of course offerings. Students are encouraged to take this opportunity to select needed course work from both universities to complete their program of study in Special Education.

Graduation Requirements

Students completing a degree program leading to Louisiana Teacher Certification must make a grade no lower than "C" in all specialized academic courses and in all professional courses. An earned grade point average of at least 2.5 and a cumulative GPA of 2.2 (on a scale of 4.0) is required for graduation.

In addition to completing the general graduation requirements of Louisiana Tech, students pursuing a degree program which leads to Louisiana teacher certification must post certifying scores on all required components of the PRAXIS Examination as a graduation requirement and to be eligible for certification.

Students completing a non-teacher certification degree program offered through the College of Education must earn a grade no lower than "C" in all specialized academic courses. A cumulative grade point average of 2.0 (on a 4.0 scale) is required for graduation.

Courses numbered less than 100 will not apply toward degree requirements in any curriculum.

State certification requirements do not permit the substitution of credit for ROTC and band for health and physical education activities requirements. Health and physical education activity credit accepted by the University for military service can be applied to satisfy this requirement, except in cases where a specific activity is required in a curriculum.

Correspondence courses and off-campus work which a student in the College of Education wishes to apply toward a degree must be approved by his/her advisor, the appropriate department head, and dean.

Fine Arts

The three semester hours of Fine Arts in each curriculum except elementary education shall be taken from the following: Art 290, Health and Physical Education 280, Music 290, or Speech 290. Elementary majors are required to take Art 301 and Music 334.

Second Teaching Areas Available to Education Majors

Second teaching areas are available in all teacher education curricula except agriculture, art, elementary, business, music, speech, language, and hearing therapy, special education, and science. The specific course requirements for second teaching areas in the different fields are as follows:

Business:

Business Communication 305, Economics 201, 202, and 312, Accounting 201, 202, Computer Information Systems 101, 102, 307, 330 and Education 409, 445.

English:

Education 403, English 101, 102, 201, 202, 332, 336, 415, 416 or 417 and a 3 hour English elective at the 400 level.

Foreign Language:

1. Secondary - Education 351 plus 24 semester hours in a language above the sophomore (202) level. In French a minimum of 12 semester hours above the sophomore (202) level must be fulfilled by a 2-semester residence in a university abroad or by 2 summers of intensive immersion study on a Louisiana university campus or abroad. The foreign study requirement may be substituted by a score of Intermediate High on the ACTFL proficiency test. Certification is awarded in each language individually.
2. All-level and elementary - certification (1-12) in a foreign language. Secondary foreign language certification may be converted to all-level certification with an additional 9 hours of professional elementary education classes. Elementary education certification may also be converted to include certification to teach a foreign language in the elementary school by taking 15 hours of that language and proving oral proficiency.

Health: (For Non-Physical Education Majors)

HPE 294, 12 semester hours (choose: Food & Nutrition 203; HPE 292, 293, 300, 350, 408; Family & Child Studies 400; or Biological Sciences 224); HPE 290, 305, 150.

Journalism:

101, 102, 310, 320, 2 of the following courses: 350, 353, 355; and 5 hours of electives.

Library Science:

201, 301, 302, 303, 305, Education 420, and 310.

Mathematics:

111, 112, 113, 230, 231, 232, and 307.

Science:

Certification in any science area requires credit (grade of "C" or better) or proficiency in college algebra and trigonometry as the minimum mathematics requirements. Laboratories normally associated with each science shall be taken.

General Science: Biological Science 130, 131, 132, 133; Chemistry 100, 101, 102, 103, 104; Physics 209, 261, 210, 262; Geology 111, 121, 112, 122

Biology: Biological Science 130, 131, 132, 133, 210, 313, 315; one year of chemistry including labs.

Chemistry: Chemistry 100, 101, 102, 103, 104, 205, 250, 251, 253, 252, 254

Earth Science :Geology 111, 121, 112, 122, 200, 303, 305, 318

Physics : Physics 201, 261, 202, 262, 207, 304, 416, 417, 418, 419, 465; Mathematics 230

Physical Education:

202, 251, 326, 405, 408, 457; plus 2 semester hours of HPE (choose: HPE 255, 256, 257); plus 2 semester hours of HPE (choose: HPE 265, 266, 267); plus 4 - 5 semester hours (choose: Techniques of Coaching, Lifetime Sports Series, Team Sports Series, or HPE 414.

Physical Education Fitness/Wellness (Does not lead to Louisiana Teacher Certification)

Physical Education Fitness/Wellness Minor: requires 22 hours. Courses: HPE 202, 326, 405, 407, 408, 409, 256; plus 3 semester hours of HPE (choose: HPE 316, 406, 410, 414, 416, 418, F&NU 253); plus 2 semester hours of HPE (choose: Lifetime Sports Series 255A or 257C).

Psychology: (Does not lead to Louisiana Teacher Certification)

Psychology Minor requires 21 hours. Courses: Psychology 102, 202, 300, Two Psychology 300 level courses, and Two Psychology 400 level courses.

Social Studies:

History 101, 201, 202, 460; Political Science 201 and 3 hours from Political Science 304, 310, 320, or 330; Sociology 201; Geography 205 and 230; Economics 201 or 215.

Speech:

110, 200, 201, 211, 315, 340, 307, 407, 440, plus 3 hour Speech Elective.

Interdisciplinary Minor in Gerontology (24 semester hours) (At least 10 hours must be from courses 300 level or above):

Core Courses 15 semester hours)

Family and Child Studies 201 or Psychology 408; Health & Physical Education 406; Sociology 435; Family and Child Studies 447; Practica (Education 420; Health & Physical Education 112; Human Ecology 467, 477, 478, or 479; or Sociology Practica)

Electives 9 semester hours

Select 9 hours from the courses listed below. Counseling 400; Family and Child Studies 210, 320, 400, 420; Food and Nutrition 203; Health & Physical Education 292, 416, 401; Psychology 474, 475, 480, 499; Sociology 308, 425, 436.

Courses selected must be approved by your advisor. It is strongly suggested that ALL students elect either Psychology 475 or Sociology 436 which relate to death and grieving.

Guidelines for Clinical Experiences

Clinical experiences, both campus and field based, form an integral part of the various teacher preparation programs in the College of Education. Most professional courses require clinical experiences that will prepare the student for his or her own classroom in the future. All students are placed in public schools and are assigned by the Office of Laboratory Experiences. Students are cautioned always to wear the identification badge provided by the Office of Laboratory Experiences while in a school, assuring a legitimate reason to be on a school site.

Clinical experiences are required in the various methods courses and are coordinated through the Office of Laboratory Experiences.

A. External Clinical Experiences

A variety of clinical experiences are provided through the College of Education. While the majority are course-related, others are completed over an approximate two-year period. Beginning in Education 125, education majors are apprised of clinical experiences designed to enhance their classroom preparation and readiness. Examples include attendance at professional seminars, visits to schools during the opening and closing of an academic year, and membership in professional organizations. Documentation of these activities should be placed in the Professional Identity section of the Professional Portfolio. The Director of Laboratory Experiences will oversee these activities.

B. Practicum Experiences

During the early advisement period of the quarter immediately preceding enrollment in any practicum course, students must complete an application in the Office of Laboratory Experiences, Woodard Hall 111. Failure to do so will result in delay of placement and initiation of field experiences. All placement must be initiated by the Director of Laboratory Experiences.

Practica experiences are provided in the following courses:

Education 401: Directed Observation and Pre-Student Teaching Experiences. This course requires that the education major will complete a minimum of 35 clock hours in the classroom in which he/she will complete student teaching. A significant portion of the 35 hours is spent planning lessons, teaching selected lessons, and preparing for student teaching. This course should immediately precede student teaching. The final evaluation marking for practicum students is S-F (satisfactory or failure).

Education 420: This course offers structured laboratory experiences in several areas of specialization in education including Adult Education, Elementary Education, Kindergarten, Library Science, Middle Grades, Principalship (elementary or secondary), Reading, Special Education, and Supervision. The final evaluation marking for practicum students is S-F (satisfactory or failure).

Education 575: This practicum provides the student enrolled in the Master of Education degree an opportunity to gain experiences that will prepare him/her for completion of the Internship, Education 576. A minimum of 100 clock hours is required at the school site in which the Internship will be completed. Specific requirements are available through the Director of Laboratory Experiences. This course should immediately precede Education 576, Internship in Education. The final evaluation marking for practicum students is S-F (satisfactory or failure).

Each practicum is intended to provide opportunities for students to put theory into practice. Each practicum requires a minimum of 100 clock hours of experience at the teaching station.

Practicum students are supervised by a cooperating teacher and a college supervisor. The college supervisor also critiques regularly

with the practicum student. Mid-quarter and final evaluations are provided for the student. The final evaluation marking for practicum students is S-F (satisfactory or failure).

Adult Education Practicum

Certification requirements for full-time adult education teachers and supervisors include a minimum of three semester hours of adult education practicum. The practicum is a planned experience in cooperation with the college supervisor and an institution or agency for practical application of adult learning theories. The adult education practicum student will complete ten hours a week in practicum activities for a total of 100 hours. Practicum students maintain an activity log available in the Office of Laboratory Experiences.

Elementary Practicum

The elementary practicum is an opportunity for students to gain teaching experience at the elementary level under capable supervision. It gives the student a chance to learn about the actual work of the teacher in the classroom and in special activities. It enables the student to gain insight into the teacher's relations with other school workers. It is a laboratory experience in which the student can plan and develop learning experiences with children and secure supervision while doing it. It permits the student to focus the ideas gained in college courses and individual experiences upon actual school problems at the elementary school level.

The elementary practicum student will complete ten hours a week in classroom activities for a total of 100 hours for the quarter. Practicum students maintain an activity log available in the Office of Laboratory Experiences.

Kindergarten Practicum

The purpose of the kindergarten practicum is to provide the opportunity to meet state certification requirements for adding kindergarten endorsement to an elementary grades teaching certificate. Students will complete ten hours of kindergarten activities each week, for a total of 100 hours. Students are encouraged to arrange their practicum hours in a flexible manner so that the entire kindergarten school day is experienced some time during the quarter. Practicum students maintain an activity log available in the Office of Laboratory Experiences.

Library Science Practicum

The purpose of the library science practicum is to provide the student with hands-on, practical experience in an actual library setting.

The Library science practicum student will complete ten hours of library activities each week, with a total of 100 hours required for the quarter. Practicum students maintain an activity log available in the Office of Laboratory Experiences.

Middle Grades Practicum

The purpose of the middle grades practicum is to provide an opportunity for students to teach a variety of content lessons in grades 5 to 8. The student is assigned to several teachers with the added benefit of seeing a variety of classroom management techniques and classroom environments. Students spend a total of ten hours per week in a classroom setting and meet in a weekly seminar on campus. Practicum students maintain an activity log available in the Office of Laboratory Experiences. A final evaluation and recommendation for student teaching is required. Forms are available in the Office of Laboratory Experiences.

Principalship Practicum

The practicum in principalship is intended to provide realistic experiences for prospective principals in confronting and dealing with everyday problems in school administration. The experiences

will be designed to provide opportunities for practicum students to deal with situations which develop skill in understanding and maintaining the operation of schools as well as opportunities which develop understanding and skill in the planning and management of change.

The practicum requires a minimum of 100 clock hours of on-the-job-experience under the supervision of a practicing school principal. Students are expected to complete a minimum of ten hours of activities each week outside the regular school day. There should be at least two full-day experiences in a school setting that is different from the one in which the majority of the 100 clock hours are completed.

Practicum students will be involved with activities in various functional areas. The experiences will be determined with the mutual involvement of the student, the supervising principal, and the University supervisor.

Reading Practicum

Through the reading practicum, the student who is majoring in elementary education has the opportunity to explore the teaching of reading in the elementary classroom under the direction of a master teacher. Students registering for the reading practicum must have completed Education 424. Completion of Education 423 prior to reading practicum is advised.

Students enrolled in the reading practicum are required to spend 8 hours a week in the elementary school classroom and attend a Friday morning seminar on-campus. (The hours involved are 8:00-9:50 a.m., Monday through Friday.)

During the seminar, classroom experiences will be discussed, model lessons will be presented by the college supervisor, methods and teaching techniques will be compared, and topics of interest to the students will be discussed. The college supervisor will also work individually with each student throughout the practicum experience by observing the student regularly and conferencing with the student often. Practicum students maintain an activity log available in the Office of Laboratory Experiences.

Supervision Practicum

The practicum in supervision is intended to provide realistic experiences for prospective supervisors by offering many opportunities to put theory about supervision into practice. These practical experiences should be related to major functional areas of supervision.

The practicum requires a minimum of 100 clock hours of on-the-job-experience under the supervision of a practicing school supervisor. Students are expected to complete a minimum of ten hours of activities each week outside of the regular school day. There should be at least two full-day experiences with the assigned school supervisor. Practicum students maintain an Activity Log available in the Office of Laboratory Experiences.

C. Student Teaching/Internship

Student teaching/internship is the culminating activity in all teacher preparation programs. It requires placement in a school on an all-day basis (8:00 a.m. - 3:00 p.m. minimum) for an entire quarter and participation in all activities that are required of the cooperating teacher. Placement is restricted to public schools in a 9-parish area of north Louisiana. Ten systems that participate are: Bienville, Bossier, Caddo, Claiborne, Jackson, Lincoln, Monroe City, Ouachita, Union, and Webster.

Students apply for student teaching/internship during the early advisement period of the quarter immediately preceding the student teaching/internship quarter. Applications are available in the Office of Laboratory Experiences, Woodard Hall 111. Failure to apply in a timely manner may result in a delay of placement and initiation of responsibilities.

The Board of Elementary and Secondary Education has set the requirement that a minimum of 270 clock hours will be spent in the

classroom during student teaching. Of the 270 hours, 180 hours is spent in direct teaching activities with a significant portion of this time devoted to full-time teaching. This time requirement is met by beginning the student teaching/internship activity on the first day of class and continuing until the last day of class in the respective quarter. Additional specific requirements are found in the Student Teaching Handbook available in the University Bookstore.

No more than three semester hours may be taken with student teaching. All Education courses should be completed prior to student teaching. Any course scheduled in addition to student teaching must not conflict with student teaching. The hours involved in student teaching will be approximately 8 a.m. to 3 p.m., Monday through Friday. No conventional grades or quality points are given. The final evaluation marking for student teaching is S-F (satisfactory or failure).

Prerequisites for student teaching are as follows:

A. General Prerequisites

1. Must be fully admitted to the teacher education program in the upper division of the College of Education.
2. Must have achieved a 2.2 GPA on cumulative hours pursued and a 2.5 GPA on hours earned.
3. Must be recommended for student teaching by faculty advisor, practica cooperating teacher, and approved by the Laboratory Experience Advisory Committee and the Director of Laboratory Experiences.
4. All required professional education courses must be completed prior to student teaching.
5. Must have earned at least a "C" in any professional education or specialized academic education course. (both major and minor areas).
6. Must have completed all psychology courses, including SPED 300.
7. Must have completed all course work in major area.
8. If a student has a felony conviction record, he/she must first be approved for student teaching by the Laboratory Experience Advisory Committee.
9. Must have initiated a Professional Portfolio.
10. Must present evidence of having taken all required parts of the PRAXIS. Satisfactory scores on all parts of the exam is required for program completion.

B. Additional Prerequisites for Elementary Education Majors

1. Must have successfully completed Education 310, 422, 423, 424, 425, 426, 420 (Reading Practicum), 402 (may be taken with Student Teaching), 471, 475, Psychology 204, 408, and Special Education 300.
2. In addition, K-4 majors must have completed Education 431, 432, 441, and 471. Students may enroll in one of these courses during a student teaching quarter, with advisor approval.

Endorsement in Kindergarten may be added to an Elementary Grades certificate.

C. Additional Prerequisites for Secondary Education Majors

1. Must have successfully completed Education 310, 480, 401, 402 (may be taken with Student Teaching), 403, 475, and Psychology 204 and 206.
2. The special methods course(s) in student teaching area(s) must be completed before student teaching.
3. Must complete Education 401, Directed Observation, the quarter immediately preceding student teaching.

D. Additional Prerequisites for Health and Physical Education Majors

1. Must have successfully completed Psychology 408, Education 310, 480, 401, 403, 475, HPE 202, 305, 326, 402, 405, 408,

414, and 457.

2. Should have completed all course work in major and minor areas.
3. Must have completed Education 401, Directed Observation, the quarter immediately preceding student teaching.

E. Additional Prerequisites for Speech, Language, and Hearing Therapy Majors

1. Must have successfully completed Psychology 204, 205, and 206, Education 310, 423, 424, 401, and 475.
2. Must have completed Education 401 the quarter prior to student teaching.

F. Additional Prerequisites for Special Education.

1. Must have successfully completed all required psychology courses, Education 125, 310, 423, 424, 402 420 (Reading Practicum), 420 (Elem), 445, 471, 475.
2. Additional prerequisites for Mild/Moderate-Elementary majors are Special Education courses 300, 301, 302, 340, 341, 375, 475, and 490. Special Education 495 may be taken with student teaching.

Induction Year

The College of Education offers assistance to first-year teachers through an Induction Year Program. Each first-year teacher from Louisiana Tech University who is employed in the region is offered assistance in conjunction with the local school system.

Alternative Certification Program

The College of Education offers alternative programs for the certification of teachers. Additional information may be obtained by contacting the Office of the Associate Dean.

Department of Psychology & Behavioral Sciences

**Psychology Curriculum (B.A.)
(Does not lead to Teacher Certification.)**

Freshman Year	
English (GER).....	6
Humanities (GER)	
History 101 or 201.....	3
Speech 110.....	3
Mathematics (GER)	
Mathematics 101 and 111, or 111 and 112.....	6
Natural Sciences (GER)	
Biological Sciences 130, 131.....	4
Psychology 102, 202	6
Health & Physical Education.....	2
	30
Sophomore Year	
Humanities (GER)	
English 201 or 202.....	3
English 303 or Journalism 101	3
History 102 or 202.....	3
Natural Sciences (GER)	
Biological Sciences 224.....	3
Psychology 300, 301, 304, 310	12
Health & Physical Education.....	2
Social Sciences (GER).....	6
	32
Junior Year	
Arts (GER).....	3
Psychology 302, 307, 312, 321, 461	15
Psychology Electives*	6
Electives	9
	33

Senior Year	
Natural Sciences (GER)	
Physical Science.....	3
Psychology 407, 408, 418	9
Psychology Electives*.....	9
Electives.....	6
	<hr/>
	27
Exit Examination	0
Total Semester Hours.....	122

(GER): General Education Requirements (pg. 28)
*May include 3 hours of Counseling or 3 hours of Special Education, 9 hours at the 400-level or above.

Requirements for a Minor in Psychology

Requirements for a Minor in Psychology include 21 hours of Psychology courses approved by the Psychology advisor.

Special Education Curriculum (B.A.)

Freshman Year	
Biological Sciences 102	3
Biological Sciences 201	3
English 101, 102	6
Geography 203	3
Health & Physical Education Activities.....	2
Health & Physical Education 150	2
History 201	3
Physics 205.....	3
Political Science or Sociology 201.....	3
Speech 110	3
	<hr/>
	31

Sophomore Year	
Education 125	1
English 201, 202.....	6
Electives.....	2
History 460.....	3
Mathematics 101, 125	6
Psychology 204.....	3
Biological Sciences 224	3
Special Education 300.....	3
	<hr/>
	27

Junior Year	
Education 310, 324, 390, 402, 402(R).....	12
Fine Arts Elective	3
Special Education 445.....	3
	<hr/>
	18

The remainder of the hours will be selected depending upon the area of specialization:

Mild/Moderate Elementary

Food and Nutrition 223	2
Health & Physical Education 130	1
Library Science 201	3
Psychology 205.....	3
Education 323, 416, 420(E), 472, 475	20
Special Education 301, 302, 340, 341, 375, 475, 490, 495	24
Elective	3
	<hr/>
	56

Mild/Moderate Secondary*

Psychology 206.....	3
Education 416, 420(S), 472, 475.....	17
Special Education 301, 302, 340, 341, 375, 471, 472, 475, 490, 495	30
Electives.....	6
	<hr/>
	56

Preschool Non-Categorical

Family & Child Studies 301, 321	6
Food & Nutrition 223, 233	3
Human Ecology 467.....	3
Health & Physical Education 130, 417.....	4

Library Science 201.....	3
Psychology 205	3
Education 401, 406(M/M), 416(S/P), 475.....	15
Special Education 340, 460, 461, 462, 463, 464.....	18
Elective.....	3
	<hr/>
	58

Severe/Profound

Counseling 400	3
Education 416, 475.....	11
Health & Physical Education 130, 417	4
Food & Nutrition 223	2
Psychology 205, 408	6
Special Education 303, 340, 341, 376, 462 464, 465, 477, 490, 495	30
	<hr/>
	56

*Mild/Moderate Secondary Special Education majors are encouraged to select one of the following second teaching areas. Electives may be used for these courses.

- English: 332, 336, 415, 416 or 417, 400 level elective, Education 403
- Mathematics: 111, 112, 113, 230, 231, 232, 307
- Science: Please check with your advisor for courses.
- Social Studies: History 101, 202; Political Science 201, 304; Sociology 201; Geography 230; Economics 200, 215

Department of Health & Physical Education

**Health and Physical Education Curriculum (B.S.)
(Leads to Teacher Certification)**

Freshman Year	
English (GER).....	6
Humanities (GER)	
English 201, 202.....	6
History 201, 202.....	6
Speech 110 or 377	3
Mathematics (GER)	
Mathematics 101, 125.....	6
Natural Sciences (GER)	
Biological Sciences 224	3
Education 125	1
Health & Physical Education 290.....	3
	<hr/>
	34

Sophomore Year	
Natural Sciences (GER)	
Physics 205	3
Physics 206 or Biological Sciences 130.....	3
Social Sciences (GER)	
Political Science 201.....	3
Psychology 408	3
Computer Literacy (GER)	
Education 310.....	3
Health & Physical Education 202	
251, 292 (H&PE Elective: Team/Lifetime Sport Series).....	11
Health & Physical Education 293, 300, or 350.....	3
Elective (Certification Area)	3
	<hr/>
	32

Junior Year	
Arts (GER)	
Health & Physical Education 280.....	3
Natural Science (GER)	
Physical or Biological Sciences	3
Social Sciences (GER).....	3
Education 480, 403.....	6
Health & Physical Education 305, 326, 405.....	8
Health & Physical Education Team Sports Series	2
Health & Physical Education Lifetime Sports Series	2
Elective (Certification Area)	3
	<hr/>
	30

Senior Year	
Education 401, 416, 475	12

Health & Physical Education 402, 408, 409, 414, 457	12
Health & Physical Education Electives	2
Electives (Certification Area)	3
	<hr/>
	29

Total Semester Hours.....125
(GER): General Education Requirements (pg. 28)

Health & Physical Education-Fitness / Wellness Curriculum (B.S.) (Does not lead to Teacher Certification)

Freshman Year	
English (GER)	6
Arts (GER)	3
Health & Physical Education 202, 256.....	5
Health & Physical Education 290, 292, 300 (select two).....	6
Mathematics (GER)	
Math 101	3
Directed Electives*	8
	<hr/>
	31

Sophomore Year	
Humanities (GER)	
English 201 or 202	3
History.....	3
Computer Literacy (GER)	
Merchandising & Consumer Studies	
246, Agricultural Science 201, CIS 101 (select one)	3
Social Sciences (GER)	
Psychology 102.....	3
Directed Electives*	@19-20#
	<hr/>
	@31-32#

Junior Year	
Health & Physical Education 326, 405, 406, 408, 409	12
Health & Physical Education 112 (select two section)	2
Humanities (GER)	
English 303.....	3
Speech 110 or 377.....	3
Directed Electives*	@9-11#
	<hr/>
	@29-32#

Senior Year	
Health & Physical Education 407, 410, 414, 415, 416, 418.....	21
Social Sciences (GER)	
Psychology 300.....	3
Directed Electives*	@9-7#
	<hr/>
	@33-31#

Total Semester Hours	
@=Health Fitness Concentration	124
#=Clinical Concentration.....	125

No grade less than "C" is acceptable in English 101, 102 all Health & Physical Education major courses, Biological Sciences 224 or 225, and Speech 377. Varsity Athletics (HPE 114, 115, 116, 117) cannot be substituted for HPE activities.

(GER): General Education Requirements (pg. 28)

*Directed Electives chosen by student in consultation with advisor from one of the following concentrations:

Clinical Concentration Directed Electives

Freshman Year: (8 hours): Natural Sciences (GER) - Biological Sciences 130, 131, 132, 133 (8).

Sophomore Year: (20 hours): (Mathematics (GER) - Mathematics 112 (3); Health & Physical Education 257 or 255 (2); Natural Sciences (GER) - Chemistry 100, 101, 102, 103, 104 (8); Biological Sciences 225, 226 (4); Social Sciences (GER) - (3).

Junior Year: (11 hours): Biological Sciences 227, 228, 315 (7); Physics 209, 261 (4).

Senior Year: (7 hours): Physics 210, 262 (4); Psychology 418 (3). This concentration includes all prerequisite course work required for Physical Therapy masters program.

Health Fitness Concentration Directed Electives

Freshman Year: (8 hours) Mathematics (GER) - Mathematics 125; Health & Physical Education 150; Health Information Management 103.

Sophomore Year: (19 hours): Social Sciences (GER) - Economics 215 (3); Health & Physical Education 257, 265, 266, 267 (choose one) (2); Management 201 or 340 (3); Natural Sciences (GER) - Biological Sciences 224 plus (6) additional hours to meet (GER) sequence requirement; Health & Physical Education 255 (2).

Junior Year: (9 hours): Accounting or 201 (3); Food & Nutrition 253 (3); Elective (3).

Senior Year: (9 hours): Health & Physical Education 316 (3); Management 310 (3); Marketing 300 (3).

Requirements for a Minor

Fitness/Wellness Minor

(For non-Physical Education majors: 22 hours) The following courses are required: Health & Physical Education 202 (3), 256 (2), 326 (3), 405 (2), 407 (3), 408 (3), 409 (1), and two restricted elective courses. Restricted Elective 1: (choose from) Health & Physical Education 316 (3), 406 (3), 410 (3), 414 (3), 416 (3), or Food & Nutrition 253. Restricted Elective 2: (choose from) Health & Physical Education 255 (2) or 257 (2).

Health Education Minor

(For non-Physical Education majors: 23 hours) The courses in the Health Education minor certifies one to teach health education when taken with any major in a teaching certifying curriculum. HPE 150, 290, 292, 305 (11 hrs.) And 12 hours from the following classes - six of which must be from 300- or 400-level courses: Biological Science 224, Food & Nutrition 203, 300, Health & Physical Education 292, 293, 300, 350, 408.

Physical Education Minor

(For Teacher Education majors: 25-26 hours) The Physical Education minor certifies one to teach physical education when taken with any major in a teaching certifying curriculum. The following courses are required: Health & Physical Education 202, 251, 326, 405, 408, and 457; one of the following Health & Physical Education 255, 256, or 257; one of the following Health & Physical Education 265, 266, 267; and any two of the following Health & Physical Education 414, one Lifetime Sport Series course, one Team Sport Series course, and up to two Coaching Techniques classes.

Department of Curriculum, Instruction, and Leadership

Specific program information regarding the following curricula may be obtained from the Office of the Dean, College of Education. All curricula are 124-128 hours.

Secondary Education Curriculum (B.S.)

Freshman Year	
English (GER)	6
Mathematics (GER)	
(see certification area for courses)	6
Natural Sciences (GER)	
(see certification area for courses)	6
Arts (GER).....	3
Humanities (GER)	
Speech 110.....	3
Certification area courses.....	8-11
	<hr/>
	32-35

Sophomore Year	
Humanities (GER)	
English 201, 202.....	6
Education 125	1
Certification area courses.....	20-26
	<hr/>
	27-33

Junior Year	
Education 480	3
Certification area courses.....	27-20

30-33

Senior Year	
Education 401.....	1
Education 416.....	9
Certification area courses	19-23

	29-33
Total Semester Hours.....	118-134
(GER): General Education Requirements (pg. 28)	

Agricultural Education Certification (127 hours)

Freshman Year: (Mathematics 101, 112 (6); Biological Sciences 101, 102 (6) Agricultural Science 209, 211 (3); Animal Science 111 (3); Plant Science 101 (3).

Sophomore Year: (26 hours) Natural Sciences (GER) - Chemistry 100, 101, 102 (6); Social Sciences (GER) - Economics 215 (3); Psychology 206 (3); Humanities (GER) - History 201 or 202 (3); Animal Sciences 201 or 202 (3); Health & Physical Education 150 (2); Plant Science 284 or 420 (3), 211 or 309 (3).

Junior Year: (28 hours) Humanities (GER) - English 303 (3); Agricultural Business 220 (3); Agricultural Elective (4); Agricultural Science 201, 321 (6); Animal Science 204 or 211 (3); Health & Physical Education activity (2); Plant Science 310, 311 (4); Psychology 300 (3).

Senior Year: (23 hours) Social Sciences (GER) (3); Agricultural Business 402 or 430 (3); Agricultural Education 450, 460 (6); Education 403, 405, 475 (8); Plant Science 320 or 440 (3).

Business Education Certification (124 hours)

Freshman Year: Mathematics 101, 125 (6); Biological Sciences 101, 102 (6); Health & Physical Education activity (2); Computer Information Systems 101, 102 (6); Natural Sciences (GER) - Physical Science (3).

Sophomore Year: (20 hours) Humanities (GER) - History 201 or 202 (3); Accounting 201, 202 (6); Economics 201, 202 (6); Health & Physical Education 150 (2); Biological or Physical Science elective (3).

Junior Year: (27 hours) Social Sciences (GER) - Political Science 201 (3), Psychology 204, 408 (6) Business Communications 305 (3); Business Law 255 (3); Economics 312 (3); Education 310 (3); Computer Information Systems 307 (3); Marketing 300 (3).

Senior Year: (22 hours) Education 402, 403, 475, 409, 462 (13); Computer Information Systems 330 (3); Management 340 (3); Special Education 300 (3).

If certification in computer literacy is desired, student should take Education 445, 447, and 448 in addition to the 124 hours.

NOTE: Students wishing to add Distributive Education to their Business Education certification will need to also enroll in Education 410, "Business and Office Operations."

English Education Certification (124 hours)

Freshman Year: Mathematics 101, 125 (6); Biological Sciences 101, 102 (6); Health & Physical Education activity (2); Humanities (GER) - English 201 (3); History 201, 202 (6).

Sophomore Year: (20 hours) Biological or Physical Science elective (3); Health & Physical Education 150 (2); Social Sciences (GER) - Political Science (3); Psychology 204, 206 (6); Social Science elective (3); Arts (GER) (3); English 202, 332..

Junior Year: (27 hours) Education 310, 457 (6); English 336, 403 or 404, 413 or 440, 414, 415, 422 (15); Library Science 303 305 (6).

Senior Year: (22 hours) Education 402, 403, 415, 475 (10); English 406, 416, 417 (9); Special Education 300 (3).

Mathematics Education Certification (124 hours)

Freshman Year: Mathematics 111, 112, 230 (9); Biological Sciences 101, 102 (6); Health & Physical Education activity (2); Humanities (GER) - History 201, 202 (6).

Sophomore Year: (23 hours) Health & Physical Education 150 (2); Mathematics 113, 231, 232 (9); Natural Sciences (GER) - Physics 205, 206 (6); Social Sciences (GER) - Political Science 201, Psychology 204 (6).

Junior Year: (27 hours) Computer Literacy (GER) - Computer Science 100 (3); Education 310, 456 (6); Mathematics 233, 307, 308 (9); Psychology 206 (3); Social Sciences elective (3); Statistics 200 (3).

Senior Year: (19 hours) Education 402, 403, 475 (7) Mathematics 318, 401, and 311 or 350 or 460 (9); Special Education 300 (3).

General Science - Biology Education Certification (124 hours)

Freshman Year: Mathematics 101, 112 (6); Natural Sciences (GER) - Biological Sciences 130, 131, 132, 133 (8); Chemistry 100, 101, 103 (5); Health & Physical Education activity (2)

Sophomore Year: (22 hours) Biological Sciences 124, 125 (4); Chemistry 102, 104 (3); Health & Physical Education 150 (2); Humanities (GER) - Political Science 201 (3); Physics 209, 261 (4); History 201, 202.

Junior Year: (29 hours) Biological Sciences 205 (3); Education 310, 464, 475 (8); Geology 111, 112, 121, 122 (8); Physics 210, 262 (4); Social Sciences (GER) - Psychology 204 (3); Social Sciences elective (3).

Senior Year: (20 hours) Bacteriology 214 (4); Biological Sciences 315 (3); Education 402, 403 (5); General elective (2); Psychology 206 (3); Special Education 300 (3).

General Science-Chemistry Education Certification (125 hours)

Freshman Year: Mathematics 111, 112, 220 (9); Natural Sciences (GER) - Biological Sciences 130, 131 (4); Chemistry 100, 101, 102, 103, 104 (8).

Sophomore Year: (25 hours) Biological Sciences 132, 133 (4); Chemistry 250, 251, 252, 253, 254 (8); Health & Physical Education activity (2); Physics 209, 210, 261, 262 (8); Social Sciences (GER) - Political Science 201 (3).

Junior Year: (27 hours) Chemistry 301 (3); Education 310, 475, 380 (5); Geology 111, 112, 121, 122 (8); Humanities (GER) - History 201, 202 (6); Health & Physical Education 150 (2); Social Sciences (GER) - Psychology 204 (3).

Senior Year: (20 hours) Chemistry 351 (3); Education 464, 402, 403 (8); Social Sciences (GER) - Psychology 206 (3); Social Sciences elective (3); Special Education 300 (3).

General Science - Earth Science Education Certification (124 hours)

Freshman Year: Mathematics 111, 112 (6); Natural Sciences (GER) - Biological Sciences 130, 131, 132, 133 (8); Chemistry 100, 101, 103 (5); Health & Physical Education activity (2).

Sophomore Year: (23 hours) Chemistry 102, 104 (3); Geology 111, 112, 121, 122 (8); Health & Physical Education 150 (2); Humanities (GER) - History 201, 202 (6); Physics 209, 261 (4).

Junior Year: (28 hours) Education 310, 464, 475 (8); Geology 200, 201, 303 (9); Physics 210, 262 (4); Social Sciences (GER) - Psychology 204 (3); Social Sciences elective (3); general elective (1).

Senior Year: (20 hours) Education 402, 403 (5); Geology 305, 318 (6); Social Sciences (GER) - Political Science 201 (3), Psychology 206 (3); Special Education 300 (3).

General Science - Physics Education Certification (128 hours)

Freshman Year: Mathematics 111, 112, 230, 231 (12); Natural Sciences (GER) - Biological Sciences 130, 131, 132, 133 (8).

Sophomore Year: (25 hours) Natural Sciences (GER) - Chemistry 100, 101, 102, 103, 104 (8); Health & Physical Education 150 (2), Health & Physical Education activity (2); Humanities (GER) - History 201, 202 (6); Physics 201, 202, and 261 or 262 (8).

Junior Year: (28 hours) Education 310, 464, 475 (8) Geology 111, 112, 121, 122 (8); Physics 416, and 462 or 417 and 463 (6); Political Science 201, Psychology 204 (6).

Senior Year: (23 hours) Education 402, 403 (5); Physics 220 or 230 (3) +6 from: Physics 304, 307, 406, 423 or 420 (6); Psychology 206 (3); Special Education 300 (3); Social Science elective (3).

Social Studies Education Certification (124 hours)

Freshman Year: Mathematics 101, 125 (6); Natural Sciences (GER) - Biological Sciences 101, 102 (6); Humanities (GER) - History 101, 102, 201 (9).

Sophomore Year: (25 hours) Geography 205, 227 or 290 (6); Health & Physical Education 150 (2), Health & Physical Education activity (2); History 202 (3); Social Sciences (GER) - Political Science 201 (3), Psychology 206 (3), Sociology 201 (3); Science elective (3).

Junior Year: (27 hours) Economics 201, 202 (6) Education 310, 459, 415 (6); Political Science 310, 320, or 330 (3); Psychology 204 (3); Natural Sciences (GER) - Biological Science 310, 320, or 330 (3); Psychology 204 (3); Natural Sciences (GER) - Physical Science (3); Special Education 300 (3); Geography elective (3).

Senior Year: (19 hours) Education 402, 403, 415, 475 (10); History 342 or Sociology 312 (3); History 360 (3); History 344 or Political Science 302 (3).

Speech Education Certification (124 hours)

Freshman Year: Mathematics 101, 125 (6); Natural Sciences (GER) - Biological Sciences 101, 102 (6); Health & Physical Education 150 (2), Health & Physical Education activity (2); Speech 201 or 290 (3).
Sophomore Year: (24 hours) Humanities (GER) - History 201, 202 (6); Natural Sciences (GER) - Physical Science (3); Social Sciences (GER) - Political Science 201 (3); Science elective (3); Speech 200, 211 (6); Speech elective (3).
Junior Year: (27 hours) Education 310, 354 (6); Social Sciences (GER) - Psychology 204, 206 (6); Speech 315, 360 (6); Speech/Theatre 240, and 307, 402, 409, or 490 (6); Speech 440 (3).
Senior Year: (22 hours) Education 402, 403, 475 (7); Special Education 300 (3); Speech elective (3); Social Science elective (3); General electives (6).

Art Education Curriculum (B.A.)

Freshman Year	
Art 115, 116, 125, 126, 220	15
Natural Sciences (GER)	
Biological Sciences 101, 102	6
English (GER)	6
Humanities (GER)	
Speech 110	3
Mathematics (GER)	
Mathematics 101	3
Health & Physical Education	2
	<hr/>
	35
Sophomore Year	
Art 117, 118, 225, 266	12
Education 125	1
Humanities (GER)	
English 201, 202	6
History 201	3
Health & Physical Education 150	2
Mathematics (GER)	
Mathematics 125	3
Social Sciences (GER)	
Psychology 204	3
	<hr/>
	30
Junior Year	
Arts 267, 473	6
Architecture 400	2
Education 460, 480	6
Humanities (GER)	
History 202	3
Natural Sciences (GER)	
Physical Science	3
Social Sciences (GER)	
Political Science 201	3
Psychology 206	3
Science Elective	3
	<hr/>
	29
Senior Year	
Art 240	3
Education 401, 402, 403, 416, 450, 475	20
Social Sciences (GER)	3
Special Education 300	3
	<hr/>
	29
Total Semester Hours	123
(GER): General Education Requirements (pg. 28)	

Elementary Education Curriculum (B.S.)

Freshman Year	
English (GER)	6
Humanities (GER)	
English 201 or 202	3
History 201, 202	6
Speech 110 or 377	3
Mathematics (GER)	
Mathematics 101, and 111, 125 or	

Statistics 200	6
Natural Sciences (GER)	
Geology 111	3
Health & Physical Education 290	3
Social Sciences (GER)	
Political Science 201	3
	<hr/>
	33
Sophomore Year	
Natural Sciences (GER)	
Biological Sciences 101, 102	6
Biological Sciences 201	3
Computer Literacy (GER)	
Education 310	3
Education 125	1
Humanities (GER)	
English 332 or 336	3
Social Sciences (GER)	
Geography 205	3
Psychology 204	3
Health & Physical Education 150	2
Library Science 201	3
	<hr/>
	27
Junior Year	
Arts 301	3
Education 424, 425, 426, 420, 471	15
Mathematics 203, 204	6
History 360	3
Special Education 300	3
Psychology 408	3
	<hr/>
	33
Senior Year	
Education 402, 415, 416, 417, 422, 423, 475	25
Music 334	3
Health & Physical Education 340	3
	<hr/>
	31
Total Semester Hours	124
(GER): General Education Requirements (pg. 28)	

Kindergarten Certification

In addition to the basic Elementary Education curriculum, the following courses will be required to complete this certification: Education 432, 441, and 420(K).

Library Science Certification

In addition to the basic Elementary curriculum the following courses will be required to complete this certification: Education 420(LS), Library Science 301, 302, 303, and 305.

French Education Curriculum (B.A.)

Freshman Year	
English (GER)	6
Humanities (GER)	
English 201	3
History 201, 202	6
Speech 110 or 377	3
Mathematics (GER)	
Mathematics 101	3
French 101, 102, 201	9
Health & Physical Education	2
	<hr/>
	32
Sophomore Year	
Natural Sciences (GER)	
Biological Sciences 101, 102	6
Physical Sciences	3
Social Sciences (GER)	
Political Science 201	3
Psychology 204	3
Arts (GER)	3
Mathematics (GER)	
Mathematics 125	3
Education 125	1

French 202, 301, 302	9
	31
Junior Year	
Computer Literacy (GER)	
Education 310	3
Humanities (GER)	
English 202	3
Social Sciences (GER)	3
Education 453, 480	6
French 304, 305	6
French Upper Division Electives	6
Psychology 206	3
	30
Senior Year	
Education 401, 402, 403, 416, 475	17
French 450, 470	6
Health & Physical Education 150	2
Biological or Physical Science Electives	3
Special Education 300	3
	31

Total Semester Hours

(GER): General Education Requirements (pg. 28)

As the scheduling of upper-division French courses is determined by changing enrollment patterns, students who plan to complete their degree within the shortest time possible may have to take one or more French courses through the Inter-institutional Cooperative Program at Grambling University.

Requirements for a Minor in Library Science

To meet the needs of Louisiana schools, courses in library science are offered which prepare teachers and librarians in conformity with the requirements of the State Department of Education and the Southern Association of Colleges and Schools. A student may follow the elementary education curriculum with a library science certification or a secondary education degree plan with a minor in library science and be certified as a school librarian. Students wishing to qualify for public library and civil service library positions may take library science courses along with any existing curriculum. The following courses are required: Library Science 201, 301, 302, 303, 305, Education 310, and Library Science 435 or Education 420.

Music Education Curriculum (B.A.)

Freshman Year	Semester Hours
English (GER)	6
Mathematics (GER)	6
Natural Sciences (GER)	3
Humanities (GER)	
Speech 110 or 377	3
Music Applied, Private Lessons	3
Music Ensembles	3
Music Theory 101, 102	4
Music Pedagogy 372, 351 (I) or	
Music Applied, Classes & Recitals 233, 234 (V)	2
Music Applied, Classes & Recitals 100	0
Education 125	1
	31

Sophomore Year

Natural Sciences (GER)	6
Humanities (GER)	
English 201 or 202	3
Social Sciences (GER)	3
Music Theory 103, 201, 202	6
Music Applied, Private Lessons	3
Music Ensembles	3
Music Pedagogy 371, 364 (I) or Music Pedagogy 311 (V)	2
Music History 304, 305	6
Music Pedagogy 300 &	
Music Applied, Classes & Recitals 232 (V) or	
Music Elective (I)	2

Music Pedagogy 331	1
Music Applied, Classes & Recitals 100	0
	35

Junior Year

Humanities (GER)	
History 201 or 202	3
English	3
Social Sciences (GER)	3
Education 480	3
Music Technology 301	3
Music Applied, Private Lessons	3
Music Ensembles	3
Music Theory 203, 302, 330 (V) or 370 (I)	7
Music History & Literature	2
Music Pedagogy 300, 352	2
Music Applied, Classes & Recitals 100	0
Music Applied, Classes & Recitals 399	0
	32

Senior Year

Social Sciences (GER)	3
Education 403, 416, 475	14
Psychology 408	3
Music Pedagogy 464, 465 (V) or 466 (I)	6
Music Pedagogy 301 (V) or 302 (I)	2
Music Pedagogy 363, 370, 381 (I) or Music Elective (V)	3
Music Ensembles	2
Music Applied, Classes & Recitals 100	0
	33

Total Semester Hours

(GER): General Education Requirements (pg. 28)

(V) = Vocal Program

(I) = Instrumental Program

After completing the curriculum, the graduate will be eligible for certification from the State Department of Education to teach vocal and/or instrumental music in schools, depending upon the applied music elected. Upon entrance, the student will declare the particular certification desired.

For those desiring certification to teach music, the distribution of work taken in applied music must be in accordance with one or more of the plans listed above. The plan, or plans, pursued will be determined by individual desire for certification.

The curriculum for Vocal and Instrumental Certificate includes both Music 303 and 314, Education 465 and 466, and 20 additional music hours. Ensemble requirements for Music Majors listed under the College of Liberal Arts should be noted.

Speech, Language, & Hearing Therapy Curriculum (B.A.)

Freshman Year	
English (GER)	
English 201 or 202	6
Mathematics (GER)	
Mathematics 101	3
Natural Sciences (GER)	
Biological Sciences 101, 102	6
Health & Physical Education Activity	2
Speech 110, 202, 210, 222, 301, and 302	16
	36

Sophomore Year

Humanities (GER)	
History 201, 202	6
Natural Sciences (GER)	
Physical Science	3
Social Sciences (GER)	
Political Science 201	3
Mathematics (GER)	
Mathematics 114	3
Education 125	1
Speech 411, 413, 418, 470	12

Psychology 204, 205	6
Biological Science 224	3
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	37
Junior Year	
Social Sciences (GER)	3
Arts (GER)	3
Humanities (GER)	
English 332	3
Education 310, 423, 424	9
Psychology 206	3
Speech 312, 443	7
	<hr/>
	28
Senior Year	
Counseling 400	3
Education 355, 401, 416, 475	15
Health & Physical Education 150	2
Psychology 414	3
Special Education 300, 495	6
	<hr/>
	29
Total Semester Hours	130
(GER): General Education Requirements (pg. 28)	

Effective Fall Quarter 1985, all incoming Freshmen will have to obtain a Master's Degree in disorders of communication (Speech, language, hearing disorders and severe language disorders) in order to enter the work force as speech, language, and hearing specialists in the schools of Louisiana.