

## EDUCATION (EDUC)

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### **EDUC 1940 Transfer Coursework (3 Credit Hours)**

Transfer Coursework.

### **EDUC 2010 Teaching Writing Early Childho (1 Credit Hour)**

This one-credit 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. Co-requisite or Prerequisite: EDLA 2000 and EDLA 2890 or EDUC 3250

**Prerequisite(s):** EDLA 2000 and (EDLA 2890 or EDUC 3250).

### **EDUC 2940 Transfer Coursework (3 Credit Hours)**

Transfer Coursework.

### **EDUC 3000 Emergent Literacy (3 Credit Hours)**

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. Prerequisites: EDLA 2000 and EDLA 2890 or EDUC 3250. Co-requisite: EDUC 3890-10

**Prerequisite(s):** EDLA 2000\* and (EDLA 2890\*, 2890\*, 2891, 2891 or EDUC 3250\*).

\* May be taken concurrently.

### **EDUC 3210 Methods for Teaching ESL (3 Credit Hours)**

### **EDUC 3250 Focused Clinical Expernc (1 Credit Hour)**

This course provides opportunities for classroom-based experience for postgraduate students who wish to pursue teacher certification and/or eligibility for the Practitioner License (type 2) PL2. Students will complete focused observations for a total of forty hours in an early childhood or secondary classroom, participate in online discussions, and complete two classroom diversity-focused reflections. Co-requisite: EDLA 2000

### **EDUC 3260 Classroom Culture & Management (1 Credit Hour)**

This course provides opportunities for classroom-based experience for postgraduate students who wish to pursue eligibility for the Practitioner License (type 2) PL2. Students will complete focused observations in an early childhood or secondary classroom, participate in online discussions, and complete two classroom management-focused reflections. Co-requisite: EDUC 3410

**Prerequisite(s):** EDLA 2000 and (EDLA 2890 or EDUC 3250).

**Corequisite(s):** EDUC 3410.

### **EDUC 3410 The Craft of Teaching (3 Credit Hours)**

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 example 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. Prerequisites: EDLA 2000 and EDLA 2890 or EDUC 3250. Co-requisite: EDUC 3260

**Prerequisite(s):** EDLA 2000 and (EDLA 2890 or EDUC 3250).

**Corequisite(s):** EDUC 3260.

### **EDUC 3510 Teaching ECE Sci & Soc Studies (3 Credit Hours)**

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). Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801. Co-requisite: EDUC 3892-01

**Prerequisite(s):** EDUC 3000 and 3400 and (EDUC 3800 or 3801) and EDUC 3810.

**EDUC 3801 Methods Reading Early Child (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260 and EDUC 3000. Co-requisite: EDUC 3810

**Prerequisite(s):** EDLA 2000 and (EDLA 2890, 2890 or EDUC 3250) and EDUC 3000 and (EDUC 3400 or 3410).

**EDUC 3802 Methods Reading Secondary Ed (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260 with PSYC 3200 strongly recommended. Co-requisite: EDUC 3820 (SEC majors)

**Prerequisite(s):** EDLA 2000 and (EDLA 2890, 2890 or EDUC 3250) and (EDUC 3400 or 3410).

**EDUC 3810 Practicum Ece Reading (0 Credit Hours)**

Within course (30 hour) zero credit service learning/practicum component for EDUC 3801 Methods of Early Childhood Reading Instruction

**Prerequisite(s):** EDUC 3400\* or (EDUC 3410\*).

\* May be taken concurrently.

**EDUC 3820 Practicum SEC Reading (0 Credit Hours)**

Practicum placement in a school setting; within course for a (30 hour) zero credit service learning/practicum component for EDUC 3802 Methods of Secondary Reading Instruction.

**Prerequisite(s):** EDLA 2000 and (EDLA 2890 or EDUC 3250) and EDUC 3420 and (EDUC 3400 or 3410).

**EDUC 3890 Service Learning: EDUC 3210 (0-1 Credit Hours)**

Within course service learning/practicum component for EDUC 3000 Emergent Literacy.

**EDUC 3891 Service Learning: EDUC 3810 (1 Credit Hour)****EDUC 3892 Service Learning: EDUC 3510 (0-1 Credit Hours)**

Within course service learning/practicum component for EDUC 3510 Teaching ECE Science and Social Studies.

**EDUC 3893 Service Learning: EDUC 3210 (0-1 Credit Hours)****EDUC 3894 Service Learning: EDUC 3230 (0-1 Credit Hours)****EDUC 3895 Service Learning: EDUC 3820 (0-1 Credit Hours)****EDUC 3911 Math in Early Child Classrooms (3 Credit Hours)**

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). Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510. Co-requisite: EDUC 3890-11.

**EDUC 3940 Transfer Coursework (3 Credit Hours)**

Transfer Coursework.

**EDUC 4910 Independent Study (1-3 Credit Hours)**

Independent Study in Education.

**EDUC 5010 Secondary Methods of Teaching (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, EDUC 3802. Co-requisite: EDUC 5890-10

**Prerequisite(s):** EDLA 2000 and (EDLA 2890, 2890 or EDUC 3250) and EDUC 3400 and (EDUC 3802 or 3800) and EDUC 3820.

**EDUC 5090 Methods II Social Studies (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, 3802, 5010. Co-requisite: EDUC 5893-11

**Prerequisite(s):** EDLA 3410 and (EDLA 2890 or EDUC 3250) and (EDUC 3400 or 3410) and EDUC 3820 and 5010.

**EDUC 5100 Methods II Science (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, 3802, 5010. Co-requisite: EDUC 5891-11

**Prerequisite(s):** EDLA 2000 and (EDLA 2890 or EDUC 3250) and (EDUC 3400 or 3410) and (EDUC 3800 or 3820) and EDUC 5010.

**EDUC 5110 Methods II English (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, 3802, 5010. Co-requisite: EDUC 5892-11

**Prerequisite(s):** EDLA 2000 and (EDLA 2890 or EDUC 3250) and (EDUC 3400 or 3410) and (EDUC 3800 or 3820) and EDUC 5010.

**EDUC 5120 Methods II Math (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, 3802, 5010. Co-requisite: EDUC 5890-11

**Prerequisite(s):** EDLA 2000 and (EDLA 2890 or EDUC 3250) and (EDUC 3400 or 3410) and (EDUC 3800 or 3820) and EDUC 5010.

**EDUC 5130 Methods II: Foreign Language (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3410, EDUC 3260, 3802, 5010. Co-requisite: EDUC 5894-01

**Prerequisite(s):** EDLA 2000 and (EDLA 2890 or EDUC 3250) and (EDUC 3400 or 3410) and EDUC 3820 and 5010.

**EDUC 5380 Junior Year Abroad (1-20 Credit Hours)****EDUC 5390 Junior Year Abroad (1-20 Credit Hours)****EDUC 5890 Service Learning: EDUC 5120 (0-1 Credit Hours)**

Within course service learning/practicum component for EDUC 5010 Secondary Education Methods I.

**EDUC 5891 Service Learning: EDUC 5100 (1 Credit Hour)**

Within course service learning/practicum component for EDUC 5100 Secondary Methods of Teaching II: Science Methods.

**EDUC 5892 Service Learning: EDUC 5110 (0-1 Credit Hours)**

Within course service learning/ practicum component for EDUC 5110 Secondary Methods of Teaching English.

**EDUC 5893 Service Learning: EDUC 5090 (1 Credit Hour)**

Within course service learning/ practicum component for EDUC 5090 Secondary Methods of Teaching II: Social Studies Methods.

**EDUC 5894 Service Learning: EDUC 5130 (0-1 Credit Hours)**

Within course service learning/practicum component for EDUC 5130 Secondary Methods of Teaching II: Foreign Language.

**EDUC 5940 Transfer Coursework (3 Credit Hours)**

Transfer Coursework.

**EDUC 6860 Independent Study (0-3 Credit Hours)**

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.

**EDUC 6912 Residency Student Teach PK-3 (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3210, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510 and EDUC 3911.

**EDUC 6913 Residency Student Teach PK-3 (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3210, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510 and EDUC 3911.

**Prerequisite(s):** EDUC 3900\* and 3500.

\* May be taken concurrently.

**EDUC 6914 Pract Resid Early Child PK-3 (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3210, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510 and EDUC 3911.

**EDUC 6915 Pract Resid Early Child PK-3 (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3210, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510 and EDUC 3911.

**Prerequisite(s):** EDUC 3900\* and 3500.

\* May be taken concurrently.

**EDUC 6916 Residency Student Teach 6-12 (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3200, PSYC 3390, EDUC 3410, EDUC 3260, EDUC 3802, EDUC 5100 and EDUC content Methods.

**EDUC 6917 Residency Student Teach 6-12 (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3200, PSYC 3390, EDUC 3410, EDUC 3260, EDUC 3802, EDUC 5100 and EDUC content Methods.

**Prerequisite(s):** EDUC 5090\*, 5100\*, 5110\*, 5120\*, 5130\* or 5010\*.

\* May be taken concurrently.

**EDUC 6918 Practitioner Residency 6-12 (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3200, PSYC 3390, EDUC 3410, EDUC 3260, EDUC 3802, EDUC 5100 and EDUC content Methods.

**EDUC 6919 Practitioner Residency 6-12 (3 Credit Hours)**

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. Prerequisites: EDLA 2000, EDLA 2890 or EDUC 3250, PSYC 3200, PSYC 3390, EDUC 3410, EDUC 3260, EDUC 3802, EDUC 5100 and EDUC content Methods.

**Prerequisite(s):** EDUC 5090\*, 5100\*, 5110\*, 5120\*, 5130\* or 5010\*.

\* May be taken concurrently.