COLLEGE OF Education

M. JAYNE FLEENER, Dean E. B. “Ted” Robert Professor of Education; Dean

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LSU’s College of Education, the largest in the state, offers bachelor’s degrees and—through the Graduate School—master’s degrees, certificates of education specialist, and doctoral programs for more than 2,000 students each year. The college has three academic departments: Curriculum and Instruction; Educational Leadership, Research, and Counseling; and Kinesiology. The K-12 University Laboratory School comprises the fourth department in the college.

The college's primary purpose is the preparation of high quality teachers, administrators, counselors, and human service professionals for elementary and secondary schools, for other colleges and universities, and for health, fitness, and sports agencies.

The college takes pride in producing graduates who are reflective in practice, actively engaged in the research tradition of the University, and at the cutting edge in using sophisticated teaching approaches for educating a diverse population in a complex and interdependent world.

Through the Graduate School, the Department of Educational Leadership, Research, & Counseling (ELRC) offers graduate programs in educational research, guidance, and educational administration.

The Department of Curriculum & Instruction (EDCI) offers two undergraduate programs in elementary grades education, including a grades PK-3 collaborative program with the School of Human Ecology, College of Agriculture. The department also offers an undergraduate program in secondary education with an area of concentration in art (grades K-12) and collaborates with other colleges in providing concentrations in other areas of secondary education. Through the Graduate School, graduate programs in education and curriculum and instruction are offered. These programs prepare students for educational careers at all levels, from kindergarten through post-secondary education.

The Department of Kinesiology (KIN) provides undergraduate and graduate programs for students interested in the art and science of human movement. Undergraduate areas of concentration are athletic training, sport studies, fitness studies, human movement science, and H&PE teacher certification. Graduates pursue careers in K-12 educational settings, in health and fitness programs, and in organized sports.

The University Laboratory School offers a comprehensive K-12 curriculum for more than 800 students. The school serves as a demonstration center for educational methodology and provides for observation, research, and preservice field experiences for students and faculty of the college.

The following programs are offered by the College of Education:

• Bachelor of Science in Elementary Grades Education—grades PK-3 (B.S.);

• Bachelor of Science in Secondary Education (B.S.) with an area of concentration in art;

• Bachelor of Science in Kinesiology (B.S.) with areas of concentration in athletic training, sports studies, fitness studies, human movement science, and health and physical education teacher certification.

The following graduate programs are offered through the Graduate School:

• Master of Education (M.Ed.) with certification in an area of secondary education, K-12 education, or elementary education (Holmes Program);

• Master of Education (M.Ed.) with areas of study in administration, guidance, and all areas of teacher certification;

• Master of Arts in Education (M.A.) with areas of study in administration, curriculum and instruction, counseling;

• Master of Science in Kinesiology (M.S.) with areas of study in exercise physiology, motor behavior, and pedagogy;

• Certificate of Education Specialist (Ed.S.) with areas of study in curriculum and instruction, administration, and counseling;

• Doctor of Philosophy in Educational Leadership and Research (Ph.D.) with areas of study in higher education, K-12 education, and research;

• Doctor of Philosophy in Curriculum and Instruction (Ph.D.); and

• Doctor of Philosophy in Kinesiology (Ph.D.) with areas of study in exercise physiology, motor behavior, and pedagogy.

TWO PATHS TO TEACHER CERTIFICATION

LSU is a leader in teacher education reform. Extensive research and practice support two distinct ways to become certified as a teacher—a bachelor’s program or a master’s program. Students may choose from a bachelor’s program in the college (grades PK-3, grades 1-5, grades K-12 art or kinesiology), in the College of Arts and Sciences (grades 6-12 in English, French, history, mathematics, or Spanish), or in the College of Basic Sciences (grades 6-12 in biology, chemistry, or physics). Or students may choose a master’s program offered by the college for certification in grades 1-5, 6-12, or K-12.

Additionally, students may choose to add an undergraduate minor in special education to one of the above certification areas.

Regardless of the route chosen, students will find that teacher education at LSU links contemporary research and practice, focuses on preparing teachers for a culturally diverse world, provides early and extended experiences in a variety of educational settings, incorporates instructional technology, and prepares PK-12 teachers who truly understand children, content, and pedagogy.
Bachelor's Programs

Undergraduate students who are eager to complete their education in four years may find the bachelor's program most attractive. The College of Education offers undergraduate programs leading to certification in grades 1-5, grades PK-3 (in collaboration with the School of Human Ecology, College of Agriculture), and K-12 (art or kinesiology). The college collaborates with the College of Arts and Sciences and the College of Basic Sciences in programs leading to certification in grades 6-12. Depending upon the area and level of certification desired, students earn bachelor's degrees from the College of Education, College of Arts and Sciences, or the College of Basic Sciences and attain Louisiana Teacher Certification in programs that combine general education, an area of focus, professional education courses, and practical experiences in 128 credit hours. These programs are designed for students who know early in their college careers that they want to become teachers and who want to enter the profession immediately following receipt of the bachelor's degree. Programs feature early and extensive connections between university-based and field-based learning and include at least one full semester of professionally supervised student teaching.

Master's Program

Students who wish to spend extended time developing the expertise to enter the teaching profession with an enhanced capacity for leadership may choose the master's program that includes a full year of graduate-level professional preparation. Students earn a master's degree in education and Louisiana Teacher Certification by completing 37-43 credit hours beyond a bachelor's degree in elementary education or in secondary/K-12 education. The program features extended experiences in diverse school settings, the support of peers who work together in small cohort groups, mentoring by graduate faculty, and the development of teacher-researcher skills.

Teacher Education Programs in Other Colleges

Programs in agricultural education, business education, home economics education, and industrial education are offered through the School of Human Resource Education and Workforce Development in the College of Agriculture. Programs in English, French, history, mathematics, and Spanish education are offered through the respective departments in the College of Arts and Sciences, and programs in biology, chemistry, and physics are offered through the College of Basic Sciences. Students prepare for teaching vocal or instrumental music through the College of Music and Dramatic Arts.

ADMISSION/ADVISING

Students anticipating careers in teaching and undergraduate students pursuing a kinesiology degree should contact the Office of Student Services, College of Education, 236 Peabody Hall, to declare their interest and to obtain additional information. The variety of routes to teacher certification and specific general education requirements necessitate early and continuous advising by the college. Students interested in graduate programs that do not include teacher certification should contact the Graduate School.

LSUTeacher Education Council

The Teacher Education Council provides governance for all University programs which prepare school professionals. It is responsible for setting and achieving teacher education goals, establishing policies, fixing responsibilities for program decision-making, identifying and utilizing resources, and facilitating continuing development and improvement of initial and advanced teacher education programs.

Office of Student Services

The Office of Student Services provides all student-related services for undergraduate students in the college and for master's students seeking teacher certification. The office strives to provide a single, student friendly environment designed to meet all student needs: recruitment, application procedures, admissions, advising services, student records, scholarships, teacher tuition exemptions, PRAXIS information, student-related experiences (e.g., student council), degree audits, teacher certification, and alumni follow-up.

Admission to Teacher Education

Undergraduate Programs

Undergraduate students may enter teacher education programs after 24 semester hours with a minimum 2.20 GPA, cumulative and LSU. Formal admission to a specific undergraduate teacher education program requires a 2.50 GPA, cumulative and LSU, and passing scores on the PRAXIS I: Academic Skills Assessments. Admission to upper division professional education courses (3000-level and above) is restricted to students who have been formally admitted to a teacher education program.

Master's Program (Holmes only)

Elementary Five-Year Program: Admission to the junior year cohort of the elementary certification program leading to the master's degree (Holmes Program) requires at least 60 semester hours with a minimum 2.75 GPA and passing scores on the PRAXIS I assessments. Admission requirements for the Holmes master’s year for elementary certification include admission to the LSU Graduate School and passing scores on PRAXIS II assessments. (See “Holmes Master’s Programs Leading to Teacher Certification” for additional requirements.)
Secondary K-12 Fifth Year: Admission requirements for the Holmes master’s level secondary/K-12 certification program include admission to the LSU Graduate School and passing scores on the PRAXIS I and PRAXIS II subject area/specialty assessments. (See “Holmes Master’s Programs Leading to Teacher Certification” for additional requirements.)

PRAXIS

Satisfactory scores on the PRAXIS Series are required for teacher certification by the state of Louisiana. Teacher education students must pass all required sections of the PRAXIS Series prior to graduation.

Undergraduate students must have passing scores on the PRAXIS I assessments to be formally admitted to a specific undergraduate teacher education program.* Undergraduate students are expected to take the required PRAXIS II assessments during the last semester of course work prior to student teaching.

Undergraduate students in the Holmes elementary certification program leading to the master’s degree must have passing scores on the PRAXIS I assessments to be formally admitted to the junior year cohort of this five-year program. Students must have passing scores on required PRAXIS II assessments to be formally admitted to the master’s year. Students are encouraged to register for the March testing during their senior year for timely receipt of test scores.

Master’s level students in the Holmes secondary/K-12 certification program must have passing scores on both the PRAXIS I assessments and the appropriate PRAXIS II subject area/specialty test(s) to be formally admitted to the master’s year. Students are expected to take the PRAXIS II: Principles of Learning and Teaching Test during the spring semester of the master’s year and to present passing scores for program completion/graduation.

*See “Admission to Teacher Education” and “Holmes Master’s Programs Leading to Teacher Certification” for additional requirements for admission. Contact the Office of Student Services, College of Education, for additional information on the PRAXIS Series.

STUDENT RESPONSIBILITY

Students in the College of Education bear final responsibility for selection of their academic programs and adherence to all published regulations and requirements of the college and the University. Ignorance of a rule is not grounds for waiving that rule. Each student must see a counselor for a final degree checkout during the semester prior to the semester in which the degree is to be awarded.

SCHOLASTIC REQUIREMENTS

Retention

The College of Education reserves the right to review at any time a student's suitability to continue in a teacher education program. Faculty monitor the growth of students enrolled in the college’s programs. In addition to the University’s scholastic requirements, specific retention criteria in the College of Education include the following:

- **English Proficiency**—Students must earn a grade of “C” or better in one of the following courses or have the equivalent in transfer credit: ENGL 1002, 1003, 1005 (international students), 2001, or 2002. Students who fail to earn a “C” must repeat the course. This requirement must be completed to be admitted to a specific teacher education program.
- **GPA Maintenance**—A student who fails to earn a 2.00 semester average in any one semester, regardless of overall grade-point average, will be placed on college probation. To be removed from college probation, a student must earn a 2.00 or better semester grade-point average, remediate course deficiencies, and make satisfactory progress in the degree program. A student on scholastic probation will be dropped from the college for failure to earn a 2.00 grade-point average in any one semester. A student who fails to earn a 2.00 grade-point average for two consecutive semesters, regardless of overall grade-point average, will be dropped from the college.

Basic Undergraduate Degree Requirements

All undergraduate students in the College of Education are required to:
- Satisfactorily complete an approved program of study that has been determined by the faculty of the college and by the University. In addition, programs leading to teacher certification must be approved by the LSU Teacher Education Council and the Louisiana Board of Elementary and Secondary Education.
- Complete the program (minimum 128-130 semester hours) with a minimum gpa of 2.50 on all work taken cumulative and LSU. (A 2.75 gpa is required in the five-year master's program leading to elementary teacher certification.)
- Teacher Education Program only: Pass all required sections of the PRAXIS Series and earn a grade of "C" or higher in course work as specified by the Louisiana Board of Elementary and Secondary Education.
- Complete the final 25 percent of the program in residence in the College of Education.

CORRESPONDENCE CREDIT

Up to one-fourth of the number of hours required for the baccalaureate degree may be taken through the Division of Continuing Education by correspondence study. Students registered in the College may enroll in a maximum of 19 semester hours of combined resident and correspondence course work during a regular semester (12 semester hours in the summer term).

Students in residence may take courses by correspondence only in exceptional cases (e.g., conflicts between single sections of required courses) and with specific approval of the dean of the college. Students in all programs must complete all correspondence course work prior to the final semester of their program.

MINOR FIELD REQUIREMENTS (OPTIONAL)

A student in the College of Education may earn a minor in a second field under the following conditions:
- The minor must include at least 15 semester hours of course work in a single department, of which at least six semester hours must be taken on this campus and at least three of the six hours must be at the 4000 level.
- Each course used in the minor must be passed with a grade of “C” or better.
- Courses used for the minor may not be taken on a pass/fail basis.
- All minors must be approved by the Office of Student Services.

The department offering the minor may impose additional requirements; the specific requirements of the department must be stated in the catalog. Interdisciplinary minors involving more than one department are ordinarily not approved.

Special Education: Mild/Moderate Disabilities

To graduate with a minor in special education: mild/moderate disabilities, students must be admitted to a teacher certification program. Students pursuing the minor must complete EDCI 3701, 3702, 3703, 3712, and 4705. Students desiring to obtain teaching certification in special education: mild/moderate disabilities must also complete EDCI 4749.

STUDENT TEACHING

Application for Student Teaching

Application for student teaching must be made to the Office of Student Services no later than three weeks following the final date for adding courses for credit in the semester prior to student teaching. Late applicants cannot be guaranteed consideration.

Requirements for Student Teaching

The student teaching practicum is scheduled as an all-day, all-week experience. LSU requirements for the student teaching experience far surpass the state minimum requirement of 270 clock hours, 180 of which must be actual teaching with a substantial portion thereof on an all-day basis.

All course requirements must be completed prior to student teaching, other than those courses requiring concurrent enrollment with student teaching. No student may schedule course work in addition to that required during the student teaching semester(s) unless approved by the dean of the college. Students are advised to schedule no more than 15 hours of employment during student teaching.

To be permitted to student teach, students must also meet the following requirements:

...
In the Elementary Grades

- LSU and cumulative grade-point averages of 2.50 with no grade lower than “C” in professional education courses and in other courses as required for certification, regardless of institution(s) attended.
- Proficiency in written expression.

In Secondary and K-12 Subjects

- LSU and cumulative grade-point averages of 2.50 with no grade lower than “C” in professional education courses and in other courses as required for certification, regardless of institution(s) attended.
- Proficiency in written expression.

STUDY ABROAD

Students in the College of Education are encouraged to participate in the study abroad programs administered by the Office of Academic Programs Abroad. Students who participate in these programs must receive, in advance, departmental evaluation of the courses to be taken. In addition, students must meet with a counselor to ensure that degree credit will be granted upon return to LSU.

ENROLLMENT IN TWO DEGREE PROGRAMS

With the dean’s approval, a student may enroll in two bachelor’s degree programs concurrently and thereby either earn two degrees or earn one degree with two majors listed on the transcript, provided all requirements are completed as of the same commencement.

Refer to the section on “Earning Two Degrees” in the “Undergraduate Degree Requirements and Regulations” chapter in this catalog.

STUDENT ORGANIZATIONS

The college’s Student Council includes student representatives from each department and members-at-large. The college also sponsors an honorary organization, Kappa Delta Epsilon, for teacher education students; the Kinesiology Club; the Student National Art Education Association; and Teachers Extending Academic and Career Help (TEACH).

PHI KAPPA PHI

*Phi Kappa Phi*, a national scholastic honor society founded in 1897, with nearly 300 chapters nationwide, is one of the most prestigious scholastic honor societies in the U.S. The LSU chapter was founded in 1930 as the 43rd chapter in the nation. At the present time, the national office is located on this campus in the French House.

The mission of Phi Kappa Phi is to recognize and promote academic excellence in all fields of higher education and to engage the community of scholars in service to others. Phi Kappa Phi is unique because it recognizes superior scholarship in all academic fields, rather than restricting membership to a limited field. Juniors in the top 7.5 percent and seniors and graduate students in the top ten percent of their classes may be invited to become members of Phi Kappa Phi. New LSU Phi Kappa Phi members are initiated and honored in the spring semester each year and wear identifying ribbons on their academic gowns at commencement exercises.

HONORS COLLEGE

Students who are interested in dual membership in the Honors College and the College of Education should contact the Honors College for admission information.

DEPARTMENTS AND SCHOOLS

DEPARTMENT OF CURRICULUM & INSTRUCTION

CHAIR • Lafayette, Professor
OFFICE • 225 Peabody Hall
TELEPHONE • 225/578-8867
FAX • 225/578-9135

VIRA FRANKLIN AND JAMES R. EAGLES ENDOWED PROFESSOR • Doll
ELENA AND ALBERT LEBLANC PROFESSOR IN THE COLLEGE OF EDUCATION • Nelson
W. H. “BILL” LEBLANC ALUMNI ASSOCIATION DEPARTMENTAL PROFESSOR • Wandsee
PATRICK AND EDWIGE OLINDE PROFESSOR • Cheek
DEAN E. B. “TED” ROBERT PROFESSOR OF EDUCATION • Fleener
ST. BERNARD PARISH LSU ALUMNI ASSOCIATION ENDOWED PROFESSOR • Pinar

ASSISTANT PROFESSORS • Buchanan, K. Denny, Egea-Kuehne, Kirshner, Mencer (Professional Practice), Stewart, Trousdale

ASSISTANT PROFESSORS • Asher, Blanchard, Eppert, Gann, Launey (Professional Practice), Mooney, Pitre (Professional Practice), Poehl (Professional Practice), Roy, Ukpolo (Professional Practice), Willis (Professional Practice)

INSTRUCTORS • Bargus, Callender, M. Denny, Donnelly, Exner, Gaston, Guedry, Hammett, Hannaman, Litton, McFatter, McHardy, Ranier, Stockard, Tobe

ADJUNCT FACULTY • Buts

The department conducts research in the various areas of curriculum and instruction and prepares students for educational careers, including elementary and secondary teaching. Courses in methods and techniques that feature field-based teaching prepare students for the classroom. The department emphasizes reflective practice, effective professionalism, and inquiring pedagogy in all programs.

BACHELOR’S PROGRAMS

CURRICULUM IN EARLY CHILDHOOD EDUCATION: PK-3 TEACHER CERTIFICATION

TOTAL SEM. HRS. • 125-127

FRESHMAN YEAR SEM. HRS.

- Biological Sciences 1001 • 3
- EDCI 1000 • 3
- English 1001 or 1004 and ENGL 1002 or 1003 or 1005 • 6
- Geography 1001 or 1003 • 3
- Geology 1001 • 3
- Human Ecology 1000 • 3
- Mathematics 1021 or 1023 or 1029 and 1100 • 6-8
- Select 3 hrs. from ART 1001 or 1011 or 1440 or 2470 or Music 1751 or 1752 or 1755 or 1799 or 2000 • 3
- Select 3 hrs. from Biological Sciences 1002 or 1004 or Geology 1001 • 3

33-35

SOPHOMORE YEAR SEM. HRS.

- EDCI 2030, 2081, 2700 • 7
- ELRC 2507 • 3
- History 2055 or 2057 • 3
- Human Ecology 2065, 2083 • 6
- Mathematics 1201 and 1202 • 6
- Political Science 2051 • 3

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JUNIOR YEAR SEM. HRS.

- EDCI 3000 • 3
- Human Ecology 3055, 3056 • 7
- PROFESSIONAL PRACTICE BLOCK I: PK/H Human Ecology 3381, 3382, 3383 • 9
- PROFESSIONAL PRACTICE BLOCK II: Grades 1-3 EDCI 3481, 3482, 3483 • 9
- History 2055 or 2057 • 3
- Human Ecology 4331, 4382 • 15
- PROFESSIONAL PRACTICE BLOCK IV: Grades 1-3 EDCI 4481, 4482 • 15

30

CURRICULUM IN ELEMENTARY GRADES EDUCATION

TOTAL SEM. HRS. • 127-133

FRESHMAN YEAR SEM. HRS.

- ART 1001 or 1004 or 1440 or 2470 or Music 1751 or 1752 or 1755 or 1799 or 2000 • 3
- Biological Sciences 1001, 1002, 1005 • 8
- English 1000/1001 or 1004 or Honors 1001 and ENGL 1002 or 1003 or 1005 • 6
- Geography 1001 or 1003 • 3
- History 2055 or 2057 • 3
- Mathematics 1021 or 1023 or 1029 and 1100 • 6-8
- Political science 2051 • 3

32-34

SOPHOMORE YEAR SEM. HRS.

- Area of concentration courses • 0-6
- EDCI 2030, 2271, 2400, 2700 • 12
- English 2485 or 2220 or 2423 • 3
- Geography 2050 • 3
- Mathematics 1201, 1202 • 6
- Psychology 2060 and 2076 • 6

30-36

JUNIOR YEAR SEM. HRS.

- Area of concentration courses • 0-3
- Anthropology 1003 or 2051 • 3
EDCI 3000 ........................................ 3
ELRC 2507 or 4512 .......................... 3
English 2270 or 2503 or 2673 ............ 3
History 3071 .................................. 3
Kinesiology 2577 ......................... 4
Physical science 1001 .................... 3
Professional Practice Block I (EDCI 3127, 3137, 3200) .................... 12

34-37

SENIOR YEAR SEM. HRS.
Area of concentration courses ........... 12-9
EDCI 4460 .................................. 3
Geology 1001, 1601 ....................... 4
Professional Practice Block II (EDCI 3124, 3125) .......................... 9
Mathematics 2203 ....................... 3

31-28

Areas of Concentration

♦ Four-Year Teacher Certification (12 hours)

Initial certification at the undergraduate level, includes student teaching experience.

Required Course—EDCI 3625

♦ Holmes Certification (18-19 hours)

This concentration leads to fifth-year master's degree in education with initial certification.

Required Courses—Select 18 hours from academic concentration. (List of approved concentrations available in the Office of Student Services.)

CURRICULUM IN SECONDARY EDUCATION (Art area of concentration only)

TOTAL SEM. HRS. • 128

FRESHMAN YEAR SEM. HRS.
English 1000/1001 or 1004 and English 1002 or 1003 or 1005 ..................... 6
Mathematics 1021 or 1023 ......... 3
or 1029 .................................. 3
Mathematics 1022 or 1100 or 1431 or 1435 or 1441 or 1550 or 1552 .... 3
General education biological sciences elective ....................................... 3
General education physical sciences elective ....................................... 3
General education social sciences elective ....................................... 3
Kinesiology electives ................. 4
Area of concentration courses ............. 6

31

SOPHOMORE YEAR SEM. HRS.
General education English electives ...... 6
History 2055 or 2057 .................. 3
General education humanities elective 3
General education arts elective ..... 3
EDCI 1000 .................................. 3
Psychology 2078 ...................... 3
Area of concentration courses ............. 12

33

JUNIOR YEAR SEM. HRS.
EDCI 3136, 4460 ....................... 6
EDCI 4465 or 4269 or 4470* ......... 3
Area of concentration courses .......... 15
Social sciences electives ............... 6
Area of concentration courses ............. 31

EDCI 3630 or 3635*** ............ 12
Area of concentration courses ............. 13

Area of Concentration

♦ Art (46 hours)

Required Courses—three semester hours from this list fall under general education requirements; leaving 43 semester hours to fulfill area of concentration in art requirements: ART 1011, 1012, 1361 or 1371, 1440, 1441, 1661, 1847, 1848, 1849, 2879, 4466 (33); ART history elective (3); EDCI 2271, 2272, 4273 (9); PHIL 2023 (3).

Approved Elective—select one hour from the list of approved electives available from the Office of Student Services, College of Education.

HOLMES MASTER’S PROGRAMS LEADING TO TEACHER CERTIFICATION

Elementary Grades Five-Year Program

• Students may enter the elementary education basic program after completing at least 24 hours of degree credit courses with a 2.50 GPA.

• Students who are in the elementary education basic program should apply for admission to the elementary teacher education junior-year cohorts on or before March 1 of the sophomore year. Late applications are not guaranteed consideration.

• Admission to junior-year cohorts in the elementary education program will be on a selective basis. Students will be selected from those candidates who meet the overall GPA admission requirement of 2.75 or higher and passing scores on the PRAXIS I assessments. Meeting the minimum admission requirement does not guarantee admission to the elementary education junior-year cohorts.

• Students not admitted into junior-year cohorts by the time they have completed 75 hours may be dropped from consideration for the program.

• Students must maintain at least a 2.75 GPA each semester to continue in good standing in an elementary education cohort. Students who are on probation for two consecutive semesters will be dropped from the Holmes program.

• No final grade lower than “C” will be accepted in any professional or other courses as required for certification, regardless of a student's overall grade-point average.

Elementary Grades Graduate Year (Holmes only)

Admission to the Holmes elementary education graduate year requires:

• Completion of all undergraduate courses with a GPA of at least 2.75 and all graduate courses with a GPA of at least 3.00;

• Completion of all undergraduate professional education course work and other courses as required for certification with no grade lower than a “C”;

• Passing scores on PRAXIS I and II;

• Admission to the LSU Graduate School.

Completion of minimum requirements, including an undergraduate degree in elementary education and admission to the LSU Graduate School, does not guarantee admission to the graduate year teacher education program. A College of Education admissions panel selects from among qualified applicants those students to be admitted into the fifth-year cohorts.

Students should apply for admission to the elementary education graduate year on or before March 15 of the senior year. Students should meet all required parts of PRAXIS II by March of the senior year for timely receipt of scores.

Secondary/K-12 Grades Fifth Year Program

• Graduate year, subject-specific cohorts will be formed in the College of Education for graduate study in secondary or K-12 teacher education programs leading to teacher certification. Secondary teaching areas include English, mathematics, social studies, and science. K-12 teaching areas include art, French, and Spanish.

• Undergraduate students interested in a fifth-year teacher education program should contact the College of Education Office of Student Services upon admission to the University. Informal advising will be shared by the College of Education and the college where the student's academic major is located.

• Applicants may include candidates with degrees, as well as seniors finishing their programs in the various academic areas.

• No final grade lower than “C” will be accepted in any professional education or other courses as required for certification, regardless of a student's overall grade-point average.

• Applicants must submit passing scores on the PRAXIS I assessments and the appropriate PRAXIS II subject area/specialty test(s) for formal admission to the Holmes’ master's year.

• Completed materials for application to the fifth-year, subject-specific cohorts should be received in the Office of Student Services on or before March 15 for students to be guaranteed consideration for the graduate-level
course work that begins in the summer term. Students who apply after March 15 cannot be guaranteed consideration. Application procedures assume prior admission to the LSU Graduate School.

• Admission decisions are contingent upon admission to the LSU Graduate School.
• Meeting minimum requirements, including an undergraduate degree in an appropriate field and admission to the LSU Graduate School, does not guarantee admission to the fifth-year teacher education program. A College of Education admissions panel will select from among qualified applicants those students to be admitted into the subject-specific, fifth-year cohorts.

DEPARTMENT OF EDUCATIONAL LEADERSHIP, RESEARCH, & COUNSELING

CHAIR • Kennedy, Associate Professor
OFFICE • 111 Peabody Hall
TELEPHONE • 225/578-2036
FAX • 225/578-6981

J. FRANKLIN BAYHI ENDOWED PROFESSOR • Geske
JO ELLEN LEVY YATES PROFESSOR • Teddle
PROFESSORS • Geske, Maxcy, Rankin, Teddle, Willis
ASSOCIATE PROFESSORS • Gintner, Hinson, Hutchinson, Kennedy, MacGregor, Ropers-Huilman, Spielti, Taylor
ASSISTANT PROFESSORS • Del Favero, Distefano, Henley Choate, Lou, Westbrook
INSTRUCTOR • Heroman

Through the Graduate School, the Department of Educational Leadership, Research, & Counseling (ELRC) offers graduate programs in educational leadership and research, guidance, administration, and education. Specializations are offered in school and community counseling, educational research methodology, K-12 and higher education administration, and educational technology. The department has as its mission the preparation of educational leaders and scholars. It seeks to prepare professionals who are aware of contemporary issues in education; creative in their efforts to address challenges in education and the community; and able to address the needs of an increasingly diverse clientele in various educational and human services arenas.

DEPARTMENT OF KINESIOLOGY

CHAIR • Lee, Mary Ethel Baxter Lipscomb Endowed Professor
OFFICE • 112 Long Fieldhouse
TELEPHONE • 225/578-2036
FAX • 225/578-3680

ROY PAUL DANIELS PROFESSOR OF KINESIOLOGY • Solmon
ROBERT H. AND PATRICIA A. HINES PROFESSOR IN THE COLLEGE OF EDUCATION • Welsch
MARY ETHEL BAXTER LIPSCOMB MEMORIAL ENDOWED PROFESSOR • Lee
HELEN "BESSIE" PLINER PROFESSOR • Magill
PROFESSORS • Lee, Magill
ASSOCIATE PROFESSORS • Harrison, Landin, Nelson, Solmon, Welsch, Wood, Worthy

ASSISTANT PROFESSORS • Castle (Professional Practice), Gardner, Hondzinski, Kosma, Li

INSTRUCTORS • Afeman, Barker, Eddy, Fisher, Hargrave, Hargroder, K. Hill, R. Hill, Johnson, Marucci, Mullenix, Shea

ADJUNCT FACULTY • Bouchard, Hebert, Solomonow

The Department of Kinesiology provides graduate and undergraduate programs for students interested in the art and science of human movement. An undergraduate degree in this department provides a broad, general education, with necessary supporting courses in basic sciences, core courses in the kinesiology body of knowledge, and a sequence of courses in an area of concentration. A limited selection of sport and fitness activity classes fundamental to kinesiology majors is available to other majors as electives. Students are prepared to be reflective in their professional practice.

Admission into the Department of Kinesiology

Students wishing to enter the Department of Kinesiology must satisfy the following minimum requirements:
• 24 earned semester hours with a 2.50 cumulative and LSU gpa;
• English proficiency—advanced placement in, credit for, or a grade of “C” or better in ENGL 1001 (1004) and 1002 (1003/1005);
• Math proficiency—advanced placement in, credit for, or a grade of “C” or better in MATH 1021 and 1022; and
• Biology proficiency—advanced placement in, credit for, or a grade of “C” or better in BIOL 1201, 1208, 1209.

Students intending to concentrate in Health and Physical Education Certification must meet the minimum criteria and have acceptable scores on the PRAXIS I to be formally admitted to the Health and Physical Education Certification Program. Admission of students to upper division professional education courses (3000-level and above) is restricted to students who have been formally admitted to the College of Education. See “Requirements for Student Teaching in Secondary and K-12 Subjects” for additional requirements.

Completion of Degree

Degrees in nonteaching areas of kinesiology in this college are conferred when the following conditions have been met:
• Completion of a minimum of 128-130 semester hours with cumulative and LSU averages of 2.50 on all work taken, with no grade less than “C” in specialized academic courses for athletic training, fitness studies, human movement, and sport studies concentrations.
• Completion of the final 30 semester hours of work in residence in the College of Education on the LSU campus.
• Completion of the appropriate approved curriculum.
• Proficiency in written expression.

CURRICULUM IN KINESIOLOGY

TOTAL SEM. HRS. • 128-130

FRESHMAN YEAR SEM. HRS.

Biological Sciences 1201, 1208 ............... 4
English 1000/1001, 1004; HNRS 1001; English 1002, 1003, 1005; HNRS 1101 ............... 6
Kinesiology activity course .................. 2
Mathematics 1021, 1022 .......................... 6
General education social sciences courses .... 6
Kinesiology 2501 ................................. 3
General education arts course ................. 3

Sophomore Year SEM. HRS.

Biological Sciences 2160 ....................... 3
Kinesiology 2500 ................................. 3
Kinesiology activity courses ................... 2
Kinesiology 2504 ................................. 2
Physics 2001 ..................................... 3
Communication studies 2060 ................. 3
General education humanities course (for HPE Certification—select 3 hrs. from English 2024, 2025, 2027, 2029, 2123, 2148, 2300, 2393, 2673, 2674, 3020, 3022, 3070, 3072) .......... 3
Area of concentration courses ................. 12

Junior Year SEM. HRS.

Biological Sciences 2160 ....................... 3
Kinesiology 2504 ................................. 3
Kinesiology 3502 ................................. 3
Area of concentration courses ................. 24

Senior Year SEM. HRS.

Kinesiology 3514, 3515, 4520 ................. 9
Area of concentration courses ................. 21-23

Areas of Concentration

• Athletic Training (55 hrs.)

Special Program Requirements

Students intending to concentrate in Athletic Training must be selected after meeting the minimum departmental and concentration criteria. Due to the limited number of clinical education sites, meeting all criteria for admission does not guarantee acceptance into the concentration. Admission is based upon:
• Completion of the Pre-Professional Orientation Meeting prior to obtaining the 100 hours of volunteer experiences with the LSU Athletic Training staff. Dates and times for each meeting are available on the Department of Kinesiology Web site or by contacting the Director;
• Evaluation of performance during volunteer experience;
• Grade of “B” or better in KIN 2503;
• Interview with program faculty;
• Ability to comply with the Athletic Training Concentration’s technical standards, with or without
accommodation, which establishes the essential qualities considered necessary to achieve the knowledge, skills, and competencies of an entry-level athletic trainer. A copy of the technical standards can be found on the Department of Kinesiology Web site.

- Completion of a physical examination (forms obtained in the Pre-Professional Orientation Meeting).
- Favorable completion of an application packet provided by the Director of the Athletic Training Concentration, after completing the Pre-Professional Meeting. The deadline to submit the application packet is 5:00 pm on the second Friday in April. It must be addressed to the Director of the Athletic Training Concentration.

Academic Probation/Dismissal
All students admitted to the Professional Phase of the Athletic Training Concentration program must adhere to the program retention policies as stated in the Athletic Training Student Handbook. The following policies apply to all students admitted to the Professional Phase:

- A student who drops below a cumulative 2.50 GPA after being accepted to the Professional Phase of the program will be placed on academic probation during the following semester. The student may apply for re-entry after raising the cumulative GPA to 2.50 or better.
- Approval for re-entry is not guaranteed.
- A student who receives a grade lower than a “B” in any athletic training concentration course will be required to retake the course. Students may repeat a course once to achieve a “B” grade, but they will not be permitted to continue in those course(s) that require the deficient course as a prerequisite.
- A student who fails to maintain the required GPA, violates policies on established clinical site requirements, or violates codes of moral/ethical conduct may be dismissed from the Professional Phase of the concentration program (See current policies in the Athletic Training Student Handbook, LSU Athletic Training Room Policies & Procedures Manual, and Code of Ethics of the National Athletic Trainers Association).
- Any student requesting readmission to the Professional Phase of the concentration must follow the appeal process as outlined in the current Athletic Training Student Handbook. Students graduating with the Athletic Training concentration are eligible to sit for the National Athletic Trainers’ Association Board of Certification (NATABOC) athletic training certification examination in order to become a Certified Athletic Trainer (ATC).

Required Courses (34 hours)—CSC 1100 or ISDS 1100 or EXST 2000, KIN 2601, 2503, 3500, 3501, 3505, 3506, 3508, 3509, 3608, 3512, 4512, 4605, HUEC 2010, PSYC 2011 or SOCL 2201.

Approved Electives (12 hours)—Select 12 hrs. from a list of approved electives available from the Office of Student Services, College of Education.

- Fitness Studies (55 hrs.)

Required Courses (19 hours)—KIN 3534, 3535, 4512, 4538; kinesiology exercise physiology lab; ELRC 4365 or 4600.

Nine hours from: KIN 3504, 3605, 3660, 4501, 4602, 4605.

Three hours from: BIOL 2083, 2153; CHEM 1201; EXST 2201, 4001; HUEC 1010, 2010, 4010, KIN 3517, 4900; PSYC 2011, 3050, 4072.

Approved Electives (24 hours)—Select 24 hrs. from a list of approved electives available from the Office of Student Services, College of Education.

- Health and Physical Education Certification (56 hours)

Required Courses (48 hours)—KIN 1133, 1156, 2540, 2602, 3510, 3511, 3516; HIST 2055 or 2056 or 2057 or 2058; PSYC 2060, 4070; EDCI 1000, 2045, 3135 or 3136, 3630.

Select two hours from: KIN 1126, 1411, 1427, 1428, 1429, 1430.

Select six hours from: KIN 1600, 2577, 2600, 2603, 2604, 3603, 3604, 3605, 3608, 3660, 4600, 4601, 4602, 4605.

- Human Movement Science (55-57 hours)

Required Courses (17 hours)—KIN 3517, 3534, 4512; PSYC 2011 or SOCL 2201; PHYS 2002, 2108, 2109.

Approved Electives (24-26 hours)—Select 24-26 hours from a list of approved electives available from the Office of Student Services, College of Education.

Select one from the following four areas:

- Occupational Therapy (14 hrs.)—CHEM 1201, CSC 1100 or ISDS 1100, KIN 2601, 3500, PSYC 3082, SOCL 2001.

- Pre-Physical Therapy Graduate Study (14 hours)—CHEM 1201, 1202, 1212; PSYC 2000, 3082.

- Premedicine (16 hours)—CHEM 1201, 1202, 1212, 2261, 2262, 2364.

Prekinesiology Graduate Study (15 hours)—CSC 1248; PHIL 4951; 9 hours of approved electives (list available from the department).

- Sport Studies (55 hrs.)

Required Courses (5 hrs.)—KIN 1133, 1156, 2540.


Six hours from: KIN 3507, 3533, 3534; SOCL 3501, 3601, 4512; PHIL 3001, 3002, 4015; POLI 4013; PSYC 3082, 4070; ELRC 4006, 4400; EXST 4001.

Three hours from: KIN 2511, 2515, 2516, 2517, 2518, 2519, 2525, 2526, 2530.

Nine hours from: KIN 1600, 2600, 2602, 2603, 2577, 3603, 3604, 3605, 3608, 3660, 4600, 4601, 4602, 4605.

Two hours from: KIN 1126, 1411, 1427, 1428, 1429, 1430.

Approved Electives (24 hrs.)—Select 24 hrs. from a list of approved electives available from the Office of Student Services, College of Education.

UNIVERSITY LABORATORY SCHOOL

DIRECTOR • Smith
6-12 PRINCIPAL • Camburn
K-5 PRINCIPAL • Rumfellow
DEAN OF STUDENTS • Rusciano
OFFICE • 149 Laboratory School
TELEPHONE • 225/578-3221
FAX • 225/578-3326

ELENA AND ALBERT LEBLANC PROFESSOR IN THE LABORATORY SCHOOL • Jendrzejewski

INSTRUCTORS • Adams, Altazan, Barbay, Benton, Bosch, Bossier, Braud, B. Brousard, M. Brousard, Buras, Camburn, Canon, Catanzaro, Clark, Collier, Crutti, Cummings, Daugherty, DeCuir, Delacroix, Dufrene, Dutton, Eglein, Edmonston, Faerber, Font, Ghosin, Grant, Gremillion, Grimley, G. Guillot, K. Guillot, Harris, Headlee, Henley, Jendrzejewski, Johnson, Jolly, Jurajnski, Kirwan, Lamonte, P. Lauve, Lazare, Manthei, McDonald, McElwain, McGehee, Richard, Robillard, Rosenfeld, Rumfellow, Rusciano, Scales, Sheltor, Shoplaugh, Tarver, Taylor, Thai, C. Thompson, W. Thompson, Von Brock, Welch, West, White, Willis, B. Wilson, C. Young, E. Young

ASSOCIATES • Fernandez-Dominguez, J. Guillot, Hubbs, A. Lauve, Mable, Miller, Piazza, Picou, Weidenbacher, Wilmot
The University Laboratory School, an integral part of the College of Education, is maintained for observation, research, and pre-service field experiences in grades K through 12. The Laboratory School, therefore, maintains a staff of teachers for the purpose of giving instruction to children, demonstrating teaching procedures to student teachers and observers, developing innovative programs, conducting educational research, and acquainting pre-service and in-service teachers with approved and tested teaching procedures and viewpoints.

The Laboratory School serves as a demonstration center for educational methodology. Faculty members demonstrate reflective practices through classroom research relative to the development of concepts and principles. Graduate and undergraduate students observe and participate in the use of instructional and testing materials. Graduate students and University faculty have opportunities to utilize the school for research studies.

A limited number of pupils can be accommodated in the Laboratory School. The admission process is designed to provide a diverse student population representative of the general population.

Tuition and activity fees are charged for each pupil in grades K through 12.