

EDUCATION (EDUC)

EDUC 1940 Transfer Coursework (0-20)

Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

EDUC 2010 Teaching Writing Early Childhood (1)

This course focuses on the pedagogy and methods of teaching various genres of writing in PK-3 grade classrooms. In addition to learning the importance of the reading/writing connection, students will learn about effective traits of writing, how to analyze and respond to early childhood writing, and how to conduct writing workshops. The class will also explore new literacies and innovative ways to integrate technology in writing. Prerequisite(s): EDLA 2000 and 2890.

Prerequisite(s): EDLA 2000 and 2890.

EDUC 2940 Transfer Coursework (0-20)

Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

EDUC 3100 Theories of Learning (3)

This course, designed specifically for the Teaching, Learning, and Training minor, will focus on how people learn. There are many factors that influence learning among infants, toddlers, middle childhood, adolescents, and adults, and this course will introduce you to the various theories of learning that address each stage. Students will examine the ideas of learning theorists and practitioners in the field, as well as explore the advantages and limitations to various learning theories. Students will also develop, design, implement, and test a learning experience of their own. Course may be repeated up to 1 time. Prerequisites: EDLA 2000, 2890.

Prerequisite(s): EDLA 2000 and 2890.

EDUC 3220 Linguistics for English Language Learning (3)

This course introduces educators to English language structures, English language use, second language development, and language processes to support and ensure the success of multilingual learners of English. Educators will examine and assess how, when, and why core concepts and ideas from language acquisition and linguistics impact the teaching and learning of multilingual learners of English. At the completion of this course, educators will be able to identify, understand, and explain the nature of language learning challenges arising in the use of reading, writing, speaking, and listening skills across different content areas. They will be able to develop and elaborate plans for instructional and learning techniques and strategies to address those language learning challenges.

Corequisite(s): EDUC 3892.

EDUC 3230 Intercultural Communication & Language Pedagogy. (3)

This course introduces educators to the sociocultural contexts that impact language teaching, learning and acquisition to support and ensure the development of equitable and inclusive classroom and school environments for multilingual learners of English. Educators will examine and assess the role that intercultural communication plays in how and why teachers and learners behave and communicate as they do. At the completion of this course, educators will be able to identify, understand, and explain real and potential communication breakdowns in instructional and assessment practices that impact language learning and acquisition. They will be able to recommend and design instructional and assessment strategies that demonstrate and build intercultural awareness and communication skills in teachers of multilingual learners of English and learners themselves.

Corequisite(s): EDUC 3894.

EDUC 3240 Inclusive Curriculum & Materials Design for Multicultural Classrooms (3)

This course introduces educators to the concept of English learner (EL)-inclusive curriculum and materials design for multicultural classrooms. Educators will survey the steps of the curriculum and materials design process to identify opportunities for instructional decision-making that lead to greater inclusivity for multilingual learners of English. They will also examine and explain the ways in which curricula and materials create or do not create inclusive learning experiences for multilingual learners of English in multicultural classrooms. At the completion of this course, educators will be able to propose and enact modifications to curricula and materials that create greater EL-inclusivity in multicultural classrooms. Pre-requisites: EDUC 3220 and EDUC 3230 or instructor approval.

Prerequisite(s): EDUC 3220* and 3230*.

* May be taken concurrently.

EDUC 3250 Methods for Teaching Multilingual Learners of English (3)

This course introduces educators to evidence-based approaches, techniques and instructional strategies used to create supportive, learner-centered environments for multilingual learners of English. Educators will develop and apply an understanding of how and why the principles and instructional strategies of content-based language learning can be effectively used to provide grade-level, standards-based instruction for multilingual learners of English. At the completion of this course, educators will be able to analyze and evaluate the appropriateness of materials and resources for multilingual learners of English, as well as use scaffolding strategies to provide comprehensible input for multilingual learners of English. They will be able to design content-based, grade-level, standards-based lessons for multilingual learners of English using the Sheltered Instruction Observation Protocol (SIOP) model. Pre-requisites: EDUC 3220 and EDUC 3230 or instructor approval.

Prerequisite(s): EDUC 3220* and 3230*.

* May be taken concurrently.

EDUC 3410 The Craft of Teaching (3)

This course examines (a) the process by which students learn and teachers teach including the instructional design process of Understanding by Design (UbD) and effective teaching strategies; (b) the importance of assessment and student work analysis on the learning and teaching process. Teacher candidates will learn to plan lessons and units that are focused, organized, and develop student understanding of knowledge or skills. Candidates will learn to design assessments that provide feedback to students on their learning and to teachers on the impact of their teaching. Candidates will examine theories of behavior management and strategies for organizing and maintaining an optimal learning environment. Project requirements and readings will emphasize grade levels and content field for which pre-service teachers are seeking certification. The study begun in this course lays the foundation for understanding the learning and teaching process which later Methods classes will further develop. Prerequisite(s): EDLA 2000 and 2890. Corequisite(s): EDUC 3893.

Prerequisite(s): EDLA 2000 and 2890.

EDUC 3420 Emergent Literacy (3)

Emergent Literacy provides an introduction to children's speech and language development, appropriate methodologies for building the communication skills of young children, the overall scope of emergent literacy issues - with a heavy emphasis on phonemic awareness/phonics, and guided practice using children's books and appropriate technology for young readers in the classroom. Evidence-based reading research will form the foundation when studying effective strategies for teaching reading. Prerequisite(s): EDLA 2000, 2890, EDUC 3410 and 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410 and 3893.

EDUC 3510 Teaching ECE Sci & Soc Studies (3)

This course will prepare prospective teachers to teach science and social studies in the early childhood setting (preschool through 3rd grade). This course covers methods for teaching developmentally appropriate topics in science (earth space science, physical science, life science, and engineering/technology/ and social studies (civics, history, geography, and economics). Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students work with manipulatives and technology to explore science and social studies, solve problems, and learn ways to teach this content to children. Students will also practice creating and refining age-appropriate unit and lesson plans based on Understanding by Design model (Wiggins & McTighe). Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3420 and 3801.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3420 and 3801.

EDUC 3801 Methods Reading Early Child (3)

This course addresses evidence-based approaches for the effective teaching of literacy. The five essential components of reading instruction, as identified by the National Reading Panel, of this class include: Phonemic awareness skills, phonics skills, reading fluency, vocabulary development, and comprehension strategies. Additionally, the concepts of reading and writing connections, assessment, and content area skills and strategies needed for reading to learn, thinking and written discourse are emphasized. This course includes a practicum placement in a school setting. The Education Candidate observes and learns to create rich literate environments which foster reading, writing, speaking, listening and technological literacies through the integration of their foundation knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessment. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420 and 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420 and 3893.

EDUC 3802 Methods Reading Secondary Ed (3)

This course addresses evidence-based reading research while studying the effective teaching of content area literacy. An emphasis will be placed on developing adaptations of well-known strategies in addressing disciplinary ways of thinking, reading, and writing in the content areas. Additionally, students will understand and be able to apply the disciplinary literacies associated with vocabulary and comprehension in a variety of disciplines by utilizing assessments and new literacies needed for Twenty-First Century content area instruction. Prerequisite(s): EDLA 2000, 2890, EDUC 3410 and 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410 and 3893.

EDUC 3890 Service Learning (0-1)

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 3891 Service Learning (0-1)

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 3892 Service Learning (0-1)

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): EDUC 3220.

Maximum Hours: 99

EDUC 3893 Service Learning (0-1)

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 3894 Service Learning (0-1)

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): EDUC 3230.

Maximum Hours: 99

EDUC 3895 Service Learning (0-1)

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 3940 Transfer Coursework (0-20)

Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

EDUC 4100 Critical Trends and Issues in Education (3)

This course is an inquiry-based capstone seminar, designed for the Teaching, Learning, and Training minor, which synthesizes political, theoretical, social, and practical topics in a modern context and addresses multicultural education, technology, and gender issues, among other topics and issues. In this course, students will grapple with issues facing education and educators today, such as demographics; changing perceptions and research in human development and learning, equity and social justice; global awareness and interdependence; nature and the environment; aesthetics and creative endeavors; and education in nontraditional settings. This seminar will provide opportunities for students to engage in wide-range reading, intensive writing, critical analysis, respectful debate and thoughtful discussion of topics related to education in the 21st century. Prerequisite(s): EDLA 2000, 2890, EDUC 3100, 3410 and 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3100, 3410 and 3893.

Course Limit: 1

EDUC 4110 Teaching Social Studies & Writing in the Early Childhood Classroom (3)

This course will focus on the pedagogy and methods of teaching social studies and various genres of writing in the PreK-3rd grade classroom. This course covers methods for teaching developmentally appropriate social studies (civics, history, geography, and economics). Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students will work with manipulatives and technology to explore social studies, solve problems, and learn ways to teach this content to children. They will also learn the importance of the reading/writing connection, traits of effective writing, how to analyze and respond to early childhood writing, and how to conduct writing workshops. The class will also explore new literacies and innovative ways to integrate technology in writing with connections to social studies. Prerequisites: EDLA 2000, 2890, EDUC 3410, 3420, 3801, 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420, 3801 and 3893.

EDUC 4120 Teaching Science in the Early Childhood Classroom (3)

This course will prepare prospective teachers to teach science and social studies in the early childhood setting (preschool through 3rd grade). This course covers methods for teaching developmentally appropriate topics in science (earth space science, physical science, life science, and engineering/technology/ and social studies (civics, history, geography, and economics). Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, inquiry-based learning and on performance-based assessment. Students will work with manipulatives and technology to explore science and social studies, solve problems, and learn ways to teach this content to children. They will also practice creating and refining age-appropriate unit and lesson plans based on the Understanding by Design model (Wiggins & McTighe). Prerequisites: EDLA 2000, 2890, EDUC 3410, 3420, 3801, 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420, 3801 and 3893.

EDUC 4130 Math in Early Child Classrooms (3)

This course will prepare prospective teachers to teach mathematics in the early childhood setting (preschool through 3rd grade). This course covers both mathematical content and methods for teaching developmentally appropriate topics in arithmetic, geometry, algebra, probability and statistics, and measurement, data collection and analysis. Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, and on performance-based assessment. Students work with manipulatives and technology to explore mathematics, solve problems, and learn ways to teach mathematics content to children. Course includes practice in creating and refining age appropriate unit and lesson plans based on Understanding by Design model (Wiggins & McTighe). Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420, 3801 and 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420, 3801 and 3893.

EDUC 4210 Secondary Methods of Teaching (3)

This course focuses on prominent methodological issues and the development of core teaching skills. Students will analyze different instructional methods; design comprehensive unit and lesson plans using the Understanding by Design model; develop integrated technology strategies and develop skills in differentiated instruction. Emphasis is placed on development of skills of self-analysis, reflection, and research-based decision-making. Students will interpret, refine, and demonstrate their understanding and mastery of general teaching practices through forty hours of field experience in a middle or high school setting. The course is designed to be very practicum-oriented; therefore, it is organized to provide time for one-on-one conferences in which the professor will advise on upcoming lessons and give detailed feedback on classroom observations. The regular class sessions are designed to be experiential, in which students will learn and participate in specific lessons and activities to use for classroom teaching, employing a variety of materials. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3802 and 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893 and 3802.

EDUC 4220 Methods II Social Studies (3)

A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to secondary social studies instruction. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include professional development workshops, teaching in a secondary classroom, discussion/reflections, demonstration of effective use of standards documents, inquiry activities, and a review of effective pedagogical and school improvement literature. A total of 40 clock hours of field experiences are required in the classroom setting. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3802, 4210 and 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3802, 4210 and 3893.

EDUC 4230 Methods II Science (3)

A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the science content area in which they are seeking certification. Topics include organization of subject matter, weekly and unit lesson planning using the Understanding by Design model, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include teaching in a field-site classroom, discussion/reflections, and demonstration of effective use of standards documents, inquiry activities and a review of effective pedagogical literature. A total of 40 clock hours of field experiences are required in the classroom setting. TWO professional development experiences are also required. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.

EDUC 4240 Methods II English (3)

In this seminar and practicum course, candidates will study the various components of the English Language Arts curriculum along with a broad range of research-based instructional strategies, key theories and debates in the field of English education. Topics include strategies for integrating all language arts into the curriculum, lesson planning based on the Understanding by Design (UbD) model, and development of effective assessments. Students will learn how to utilize information technology for instruction, how to align curriculum with state and national literacy standards, and how to integrate strategies for working with diverse populations of students. Course activities include observations in secondary (6-12) English classrooms, development of lesson plans, teaching in a field-site classroom, discussion/reflections, inquiry activities, and a review of effective pedagogical literature. A total of 40 clock hours of field experiences and two professional development experiences are required. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.

EDUC 4250 Methods II Math (3)

A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the math content area in which they are seeking certification. Topics include organization of subject matter, weekly and unit lesson planning using the Understanding by Design model, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include teaching in a field-site classroom, discussion/reflections, and demonstration of effective use of standards documents, inquiry activities and a review of effective pedagogical literature. A total of 40 clock hours of field experiences are required in the classroom setting. TWO professional development experiences are also required. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.

EDUC 4260 Methods II: Foreign Language (3)

A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to foreign language instruction (Latin, French, Spanish, Italian, or German). Topics include lesson planning based on the Understanding by Design (UbD) model, and development of effective assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include observations in secondary (6-12) foreign language classrooms, development of lesson plans, teaching in a field-site classroom, discussion/reflections, inquiry activities, and a review of effective pedagogical literature. A total of 40 clock hours of field experiences and two professional development experiences are required. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.

EDUC 4910 Independent Study (1-3)

Independent Study in Education.

EDUC 5210 Residency Student Teach PK-3 (3)

The yearlong student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 27 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Prerequisite(s): (EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120 and 4130) or Permission of Director.

Prerequisite(s): EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120 and 4130.

EDUC 5220 Residency Student Teach PK-3 (3)

The yearlong student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 27 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Prerequisite(s): (EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120, 4130 and 5210) or Permission of Director.

Prerequisite(s): EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120, 4130 and 5210.

EDUC 5230 Pract Resid Early Child PK-3 (3)

The yearlong residency (2 semesters) is the culminating course of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 27 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching all day, attend a series of seminars, and complete projects directly related to their teaching assignment. Candidate must be hired as a full-time teacher in a school system and will be under the supervision of a mentor teacher at the school site as well as university faculty. Prerequisite(s): (EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120 and 4130) or Permission of Director.

Prerequisite(s): EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120 and 4130.

EDUC 5240 Pract Resid Early Child PK-3 (3)

The yearlong residency (2 semesters) is the culminating course of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 27 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching all day, attend a series of seminars, and complete projects directly related to their teaching assignment. Candidate must be hired as a full-time teacher in a school system and will be under the supervision of a mentor teacher at the school site as well as university faculty. Prerequisite(s): (EDLA 2000, 2890, 3160, EDUC 3410, 3420, 3893, 3801, 4110, 4120, 4130 and 5230) or Permission of Director.

Prerequisite(s): EDLA 2000, 2890, 3160, EDUC 3410, 3420, 3893, 3801, 4110, 4120, 4130 and 5230.

EDUC 5250 Residency Student Teach 6-12 (3)

The year-long student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Prerequisite(s): (EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260)) or Permission of Director.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260).

EDUC 5260 Residency Student Teach 6-12 (3)

The year-long student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Prerequisite(s): (EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260) and EDUC 5250) or Permission of Director.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260) and EDUC 5250.

EDUC 5270 Practitioner Residency 6-12 (3)

The yearlong student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency. Prerequisite(s): (EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260)) or Permission of Director.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260).

EDUC 5280 Practitioner Residency 6-12 (3)

The yearlong student teaching residency (2 semesters) is the culminating experience of Tulane's Teacher Preparation & Certification Program and occurs the year following the completion of the first 24 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching. Students will attend a series of seminars and complete assignments directly related to their teaching assignment. Candidates will be placed in a school and will be under the direct supervision of a mentor teacher at the school site as well as university faculty. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency. Prerequisite(s): (EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4360) and EDUC 5270) or Permission of Director.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4360) and EDUC 5270.

EDUC 5380 Junior Year Abroad (1-20)

Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5390 Junior Year Abroad (1-20)

Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5500 Assessment and Evaluation of Students with Disabilities (3)

This course introduces educators to the collection and use of comprehensive assessment and evaluation data to ensure the success of students with high incidence disabilities. Educators will analyze frameworks for assessment and evaluation to underscore the sequence, procedures, and decisions involved in a comprehensive process. Topics include collecting data through multiple measures to drive informed decisions about identification, eligibility, IEP creation, services, and instruction; it also targets curriculum resources and intervention strategies with an emphasis on tiered planning and implementation. At the completion of this course, educators will be able to identify, understand, and implement evidence-based practices on data usage with a particular emphasis on using data to design instructional and behavioral interventions necessary for building on individual strengths and addressing the needs of students with disabilities.

EDUC 5510 Collaborative Teaming (3)

This course focuses on the knowledge and skills necessary to form productive, collaborative relationships with families, paraeducators, general educators, building leaders, and service providers to best serve the needs of students. Emphasis is placed on implementing federal and state mandates for special education and related service programs as they relate to building and maintaining relationships with the and developing effective school programs. Course topics include collaboration in schools, community systems and families, historical perspectives of family life and school involvement, effective relationships between home, school and community, communication among professionals and with families, school-based programs, and multicultural considerations. At the completion of this course, educators will be able to describe, plan for, and implement best practices in team collaboration and communication for the benefit of students.

EDUC 5520 Instructional Practices in Special Education (3)

This course examines various ways of assessing student knowledge and identifying and implementing evidence-based practices to increase the success of students with disabilities in mathematics, social studies, science, and English language arts, primarily in grades 3-12. Tulane students learn best practices for understanding and evaluating curricular demands, monitoring student progress in content-area courses, providing tiered supports and accommodations in teaching, using assessment and grading alternatives, and incorporating the principles of explicit and strategic instruction to design methods that will promote and enhance content-area learning. This course also presents the needs for specialized services to meet specific learning and/or behavioral needs and provides the basic frameworks for conceptualizing best practices, including the principles of Universal Design for Learning and Multi-Tier Systems of Support (MTSS). At the completion of this course, educators will be able to evaluate and design initial instructional accommodations and interventions for meeting the needs of students with high incidence disabilities. Prerequisites: EDUC 5500, 5510.

Prerequisite(s): EDUC 5500 and 5510.

EDUC 5530 Reading and Literacy (3)

This course provides in-depth learning experiences targeting literacy. Educators will learn about assessment tools and assessment systems used in tiered support frameworks to determine the required intensity of literacy support and instruction needed by children/adolescents with high-incidence special education needs. The course also provides evidence-based instructional approaches and effective curricula that have been developed for students with disabilities and students who are struggling in general. At the completion of this course, educators will be able to evaluate and design specialized literacy instruction tailored to the specific strengths and needs of their students. Prerequisites: EDUC 5500, 5510.

Prerequisite(s): EDUC 5500 and 5510.

EDUC 5540 Behavior Support and Intervention (3)

This course provides a framework for teaching and a problem-solving approach for developing behavioral interventions for both students with disabilities and their typical peers. Tulane students explore strategies for developing pro-social behavior in classrooms and whole-school contexts. They also learn to implement data collection as well as direct observation to assess problem behavior, discover the functions of problem behavior, and explore pro-social alternatives for home, school and community settings. At the completion of this course, educators will be able to discuss, evaluate, and design the appropriate interventions for students requiring additional behavior supports. Prerequisites: EDUC 5500, 5510.

Prerequisite(s): EDUC 5500 and 5510.

EDUC 5550 Self-Determination and Transition (3)

This course provides a background in career development and transition education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements for transition services, career development, and the transition processes; transition services assessment, secondary special education curricular implications, career development and transition service needs; collaborative services in schools and communities to promote quality transition services; and current issues and trends in transition education and services. At the completion of this course, educators will have a framework for fostering post-secondary success through a student-centered plan focused on the knowledge and skills necessary for successful transition to college, career, and independent living. Note: This course is part of the required course sequence for the grades 4-8 and 6-12 "mild-moderate add-on special education certification" in the state of Louisiana. Prerequisites: EDUC 5500, 5510.

Prerequisite(s): EDUC 5500 and 5510.

EDUC 5560 Fundamentals of Instructional Technology (3)

This course provides a problem-solving approach and the framework for supporting instruction with appropriate assistive technology for students with disabilities. In it, Tulane students explore strategies for providing access and opportunity for success with the academic and social aspects of schooling, and learn to progress monitor and adjust appropriate supports to maximize the benefit for students. At the completion of this course, educators will be able to create engaging, effective learning experiences for students with disabilities with the assistance of appropriate instructional technologies. Note: This course is part of the required course sequence for the "mild-moderate add-on special education certification" in the state of Louisiana. Prerequisites: EDUC 5500, 5510

Prerequisite(s): EDUC 5500 and 5510.

EDUC 5890 Service Learning (0-1)

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5891 Service Learning (0-1)

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5892 Service Learning (0-1)

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5893 Service Learning (0-1)

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5894 Service Learning (0-1)

Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5940 Transfer Coursework (0-20)

Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

EDUC 6010 Special Topics (3)

Special Topics in Education. Course may be repeated unlimited times for credit.

Course Limit: 99

EDUC 6110 Special Topics (3)

Special Topics in Education. Course may be repeated unlimited times for credit.

Course Limit: 99

EDUC 6860 Independent Study (0-3)

This course will explore various curriculum models and underlying theories utilized in designing early childhood curriculum, with an emphasis on the Reggio Emilia approach. Participants will examine factors which have influenced curriculum development in Early Childhood Education and determine how certain factors have influenced the development of a variety of curriculum models. Through the Reggio Emilia approach, young children are encouraged to explore their environment and express themselves through many "languages," or modes of expression, including words, movement, drawing, painting, sculpture, shadow play, collage, and music. Additionally, students in this course will explore the latest research on Social and Emotional Learning and ways to integrate strategies into the early childhood curriculum.