

The School of Liberal Arts

Teacher Certification

Office: Teacher Preparation and Certification
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Tulane's Teacher Preparation and Certification Program has received state approval for the three programs (Secondary, Early Childhood and Dance) and second stage unit approval from the State Board of Elementary and Secondary Education. Please contact the Teacher Certification office for details.

TEACHER CERTIFICATION SECONDARY EDUCATION LEVEL

In addition to the B.A., B.S., or B.F.A. degree from Tulane University, students may earn teacher certification in secondary education (grades 6-12) from the Louisiana State Department of Education, which can then be transferred to other states. Students should consider the "content teaching fields" requirements in choosing a major. Students must fulfill all Tulane degree and major requirements, resulting in a bachelors degree in their content field, and teacher certification course work except for student teaching or internship. After completion of the baccalaureate degree, students finish the student teaching or internship requirements.

I. Secondary Content Focus Area Requirements

A content focus area (at least 31 credits in the primary teaching area) can be selected from: English, mathematics, social studies (combination of economics, history, and political science), French, Spanish, Italian, German, cell biology, ecology and evolutionary biology, chemistry and physics. Courses taken to

fulfill general education requirements and major may count towards the primary teaching certification area requirements. Students will be advised by both content area faculty and TPCP staff to ensure certification requirements are met.

Students who elect to earn secondary certification in a content area must register with the Office of Teacher Preparation and Certification (419 Newcomb Hall), usually during the sophomore year or after completion of EDLA 200/ 389. In order to enroll in upper level coursework and progress through the program, students must:

maintain a 3.0 GPA in education courses with no grades below a "C"

maintain a 2.5 overall GPA

pass the Praxis I (PPST) exam (usually the semester after EDLA 200/389)

submit an electronic portfolio based on EDLA 200 demonstrating knowledge, skills, and dispositions for teaching

complete an interview process

II. Secondary Content Area Teacher Certification Coursework (23 credits)

Knowledge of the Learner and the Learning Environment (13 credits)*

- EDLA 200 Education in a Diverse Society (3)
- EDLA 389 Service Learning in Public School (1)
- EDUC 340 Classroom Management/ Instructional Design & Assessment (3)
- PSYC 320 Educational Psychology (3)
- PSYC 339 Adolescent Psychology (3)

Methodology and Teaching (10 credits)*

- EDUC 380 Methods of Reading Instruction (3)
- EDUC 382 Practicum in Secondary Reading Instruction (1)
- EDUC 501 Secondary School Methods of Teaching (3)

One of the following:

- EDUC 509 Secondary Methods of Teaching II:

- Social Studies Educational Methods (3)
- EDUC 510 Secondary Methods of Teaching II: Science Educational Methods (3)
- EDUC 511 Secondary Methods of Teaching II: English Educational Methods (3)
- EDUC 512 Secondary Methods of Teaching II: Math Educational Methods (3)
- EDUC 513 Secondary Methods of Teaching II: Foreign Language Methods (3)

Student Teaching (EDUC 693 (6)) OR Internship (EDUC 694 (3) & EDUC 695 (3)) will be completed after graduation.

III. PRAXIS Requirements (Required for licensure in Louisiana and many other states)

Praxis I (PPST) – Complete during sophomore year and before enrollment in EDUC methods courses.

Praxis II (Content Area) - Complete before Student Teaching semester or internship.

Praxis II (Principles of Learning and Teaching) - Complete before or during Student Teaching semester or internship.

*Of these 23 undergraduate hours, 4 hours count as Liberal Arts credits (EDLA 200 & 389); 15 hours count as Supplementary Program Credits (SPC’S); and EDUC 382 counts as one hour of experiential learning credit. The remaining 3 undergraduate hours are overload.

COORDINATE MAJOR EARLY CHILDHOOD EDUCATION

I. Students may also elect to major in early childhood psychology with a coordinate major in early childhood education to earn certification to teach in grades PK-3. Required PSYC courses are: PSYC 100 or 101 or 102, 209, 318, 320, 321, 323, 325, 326, 334, 335, PSYC365 or SOC 103 and one course from the psychobiology group. Of the credits in education required, some can be counted as supplemental program credits while others must be taken as an overload. Students will work with both an adviser in the psychology department and an adviser from Teacher Preparation & Certification to ensure that both major and certification requirements are met.

Of these 27 undergraduate hours, 7 hours count as Liberal Arts credits (EDLA 200, 389, 316); 15 hours count as Supplementary Program Credits (SPC’S); and EDUC 381 counts as one hour of experiential learning credit. The remaining 4 undergraduate hours are overload.

Students who elect to earn early childhood education (ECE) certification must register with the Office of Teacher Preparation and Certification (419 Newcomb Hall), usually during the sophomore year or after completion of EDLA 200/389. In order to enroll in upper level education coursework and progress through the program, students must:

maintain a 3.0 GPA in education courses with no grades below a “C”

maintain a 2.5 overall GPA

pass the Praxis I (PPST) exam (usually the semester after EDLA 200/389)

submit an electronic portfolio based on EDLA 200 demonstrating knowledge, skills, and dispositions for teaching

complete an interview process

II. Early Childhood Teacher Certification Coursework (24 credits in addition to ECE Psychology major)

Knowledge of the Learner and the Learning Environment (10 credits)

- EDLA 200 Education in a Diverse Society (3)
- EDLA 389 Service Learning in Public School (1)
- EDUC 340 Classroom Management (3)
- PSYC 320 Educational Psychology (included in psychology major)
- PSYC 321 Child Psychology (included in psychology major) (3)

Reading/Language Arts (10 credits)

- EDUC 380 Reading Methods (3)
- EDUC 381 Early Childhood Education Reading Practicum (2)
- EDUC 300 Emergent Literacy (3)

EDLA 316 Children’s & Adolescent Literature (3)

Teaching Methodology (7 credits)

EDUC 350 Methods I of Early Childhood Education (3)

EDUC 390 Methods II of Teaching: Math and Science (3)

EDUC 391 Practicum in ECE Math/Science (1)

Student Teaching or Internship (EDUC 690 (6)) OR Internship (EDUC 691 (3) & EDUC 692 (3)) will be completed after graduation.

III. PRAXIS Requirements (Required for licensure in Louisiana and many other states)

Praxis I (PPST) – Complete during sophomore year and before enrollment in EDUC methods courses.

Praxis II (Content Area) - Complete before Student Teaching semester or internship.

Praxis II (Principles of Learning and Teaching) - Complete before or during Student Teaching semester or internship.

TEACHER CERTIFICATION COURSES

EDLA 200 Education in a Diverse Society (3)

Staff. Optional corequisite: EDLA 389 (education candidates must complete EDLA 389) An introductory course for those preparing for certification to teach. This course examines the historical, philosophical, sociological, psychological, organizational and socio-cultural bases of American education and the political influences as they relate to contemporary issues in education in the United States. It is designed to assist students in determining if they want to pursue teaching as a career and it helps prospective teachers to gain a valid and comprehensive knowledge of what is involved in a teaching career. Emphasis is placed upon reflection, inquiry and personal involvement in planning an effective and successful career in education. (*Liberal Arts*) (Both ECE and SEC)

EDLA 389 Service Learning in Public Schools (1)

Staff. Corequisite or Prerequisite: EDLA 200. This course provides opportunities for observation and participation for students who are exploring an interest in teacher certification. Students observe and participate in a variety of school and classroom settings, including urban, suburban, and inner city schools for a total of forty hours. Students meet for debriefing sessions during the semester and

complete a final project. (*Liberal Arts*) (Both ECE and SEC candidates MUST complete EDLA 389)

EDUC 300 Emergent Literacy (3)

Staff. Prerequisites: EDLA 200 and EDLA 389. This course introduces prospective teachers to children’s speech and language development, recognition and development of readiness skills, the overall scope of emergent literacy issues, appropriate methodologies for building the communication skills of young children and how to utilize big books (large text and illustration books) in the classroom. This course requires a minimum of 20 hours of service learning in the Reading Buddy program at an area elementary school. (ECE)

EDLA 316 Children’s and Adolescent Literature (3)

Staff. Prerequisites: EDLA 200, EDLA 389, EDUC 340 and EDUC 300 (for ECE students). This course is designed to give prospective educators an overview of the field of children’s and adolescent literature and will provide candidates with the necessary knowledge and tools to choose appropriate texts which promote multicultural sensitivity, growth in critical thinking skills, and development of literacy skills. Readings and assignments will be differentiated based on the candidates’ area of certification. There is a 20 hour service learning experience required for all students in this course.

EDUC 340 Classroom Management, Instructional Design and Assessment (3)

Staff. Prerequisites: EDLA 200 and EDLA 389. This course examines (a) how classroom management affects student achievement, (b) specific techniques teachers find most effective, and (c) the importance of school-wide policies and practices in setting the tone for individual classroom management. Students will examine theories of behavior management, strategies for organizing and maintaining an optimal learning environment, and connections between management, instruction and assessment. The Understanding by Design Curriculum/ Planning model will be introduced. Students seeking certification in early childhood education will observe six to eight hours in PK-3rd grade public school classrooms. Students seeking secondary certification will observe six to eight hours in 6-12th grade public school classrooms within their content field. Project requirements will emphasize grade levels and content field for which pre-service teachers are seeking certification. (Both ECE and SEC)

EDUC 350 Methods I of Early Childhood Education (3)

Staff. Prerequisites: EDLA 200, EDLA 389, PSYC 320 and PSYC 321. This course is designed for students pursuing a coordinate major in psychology/early childhood education and will assist prospective teachers in gaining a valid and comprehensive knowledge of what is involved in early childhood education. Emphasis is placed upon reflection, inquiry, and personal involvement in planning an effective and successful career in early childhood, and developing an understanding of how children develop and learn successfully. Current trends, issues, developmental theories, research, and teaching methods related to the education of young children will be explored and applied through fifty hours of field-based experiences. (ECE)

EDUC 380 Methods of Reading Instruction (3)

Staff. Co-requisite: EDUC 381 (ECE majors) EDUC 382 (Secondary majors). Prerequisites: EDLA 200, EDLA 389 and PSYC 320. This course familiarizes education certification students with important aspects of the reading and writing process, helping them become knowledgeable of word attack, vocabulary, comprehension and study skills. The goal is to prepare candidates to assess the level of instructional need of individual students; and to develop strategies that enable all students to read a variety of materials for diverse purposes as well as to write effectively for a variety of audiences, purposes and contexts. (Both ECE and SEC)

EDUC 381 Practicum in Early Childhood Reading Instruction (ECE, PK-3) (1)

Staff. Co-requisite: EDUC 380. Prerequisites: EDLA 200, EDLA 389, EDUC 340 and PSYC 320. Under the supervision of a public school teacher, certification candidates work with one student implementing the diagnostic prescriptive strategies learned in class. Students fulfill forty hours of clinical/laboratory experiences in a reading classroom (1st-3rd grade levels) in a supervised practicum. The clinical/field experience will enable students to apply the theoretical principles of academic course work to effective teaching practices. (ECE)

EDUC 382 Practicum in Secondary Reading Instruction (1)

Staff. Corequisite: EDUC 380. Prerequisites: EDLA 200, EDLA 389, and PSYC 320. Practicum for pre-service teachers seeking secondary certification requiring forty clock hours of work in secondary (6-12) public school classrooms. Students will apply theories from EDUC 380, focusing on differentiated instructional

activities, effective assessments, and content area reading skill development. (SEC)

EDUC 390 Methods II of Teaching Early Childhood: Mathematics and Science (3)

Staff. Corequisite: EDUC 391. Prerequisites: EDLA 200, EDLA 389 and PSYC 320. This course will prepare prospective teachers to teach science and mathematics in the early childhood (ages three through eight) setting. Theories and methodologies will be explored. Special attention will be given to developmentally appropriate activities, and a great emphasis will be placed on integrating subject matter and utilizing manipulatives. Technology issues will also be covered. (ECE)

EDUC 391 Practicum and Assessment Early Childhood Math and Science (2)

Staff. Corequisite: EDUC 390. This practicum experience requires minimum of 30 hours in math and/or science classrooms. It is designed to prepare teachers to conduct reliable and valid assessments of children's growth and development in the early childhood arena. Students are introduced to formal and informal assessment devices. Practice in developing and evaluating both open and closed assessments is also provided. Special attention is given to performance-based assessments, particularly in the context of instruction that is developmentally appropriate. (ECE)

EDUC 501 Secondary Education Methods I (3)

Staff. Prerequisites: EDLA 200, EDLA 389, EDUC 340, and PSYC 320. 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 and demonstrate their understanding and general teaching practices through fifty hours of field experience in a middle or high school setting. (SEC)

EDUC 509 Secondary Methods of Teaching II: Social Studies Educational Methods (3)

Staff. Prerequisites: EDLA 200, EDLA 389, EDUC 340, 380, 382, and 501. A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the content area in which

they are seeking certification. 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 observation in college classrooms, conferences with content field specialists, 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. The course requires fifty clock hours of field experience. (SEC)

**EDUC 510 Secondary Methods of Teaching II:
Science Educational Methods (3)**

Staff. Prerequisites: EDLA 200, EDLA 389, EDUC 340, 380, 382, and 501. A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the content area in which they are seeking certification. 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 observation in college classrooms, conferences with content field specialists, 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. This course requires fifty hours of field experience. (SEC)

**EDUC 511 Secondary Methods of Teaching II:
English Educational Methods (3)**

Staff. Prerequisites: EDLA 200, EDLA 389, EDUC 340, 380, 382, and 501. A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the content area in which they are seeking certification. 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 observation in college classrooms, conferences with content field specialists, 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. This course requires fifty hours of field experience. (SEC)

**EDUC 512 Secondary Methods of Teaching II:
Math Educational Methods (3)**

Staff. Prerequisites: EDLA 200, EDLA 389, EDUC 340, 380, 382, and 501. A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the content area in which they are seeking certification. 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 observation in college classrooms, conferences with content field specialists, 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. This course requires fifty hours of field experience. (SEC)

**EDUC 513 Secondary Methods of Teaching II:
Foreign Language Educational Methods (3)**

Staff. Prerequisites: EDLA 200, EDLA 389, EDUC 340, 380, 382, and 501. A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the content area in which they are seeking certification. 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 observation in college classrooms, conferences with content field specialists, 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. This course requires fifty hours of field experience. (SEC)

**EDUC 690 Student Teaching in Early Childhood (PK-3)
Semester (6)**

Staff. Prerequisites: Completion of baccalaureate degree, completion of all education courses, passage of Praxis II (Content Area) and approval of program director. Praxis II (Principles of Teaching and Learning) may be taken while student teaching. The purpose of this course is the development of competence in the art and science of teaching. Intensive clinical experience (with a minimum of 300 clock hours of classroom teaching) provides opportunities for continued professional growth through the

practice of professional ethics, reflective teaching, instructional design, effective classroom management and authentic assessment. A university supervisor works with a cooperating PK-3 teacher toward the mutual goal of the student's development.

EDUC 691, 692 Internship in Early Childhood Education (PK-3) (3, 3)

Staff. Prerequisites: Completion of baccalaureate degree, completion of all education courses, passage of Praxis II (Content Area) and approval of program director. Praxis II (Principles of Teaching and Learning) may be taken during the internship. The year-long internship (2 semesters) is the capstone course of the TU TPCP. This culminating experience occurs during the year following the completion of the candidate's baccalaureate degree and will require the student to blend theory and practice in the actual activity of teaching all day. Candidates 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.

EDUC 693 Student Teaching in Secondary Schools (6-12) Semester (6)

Staff. Prerequisites: Completion of baccalaureate degree, completion of all education courses, passage of Praxis II (Content Area) and approval of program director. Praxis II (Principles of Teaching and Learning) may be taken while student teaching. The purpose of this course is the development of proficiency in the art and science of teaching. Intensive clinical experience (with a minimum of 300 clock hours of classroom teaching) provides opportunities for continued professional growth through the practice of professional ethics, reflective teaching, instructional design, effective classroom management and authentic assessment. A university supervisor works with a cooperating 6-12 teacher toward the mutual goal of the student's development.

EDUC 694, 695 Internship in Secondary Education (6-12) (3, 3)

Staff. Prerequisites: Completion of baccalaureate degree, completion of all education courses, passage of Praxis II (Content Area) and approval of program director. Praxis II (Principles of Teaching and Learning) may be taken during internship. The year-long internship (2 semesters) is the capstone course of the TU TPCP. This culminating experience occurs during the year following the completion of the candidate's baccalaureate degree and will require the student to blend theory and practice in the

actual activity of teaching all day. Candidates 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.

In addition to required courses, the following courses are suggested electives for those planning to earn either Early Childhood (PK-3) or Secondary Certification:

PSYC 209 Experimental Design & Quantitative Methods (elective for SEC)

PSYC 301 Intro to Personality

PSYC 324 Urban Child Development

PSYC 334 Behavioral Disorders in Children & Youth (elective for SEC)

PSYC 340 Child and Adolescent Social Behavior

PSYC 347 Brain and Behavior

PSYC 343 Intro to Social Psychology

PSYC 461 Black Youth

PSYC 650 Reading Assessment and Intervention