

# EDUCATION AND COUNSELING

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The Department of Education and Counseling offers advanced courses leading to the master of science degree in elementary education, secondary education, reading, and counseling. Courses are available for state certification in all these areas as well as counselor licensure.

## ACCREDITATION

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Department of Education and Counseling's Community Counseling (M.S. degree) program.

Please contact the department or the web for current status regarding accreditation for elementary, secondary, and music education.

## ADMISSION TO THE GRADUATE PROGRAMS

Admission to the degree program requires a bachelor's degree from a regionally accredited college or university. Acceptance is based on a combination of criteria: 1) GPA accumulated during the last 60 hours of undergraduate work; 2) standardized test results (the Miller Analogy Test or Graduate Record Examination); 3) written recommendations; 4) admission interview; and 5) writing sample.

## DEGREE CANDIDACY

Upon completion of not fewer than 12 nor more than 15 graduate credit hours, which must include the graduate core, the graduate student must apply for degree candidacy. A student must receive a B or better in the three core courses. If a student does not attain an overall GPA of 3.0, he or she will not be admitted to candidacy. Students not admitted to candidacy will be informed of their deficiencies, which must be removed within one semester if eligible. The student must reapply for degree candidacy by the end of the probationary semester.

## DEGREE REQUIREMENTS

All candidates are required to complete at least 33 credit hours of graduate work to receive the degree. Programs vary in length from 33 to 48 hours. A course in which the student has earned a grade of D or F cannot be counted toward the completion of graduation requirements, but is used in determining the grade point average.

A degree candidate whose cumulative grade point average falls below 3.0 will automatically be placed on probation, and his or her status will be reviewed by the Graduate Committee of the Department of Education.

A comprehensive written examination covering the student's major area and

graduate core courses must be passed upon completion of course work. The examinations are scheduled in November, April, and July. Within the first four weeks of the semester in which the degree candidate is to graduate, he or she must file an application to take the comprehensive examination. (This is usually the last semester in which he or she is enrolled in courses.) If performance on the comprehensive examination is not satisfactory, the candidate will be required to reschedule an examination no sooner than the time regularly scheduled for the next comprehensive examination. The Graduate Committee of the Department of Education may elect to require an oral examination in addition to or in lieu of a second written examination.

## **TRANSFER OF ACADEMIC CREDIT**

Students who have earned academic credit at another accredited college or university may be allowed to transfer a maximum of six credit hours, with the approval of the departmental chair and/or dean of the college. Each degree program has certain restrictions concerning acceptance of courses completed at other institutions. Transfer of credits earned more than five years prior to enrollment will ordinarily not be considered.

Transfer students will be informed of the amount of credit which will transfer prior to their enrollment, if possible, but at the latest, prior to the end of the first academic term in which they are enrolled.

## **COURSE PROGRAM**

The student's course of study is planned in collaboration with the major area adviser. A minimum of 18 hours must be completed in one specific area. The areas of concentration include elementary education, secondary education, reading, and counseling.

**All students must take the following graduate core courses in the beginning of their programs:**

EDGR A702 Methods of Educational Research

EDGR A703 Statistics in Education

and

EDGR A705 Philosophy and Education

or

EDGR A706 Philosophy and Counseling (for counseling majors)

**Students are not normally allowed to transfer core courses or required courses into their programs of study.** Students wishing to obtain graduate transfer credit for any other classes taken at another university must petition the Graduate Committee of the Education Department. A maximum of six hours of transfer credit will be allowed toward the degree.

All courses, including those taken in the Department of Education of Loyola University, must have been completed within **seven years**. Students wanting to take independent study courses must petition the department faculty at least one month before registration. Please consult program adviser for details.

# **EDUCATION**

## **EDUCATION PROGRAM PHILOSOPHY AND MISSION STATEMENT**

The Department of Education and Counseling's Conceptual Framework emerges from its heritage as a Jesuit Institution of Higher Learning. The goal of education of the whole person is consistent with the mission of the university. Therefore, formation of character and the development of social consciousness represent essential aspects of teacher preparation in the Jesuit tradition (Kolvenbach, 2000). Our underlying purpose is the

formation of teachers and educational leaders who possess a love of truth and the critical intelligence to pursue it, the eloquence to articulate it, and the competence to practice the arts of pedagogy. The intent is not mere technical competence, but wisdom and social responsibility in relation to the construction of knowledge and a more just society.

## **VALUES AND SOCIAL JUSTICE**

The values which the Department of Education and Counseling espouse are consistent with the university mission which states, “the person is central in a Catholic university.” Loyola, as a Jesuit University, is committed to the search for basic values and principles. These values are honored throughout the education program, beginning with the core courses of philosophy, research, and statistics, which aid students in forming their own world view. Students are provided opportunities to discern what is good and true in the movements of history, to meet change with equanimity, good judgement, and constructive leadership. In the Jesuit tradition a values-based education provides the opportunity for the education candidate to develop a “critical sense” and a place to stand in our society. With a better understanding of their own values, education candidates are then capable of making informed decisions about educational structures and systems which are appropriate as well as those which tend to perpetuate societal inequities.

## **DEVELOPMENT OF THE WHOLE PERSON**

The teacher preparation program provides a context for intelligent commitment to community, to solidarity, and to the common good. Education students realize their responsibility to serve others through the challenging environment in which they function daily which emphasizes the education of the whole student. Students are encouraged to become involved in school communities in ways that help build needed understanding of how the cognitive aspects of their education can be effectively used within the everyday culture of their lives. Within these partnerships between pedagogical studies and practice, the students strengthen their belief systems and commitment to the community. Included in the definition of community are those historically disadvantaged persons and groups who have been denied or provided limited access to the distribution and participatory use of intellectual resources.

## **PROGRAM OBJECTIVES**

In accordance with the program’s mission to promote the development of the whole person as a socially conscious educator committed:

1. To educate students to be competent in the practice of the pedagogical arts.
2. To insure that all education students are critically aware and appropriately prepared to address issues of the common good relative to school communities.
3. To insure that all students evidence the capacity for “best practice” in diverse school settings.
4. To provide experiences that deepen student awareness of critical issues relative to diversity and social justice.
5. To promote a love of truth and the critical intelligence to pursue it.
6. To encourage students to demonstrate solidarity with and commitment to the common good through their development of leadership skills.
7. To pursue the amelioration of social inequities and the reaffirmation of the belief that the person is central to democratic societies.

# **COUNSELING**

## **COUNSELING PROGRAM PHILOSOPHY AND MISSION STATEMENT**

Loyola's Counseling Program offers eligible counseling graduate students a carefully designed curriculum that will prepare them personally, academically, and professionally to become skilled mental health counselors. One of the program's core beliefs is that effective professional counselor preparation requires a continuous blend of three types of learning: academic learning, experiential learning, and learning about self. Thus this program, consistent with the Jesuit philosophy of educating the whole person, is designed to help students gain knowledge, understanding, and skills in a planned sequence that builds toward more advanced concepts and more sophisticated clinical interventions, all the while emphasizing ethical, social, and cultural concerns.

### **ACADEMIC LEARNING**

Completion of prerequisite coursework ensures that beginning students have fundamental knowledge of the range of normal and abnormal human growth and development and possess basic computer utilization skills. The professional education core extends knowledge to include an understanding of the range of exceptionalities among young people and/or adults and a sensitive understanding of the nature of our pluralistic society. Within the professional education core, students also learn to conduct and evaluate research and become informed consumers of the research in their professional field. In the counseling core, students are introduced to the counseling profession in EDGR 830—Counseling Theories, EDGR 835—Counseling Practice, and EDGR 864—Ethics in Counseling. Subsequent core coursework will provide students with specialized knowledge, skills, and understanding about career development and counseling, diagnosis, appraisal and assessment techniques, group process in counseling, counseling theory, and legal, ethical, and professional issues in counseling.

### **EXPERIENTIAL LEARNING**

Laboratory or experiential learning is provided early in the student's program, and opportunities to advance and refine counseling skills continue throughout the program. EDGR 830—Counseling Theories, the introductory counseling core course, systematically teaches theory and basic clinical applications. EDGR 835—Counseling Practice builds upon this foundation and presents an opportunity for basic counseling skills and provides students an opportunity to assess their comfort with the role of counselor. EDGR 840—Group Counseling, also taught by laboratory method, enables students to learn group leadership and facilitation skills. Other courses in the counseling core and elective courses contain experiential components to ensure the continuous blend of the three types of learning. The laboratory learning sequence culminates in the Practicum and Internship. The entire sequence provides opportunities for students to observe counseling activities, develop counseling skills, and interact with clients. Students can expect constant feedback and supervision as they develop a unique and effective personal counseling style.

### **LEARNING ABOUT SELF**

The faculty believes that counselors are more effective when they are able to examine their own values, personal characteristics, motivations, and relationships with others. Students are therefore expected to extend their personal philosophies and become sensitive to their outlooks and ways of dealing with others. Opportunities are provided throughout the program for students to maximize their self-awareness and self-understanding. The faculty believe that self-understanding contributes to personal and professional maturity as well as to the capacity for good judgment.

Finally, the faculty believe that personal and professional development are enhanced when close, cooperative relationships exist among students, between student and professor, and among professors. A close working relationship must exist between student and adviser to facilitate the selection of a sequence of studies that provides optimal preparation to meet the student's specific career goals. Class size and program size are limited to the number of students that can be adequately served to meet the goals of maintaining close relationships, providing quality clinical or lab training, and enhancing self-understanding.

## PROGRAM OBJECTIVES

In accordance with the program's mission to incorporate academic, experiential, and intrapersonal learning, Loyola University New Orleans offers a carefully chosen curriculum that blends these three components of learning. The overarching goal of the counseling program is to educate and train student to be ethical, competent, effective, and thoughtful mental health practitioners. The program's objectives include the following:

1. To educate students to be clinically and theoretically competent in the practice of counseling.
2. To insure that all counseling students are exposed to and that they understand the ethical principles that govern counseling.
3. To insure that all students practice in an effective and ethical way.
4. To provide a diverse and enriched collection of training experiences during the course of the student's academic preparation.
5. To integrate course offerings so that students realize how each area of specialization is integrated into practice.
6. To encourage students to pursue additional training and advanced certification throughout their professional careers.
7. To pursue creative training methods that enhance student learning while honoring ethical concerns.

The Department of Education offers a 48-hour master of science degree in counseling. Students pursuing this master may select degree plans leading to Louisiana Elementary or Secondary School Counselor Certification and/or licensure as a licensed professional counselor (L.P.C.) in Louisiana. Graduates of the program who qualify for school counselor certification (a teaching certificate is required for this certification) work in public, private, and parochial schools. Graduates obtain the L.P.C. only after successfully completing 3,000 hours of supervised post-master's clinical experience and passing the state licensing examination. These counseling professionals work in a variety of settings, including community mental health centers, hospitals, substance abuse centers, and private practice.

Applicants and students can obtain more detailed information from the *Student Handbook* available in the education department office, Mercy Hall Room 210. The counseling curriculum which follows contains required and elective courses offered in the counseling program. Certain courses are required for school counselor certification and/or required for licensure as an L.P.C. in Louisiana. Students should consult with their adviser regarding course selection and requirements.

### REQUIRED CORE COURSES (9 HRS.)

	Course	Cr. Hrs.
EDGR	A702 Methods of Educational Research.....	3
EDGR	A703 Statistics in Education .....	3
EDGR	A706 Philosophy and Counseling .....	3

## REQUIRED COUNSELING COURSES (33 HRS.)

	Course	Cr. Hrs.
EDGR	A725 Developmental Psychology .....	3
EDGR	A776 Measurement and Assessment .....	3
EDGR	A830 Counseling Theories.....	3
EDGR	A835 Counseling Practice.....	3
EDGR	A840 Group Counseling .....	3
EDGR	A841 Vocational Counseling .....	3
EDGR	A846 Ethics and Counseling.....	3
EDGR	A855 Diagnosis and Treatment.....	3
EDGR	A865 Practicum.....	3
EDGR	A866 Internship I .....	3
EDGR	A866 Internship II .....	3

## OTHER COURSES (6 HRS.)

	Course	Cr. Hrs.
EDGR	A711 Education and World of Work .....	3
	(required for school counselor certification, elem. or sec.)	
EDGR	A722 Advanced Child Psychology .....	3
	(required for school counselor certification, elem.)	
EDGR	A723 Advanced Adolescent Psychology .....	3
EDGR	A842 Multicultural Counseling.....	3
EDGR	A845 Substance Abuse (recommended for L.P.C.) .....	3
EDGR	A850 Introduction to Family Counseling .....	3
	(recommended for L.P.C.)	
EDGR	A894 Multicultural Counseling.....	3
EDGR	A894 Experimental Courses .....	3
	(with adviser's approval)	

## ELEMENTARY EDUCATION

The Department of Education offers course work in elementary education leading to the master of science degree. The degree program is particularly apt for elementary school teachers seeking to expand and deepen their professional expertise. Persons who have completed an undergraduate degree and are interested in becoming certified elementary teachers are asked to contact the program adviser or the certification adviser for information concerning additional course requirements.

## REQUIRED COURSES

	<b>Course</b>	<b>Cr. Hrs.</b>
EDGR A722	Advanced Child Psychology .....	3
EDGR A726	Advanced Educational Psychology .....	3
EDGR A823	Graduate Mathematical Methods .....	3
EDGR A773	Evaluation of Learning .....	3
EDGR A790	Management of the Special Child .....	3
EDGR A810	Psychology of Teaching Reading .....	3
EDGR A815	Theory of Reading Difficulties .....	3
EDGR A871	Directed Observation.....	1
EDGR A870	Practicum.....	3
or		
EDGR A886	Internship.....	3

(For teachers already certified at the elementary level, these six units are electives and can be satisfied by a variety of courses.

Please consult your departmental adviser.)

For electives, please consult your adviser.

## SECONDARY EDUCATION

The Department of Education offers course work leading to the master of science degree in secondary education. This program is particularly apt for junior high and high school teachers seeking to upgrade and deepen their professional expertise. Additionally, the course sequence contains all professional education course work required for secondary state certification. Please consult with the program/certification adviser regarding general education and teaching major requirements.

### REQUIRED COURSES

	<b>Course</b>	<b>Cr. Hrs.</b>
EDGR A723	Advanced Adolescent Psychology .....	3
EDGR A726	Advanced Educational Psychology .....	3
EDGR A770	Instructional Design .....	3
EDGR A772	Secondary Curriculum.....	3
EDGR A773	Evaluation of Learning .....	3

### READING REQUIREMENT

	<b>Course</b>	<b>Cr. Hrs.</b>
Select one:	.....	3
EDGR A810	Psychology of Teaching Reading.....	
or		
EDGR A811	Reading in the Content Area.....	
or		
EDGR A822	Remedial Techniques: Secondary Reading.....	
EDGR A871	Directed Observation.....	1
EDGR A870	Practicum .....	6
or		
EDGR A887	Internship.....	6

(For teachers already certified at the secondary level, these six units are electives and can be satisfied by a variety of courses. Please consult your departmental adviser.)

# READING

The Department of Education offers course work leading to the master of science in reading. In addition, the department offers courses enabling students to qualify for Louisiana certification as a reading specialist. Requirements for certification are available in the education office.

The reading program contains 18 hours of required course work plus electives and the core courses required of all graduate students.

## REQUIRED COURSES

	<b>Course</b>	<b>Cr. Hrs.</b>
EDGR A810	Psychology of Teaching Reading.....	3
EDGR A811	Reading in the Content Areas.....	3
EDGR A815	Theory of Reading Difficulties .....	3
EDGR A821	Remedial Techniques Elementary	
	or	
EDGR A822	Remedial Techniques Secondary .....	3
EDGR A867	Practicum, Reading Difficulties, Elementary	
	or	
EDGR A868	Practicum, Reading Difficulties, Secondary .....	3

## RECOMMENDED ELECTIVES

	<b>Course</b>	<b>Cr. Hrs.</b>
EDGR A722	Advanced Child Psychology .....	3
EDGR A723	Advanced Adolescent Psychology .....	3
EDGR A770	Instructional Design .....	3
EDGR A773	Evaluation of Learning.....	3
EDGR A790	Management of the Special Child .....	3
	in the Regular Classroom	

# POST BACCALAUREATE CERTIFICATION

Loyola University offers post baccalaureate alternative certification programs in elementary and secondary education. Consult the certification adviser for information.

## EDUCATION GRADUATE COURSES

**EDGR A702 Methods of Educational Research** **3 cr. hrs.**  
 This course offers a study of methods and techniques of educational research with emphasis on applications.

**EDGR A703 Statistics in Education** **3 cr. hrs.**  
 The computation, use, and understanding of frequency distributions, measures of central tendency, measures of variability, normal curve, correlation, and statistical inference as applied to education are examined in this course.

**EDGR A705 Philosophy and Education** **3 cr. hrs.**  
 This course is a study of major philosophies and social movements affecting educational thought and practice.

- EDGR A706 Philosophy and Counseling** **3 cr. hrs.**  
This course provides an inquiry into the relationship between major philosophies and the professional practice of counseling.
- EDGR A711 Education and the World of Work** **3 cr. hrs.**  
This course investigates the relationship of education and careers. Emphasis is placed on socialization for the work world, values, career development, leisure, economic change, career change, personal development, and emerging work models.
- EDGR A722 Advanced Child Psychology** **3 cr. hrs.**  
This course is a thorough study of child behavior from birth through the elementary school age with reference to the recognition and development of personality.
- EDGR A723 Advanced Adolescent Psychology** **3 cr. hrs.**  
This course offers an advanced study of the adolescent personality and subculture, with analysis of emotional and intellectual development, basic problems, and adjustments.
- EDGR A725 Developmental Psychology** **3 cr. hrs.**  
This course offers an advanced study of human development from childhood to adulthood. Topics include personality theory, childhood and adolescent subcultures, developmental theory, and socialization.
- EDGR A726 Advanced Educational Psychology** **3 cr. hrs.**  
This course studies the nature of learning and learning processes with emphasis on the critical examination and evaluation of selected theories of learning.
- EDGR A770 Instructional Design** **3 cr. hrs.**  
This course looks at examination and applications of systems approaches to planning, implementing, and evaluating instructional procedures.
- EDGR A771 Elementary School Curriculum** **3 cr. hrs.**  
This course examines the K – 8 curriculum with an emphasis on philosophical, historical, psychological, and sociocultural determinants of curriculum.
- EDGR A772 Secondary School Curriculum** **3 cr. hrs.**  
This course examines the 7 – 12 curriculum, with an emphasis on philosophical, historical, psychological, and sociocultural determinants of curriculum.
- EDGR A773 Evaluation of Learning** **3 cr. hrs.**  
The purpose of this course is to introduce the graduate student to the basic assumptions upon which evaluation of learning is predicated. The course covers such topics as history of measurement, reliability validity, test construction, standardized tests, testing systems used in school, and wide use of test results.
- EDGR A776 Measurement and Assessment** **3 cr. hrs.**  
This course is designed to survey the test theories and critical analysis of tests and their application in schools. Content includes validity/reliability, standardized testing, teacher-made tests, norm/criteria referencing, and item analysis. This course replaces Analysis of the Individual and Analysis of Elementary School Pupil.
- EDGR A781 Supervision of Student Teachers** **3 cr. hrs.**  
This course is an analysis of the role of the resident supervising teacher in student teaching and is required for teachers interested in supervising elementary or secondary student teachers.

- EDGR A790 Management of the Special Child in the Regular Classroom** 3 cr. hrs.  
This course focuses on the legal requirements and nature of exceptionalities found in regular classrooms, methodologies for skill development, and evaluation techniques essential for working with handicapped students.
- EDGR A810 Psychology of Teaching Reading** 3 cr. hrs.  
This is a foundations course designed to explore the skills to be developed in a reading program and the methods for developing efficiency in the context of selected theories of learning.
- EDGR A811 Reading in the Content Areas** 3 cr. hrs.  
This course offers supervised clinical experiences working with children having reading and learning difficulties in specific subject areas.
- EDGR A815 Theory of Reading Difficulties** 3 cr. hrs.  
This course is designed to give the teacher, administrator, and reading specialist insight concerning problems related to reading and learning difficulties. The course utilizes test data and clinical experiences.
- EDGR A821 Remedial Techniques Elementary Reading** 3 cr. hrs.  
Methods of diagnosis and correction of reading problems at the elementary level are covered here. Developmental reading problems, analysis and implementation of curriculum materials, and standardized and teacher-made tests are included in the subject material.
- EDGR A822 Remedial Techniques Secondary Reading** 3 cr. hrs.  
Methods of diagnosis and correction of reading problems at the secondary level are covered here. Developmental reading problems, analysis and implementation of curriculum materials, and standardized and teacher-made tests are included in the subject material.
- EDGR A823 Graduate Methods of Mathematics Teaching** 3 cr. hrs.  
This course is a study of methodologies geared to enhance the student's teaching of elementary school mathematics. It is designed to facilitate a reflective inquiry and discovery approach to the education process.
- EDGR A830 Counseling Theories** 3 cr. hrs.  
This is a study of selected counseling theories, and replaces Principles and Administration of Guidance and Principles of Elementary School Guidance.
- EDGR A835 Counseling Practice** 3 cr. hrs.  
This course is a study of counseling principles, practices, and techniques.
- EDGR A840 Group Counseling** 3 cr. hrs.  
This course offers an experiential investigation of group process theory as it pertains to counseling practice.
- EDGR A841 Vocational Counseling** 3 cr. hrs.  
This course is a study of history, theories, research, and techniques of career counseling.
- EDGR A842 Consultation** 3 cr. hrs.  
This course is designed to develop consultative competencies with an emphasis on urban, multicultural relationships.

<b>EDGR A845</b>	<b>Substance Abuse Counseling</b>	<b>3 cr. hrs.</b>
<p>This course is designed to familiarize students with theories and strategies used in the treatment of substance abusers or chemically dependent clients. The course work includes a survey of the various classifications of abused substances along with information concerning the physiological effects. The course also includes methods for evaluating the relative merits of different intervention strategies.</p>		
<b>EDGR A850</b>	<b>Introduction to Family Counseling</b>	<b>3 cr. hrs.</b>
<p>This course explores the family systems theory and presents research on the family as an open system that functions in relation to its broader sociocultural context and that evolves over the life cycle. Various techniques of family counseling are covered as well as the ethical considerations of such a model.</p>		
<b>EDGR A855</b>	<b>Diagnosis and Treatment</b>	<b>3 cr. hrs.</b>
<p>The purpose of this course is to introduce the graduate student to the common diagnostic language used by mental health clinicians and researchers for communicating about the disorders for which they have professional responsibility. The course will introduce the student to the <i>Diagnostic and Statistical Manual for Mental Disorders</i>, and will also include practice in the writing of treatment plans to accompany the various diagnostic categories.</p>		
<b>EDGR A864</b>	<b>Ethics</b>	<b>3 cr. hrs.</b>
<p>This course examines ethical standards of practice as outlined by the American Counseling Association. The student is introduced to the process of ethical decision-making and common ethical dilemmas facing mental health practitioners.</p>		
<b>EDGR A865</b>	<b>Counseling Practicum</b>	<b>3 cr. hrs.</b>
<p>This course offers a supervised field experience in counseling and may be repeated for a total of six hours.</p>		
<b>EDGR A867</b>	<b>Reading Difficulties Practicum, Elementary</b>	<b>3 cr. hrs.</b>
<p>This course offers supervised field experience in reading instruction at the elementary level.</p>		
<b>EDGR A868</b>	<b>Reading Difficulties Practicum, Secondary</b>	<b>3 cr. hrs.</b>
<p>This course offers a supervised field experience in reading instruction at the secondary level.</p>		
<b>EDGR A870</b>	<b>Practicum General</b>	<b>3 – 9 cr. hrs.</b>
<p>Supervised field experience.</p>		
<b>EDGR A871</b>	<b>Directed Observation</b>	<b>1 cr. hr.</b>
<p>Students enrolled in this course will be expected to spend 50 hours in the local school systems participating in various approved activities. These activities may include, but are not limited to: observation in the classroom, tutoring individual students, participating in field trips, working with small groups, assisting with required paper work, assisting with research activities, and some mini-teaching. Students are encouraged to work under different teachers and to gain experience in both the public and private/Catholic school sectors.</p>		
<b>EDGR A886</b>	<b>Internship: Elementary Education</b>	<b>3 – 6 cr. hrs.</b>
<b>EDGR A887</b>	<b>Internship: Secondary Education</b>	<b>3 – 6 cr. hrs.</b>
<b>EDGR A895</b>	<b>Special Project</b>	<b>1 – 3 cr. hrs.</b>
<b>EDGR A896</b>	<b>Seminar/Workshop</b>	<b>1 – 3 cr. hrs.</b>
<b>EDGR A898</b>	<b>Research Project</b>	<b>1 – 3 cr. hrs.</b>