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Preface

Welcome to the Teacher Preparation and Certification Program at Tulane University

Pursuing a career committed to optimizing student learning is indeed a dignified cause. Polls have ranked “educator” as one of the most esteemed careers in our country, even with the many challenges that are associated with our educational structure. Acquisition of the skills and knowledge involved in the art of teaching is one of the most interesting and enlightening ventures among all pursuits available to us. Knowledge of subject matter and competency in applying this knowledge in teaching and learning situations are real demands made on a successful instructor and can only be acquired through training, study and a wide range of experience. Students at Tulane University who choose the teaching certification route are commended for having chosen this path, and they are encouraged to aspire to the maximum achievement in their professional preparation.

Tulane University’s Teacher Preparation and Certification Program (TPCP) offers teacher education courses designed for students preparing to teach in PK-3, 6-12, and Dance K-12. This handbook contains general information pertaining to teacher certification at Tulane University. Students are urged to read this handbook carefully for information needed to complete the programs. Readers may be referred to other sources for additional or complementary information. Tulane students are encouraged to consult this handbook and other sources regularly. While it is helpful to get information from friends or classmates, it is best to consult with a TPCP advisor to get answers to specific questions. TPCP students are assigned an education advisor based on their last name. Undergraduates are urged to also check with their Newcomb-Tulane academic advisors about content majors and baccalaureate degree progress. Post-graduate students also have access to an academic advisor in the School of Continuing Studies.

Your impact in the classroom and beyond will be difficult to assess empirically, even though today’s political program argues otherwise. Teacher Certification at Tulane offers you the opportunity to change and grow while providing a service to the community. The education staff and faculty believe that the person you are becoming is the key to your effectiveness as a prospective teacher. Preparation for teaching is a life-long, dynamic journey. As your teachers, we are seeking to model this pilgrimage of openness and growth, both professionally and personally.

We welcome you on this pathway of growth. As you have questions or concerns which may not be addressed in this Handbook, please feel free to visit us in the Teacher Preparation and Certification Offices at 7039 Freret Street. We anticipate a pleasurable visit.

Director,
Teacher Preparation Certification Program
Tulane University

The object of education is to prepare the young to educate themselves throughout their lives.

Robert Maynard Hutchins
Overview

Tulane University is categorized as a small independent southern university, preparing students in eleven different schools and colleges ranging from liberal arts and sciences through a full array of professional schools. Tulane is committed to giving students a wealth of program choices rarely equaled among the nation’s independent universities. This approach to education has fostered a community of interdisciplinary educators committed to enriching the capacity of individuals, organizations, and communities. The Teacher Preparation and Certification Program (TPCP) is administratively located in the Newcomb-Tulane College with some students enrolled in the School of Liberal Arts, others enrolled in the School of Science & Engineering, and others enrolled in the School of Continuing Studies.

The program’s purpose is to develop compassionate, knowledgeable, influential educators who will act and lead with integrity and who are dedicated to fostering educational growth, creative expression, critical thinking, and community service. The TPCP strives to extend the University’s commitment to preparing prospective teachers by using an interdisciplinary approach designed to help candidates meet the needs of learners from all walks of life.

The broad goals of the Teacher Preparation and Certification Program (TPCP) are:

- To recruit diverse classes of enthusiastic teacher candidates.
- To apply principles of modeling, practice, reflection, and educational research to help candidates create for themselves an ever-expanding “toolbox” of skills and resources to serve diverse learners.
- To assist candidates in understanding and adapting their skills to ensure that all learners have the opportunity to be successful.
- To provide constant and substantial opportunity for candidates to learn, practice, reflect, and grow in both college and field settings.

The program was developed in accordance with the Louisiana Components of Effective Teaching and the standards for beginning teachers developed by the Interstate Teacher Assessment and Support Consortium, (InTASC), and the rationale for the program’s structure can be explained best through them. The primary goal was to produce rigorous certification programs that balance the import of disciplinary content knowledge with the teaching skills and dispositions needed to apply that content knowledge in diverse educational settings. The program incorporates the rigor of a Bachelor’s degree with educational theory and methods coursework based on the best available research on teaching and learning.

Both individual courses and the program as a whole are anchored in various principles set forth in professional standards documents (e.g., the National Association for the Education of Young Children (NAEYC), the National Board for Professional Teaching Standards (NBPTS), the Teacher Education Accreditation Council (TEAC; now the Council for the Accreditation of Educator Preparation, CAEP), and various content specific organizations such as the National Council for the Teachers of English (NCTE). The program is still in its youth, and the faculty and staff are dedicated to continually assessing the program through both internal and external means, ensuring that future candidates will experience a constantly improving program. In August of 2005, the twelve certification programs offered at Tulane received state approval, and national accreditation was awarded by the Teacher Education Accreditation Council (TEAC) in April of 2011. TPCP also participates in the activities required for Tulane University’s accreditation through the Southern Association of Colleges & Schools (SACS).

One of the most important components of the program is the wide variety of field experiences. Candidates spend a minimum of 180 hours in New Orleans classrooms before student teaching: field experience in one or more of TPCP’s partner schools is required for almost every education course and for several of the core psychology courses as well. These experiences begin as observations and culminate in the program’s final clinical experience:
student teaching or internship. Tulane’s TPCP is particularly fortunate in its ability to ensure that candidates become comfortable with diverse learners due to its location at the center of New Orleans, one of the most ethnically and socio-economically diverse cities in the country. The program’s candidates experience this diversity through their field experiences across the city and, in addition, experience first-hand both the promise and perils of school reform efforts currently underway in both high-performing and low-performing New Orleans schools.

The program has been developed by the Advisory Council for Teacher Preparation and Certification, comprised of professors from various content departments; principals and teachers from the Orleans Parish School System, the New Orleans Recovery School District, and various charter schools; current Tulane students, University administrators, and faculty and staff of the TPCP. All share a common goal to create, evaluate, and improve the program on a regular basis to ensure that high quality standards are maintained. The program is coordinated and governed by the Teacher Preparation and Certification Program’s faculty and staff who maintain the program, advise candidates, assess the professional development of candidates, and make recommendations for program improvement.

Becoming a Tulane Teacher - The Core Principles

As developed by the Advisory Council, the mission of the TPCP program at Tulane University is to produce teachers who:

- Demonstrate a professional commitment as educational leaders;
- Apply a rigorous academic foundation using informed practice, information technology, and the ability to think creatively and reflectively;
- Exemplify sensitivity to all forms of diversity; and
- Lead with integrity such that high levels of achievement can be a reality for all learners.

This mission statement forms the basis for the core principles of the Tulane TPCP model, and led to the development of five core assessable outcomes. These measurable outcomes are used to create and revise curriculum, to develop and continually revise an assessment for improvement plan, and to guide continuing strategic planning for the program.

Core Principle 1  Professional Leadership

Outcome 1: Candidates demonstrate a professional commitment to learning through modeling enthusiasm and care in educational contexts as well as development of skills in reflective professional practice and leadership in multiple contexts.

A demonstrated commitment to learning is a necessary foundation for self-evaluation and continuous professional development, two of the hallmarks of educational leaders. Rather than being instruments of the mechanistic “installation” of knowledge, Tulane teachers are expected to be catalysts for change, directly impacting the lives of PK-12 students in a variety of ways, both in and out of the classroom. Service learning and field experiences in diverse reform “contexts,” such as Upward Bound, the Reading Buddies program, a variety of New Orleans charter schools, and schools in the New Orleans Recovery School District help to develop teacher candidates who have extensive first-hand knowledge of how teacher leaders can significantly improve student achievement.

Core Principle 2  Rigorous Academic Foundation

Outcome 2: Candidates demonstrate a mastery of content and subject-specific pedagogy in their application of research-based strategies, their professional discourse, and their critical problem-solving.
Research has shown that the depth and breadth of the subject knowledge of a teacher directly impacts the achievement of students. It is absolutely critical that teachers have a solid mastery of the subjects they teach. Candidates entering the TPCP with undergraduate degrees from both Tulane and other institutions demonstrate content knowledge through the Praxis I and Praxis II content area tests and must have a cumulative baccalaureate GPA of at least 2.75 and must maintain an overall education GPA of 3.0. Because this is a post-baccalaureate certification-only program, candidates must have completed their degrees before they gain full admission and begin the final clinical (either the student teaching semester or the year-long internship). The focus is on an interdisciplinary approach to teaching and learning: candidates build on a strong foundation in an academic discipline, and create curricula that help their students to build connections among multiple content areas. In addition to the stringent curriculum requirements, candidates learn subject-specific teaching strategies in the required methods courses and through extensive field experiences in PK-12 schools.

**Core Principle 3  Informed Reflective Practice**

**Outcome 3:** Candidates use methods based on research and data; use student achievement data to continuously improve their pedagogical content knowledge; and demonstrate creative and critical thinking skills.

Beginning with the first education course, EDLA 2000-Education in a Diverse Society, candidates are taught the steps of reflective thinking, and are required to engage in reflective thinking in a variety of contexts and forms throughout the program. The process of describing, analyzing, and evaluating the educational practices of self and others develops both creative and critical thinking skills. Familiarity with the research base, adaptability, thoughtfulness, dedication to professional development, a rich understanding of human development, and a dedication to data-driven decision-making are necessary for effective teaching. Tulane teachers develop these skills in both the college classroom and through extensive field experience in PK-12 schools. The available research on teaching and learning is the foundation for every education course, and the required psychology courses enrich this knowledge base. Tulane’s teacher candidates are expected to be adaptive educators who constantly seek ways to improve their professional skills and knowledge and who value high levels of achievement for themselves and their students.

**Core Principle 4  Technological Literacy**

**Outcome 4:** Candidates use a variety of digital technology to support the academic achievement of students as well as their own development in instructional skills and reflective and critical thinking.

In today’s world, the technological resources available for both teachers and students can provide a myriad of possibilities for learning. Video records of classroom lessons provide opportunities for extensive reflection; expertise in presentation software, Internet research skills, and computerized record-keeping will enhance lesson and assessment design; electronic portfolios provide detailed views of candidates’ growth in knowledge and skill, and can enhance professional development both during and after the program. As candidates develop their levels of technological literacy, they become more capable of using various technologies to enhance their own learning as well as that of their students.

**Core Principle 5  Sensitivity to Diversity**

**Outcome 5:** Candidates demonstrate a powerful sensitivity to learner variety and cultural differences, and use this knowledge to raise the self-esteem and achievement of all learners regardless of their backgrounds and characteristics.

Much of the available research on the multicultural literacy of teachers focuses on the need for pre-service teachers to have extensive experience with people from diverse backgrounds. TPCP candidates are expected to
interact frequently with others with different cultural beliefs, appearances and lifestyles, both in college classrooms and in PK-12 settings. Professional development activities in conjunction with a variety of organizations at Tulane and the greater metropolitan area (e.g. Tulane’s Center for Public Service, New Orleans Outreach, the Cowen Institute, and the Stone Center for Latin American Studies, etc.) are interwoven throughout the program. Candidates learn to examine their own assumptions, and to become highly sensitive to issues of gender bias, racism, stereotyping and other forms of prejudice. Graduates of Tulane’s TPCP will not merely tolerate diversity, but will value and appreciate the richness of America’s culture and the importance of creating learning environments in which learners of all types can succeed.

**Becoming a Tulane Teacher - Advising/Program Planning**

**All candidates interested in earning certification must meet with a TPCP advisor before enrollment in the first TPCP course to develop a Program Advising Plan (see Appendix G.).**

**For Full-Time Tulane Undergraduates:**

Undergraduate students at Tulane who have declared their intent to seek certification and are enrolled in education courses have access to as many as three advisors: a Newcomb-Tulane advisor, an advisor from the Teacher Preparation & Certification Program, and an advisor from the major or content focus area (French, Dance, English, and so on). Undergraduates who have decided to earn a Louisiana teaching certificate usually begin the education coursework during the first semester of the sophomore year, and complete the professional courses by the end of the senior year. Undergraduates who begin the program coursework later in their degree programs can finish the courses as part-time students after the baccalaureate degree program is finished. Undergraduates are not formally admitted to the program until the bachelor’s degree is completed. Any remaining coursework and the clinical experience (either student teaching or internship) are finished after the undergraduate degree is awarded.

Students who may not be able to complete the Tulane coursework and certification process, but who are interested in other alternate certification avenues (e.g., Teach for America or Master of Arts in Teaching degrees) may enroll in some TPCP coursework in preparation for those other certification programs, after receiving the permission of the course instructor. **These “guest” seats are contingent upon availability: TPCP students have first priority.** Advisors in the Teacher Preparation & Certification Program are willing to answer questions and provide support to any Tulane student interested in teaching.

**For Part-Time Post-Baccalaureate Students:**

Candidates with a baccalaureate degree (from Tulane or elsewhere) who enroll in the TPCP courses as part-time students through the School of Continuing Studies also need to maintain a close on-going relationship with their TPCP advisor. Many of these individuals have full-time jobs while they are working on achieving certification. A minimum of four semesters are required for most post-Bach students to complete the preliminary professional coursework, followed by the clinical internship year. The TPCP faculty and staff work closely with students and certification specialists in the Louisiana State Department of Education to ensure the successful completion of the licensure requirements in a timely fashion. Post-grads with degrees from outside the US will need to have their international credentials evaluated by World Education Services---this process is explained at [http://www.wes.org/](http://www.wes.org/).

**Transfer of Credits from other Programs:**

Candidates who wish to transfer credits from other institutions of higher learning will need to provide the course descriptions and syllabi of coursework completed elsewhere. **Any course considered for transfer credit must be less than ten years old.** The Request for Transfer of Credits form (available on the TPCP website) along with the
course syllabi should be given to the TPCP Assessment Coordinator who will forward them to the appropriate instructor(s) for review. The Program Director must give the final approval for all transfer coursework. **The TPCP will accept NO MORE THAN NINE HOURS OF TRANSFER CREDIT.** Candidates who wish to apply for an exemption to this limit must submit a written request to the Program Director. Each case will be considered on an individual basis based on the course(s) and other extenuating circumstances.

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**Post-baccalaureate candidates must become eligible for a Louisiana State Practitioner’s License Type 2 (PL 2) before full admission to the program.** Eligibility for the PL2 requires: completion of the Praxis I, Praxis II and appropriate content exams, EDLA 2000, the TPCP level 1 E-folio (or exemption), completion of 80 clock hours of focused field experience (EDUC 3250 and EDUC 3260), two letters of reference, and a completed background check with the NOPD. These requirements must be completed before or during the first two semesters of program coursework. Post-baccalaureate candidates who are not PL2 eligible after completing two semesters of coursework will not be allowed to continue until they have met this requirement. Undergraduate students may take coursework without admission to the program, but must graduate and be PL2 eligible before entering the final clinical experience for certification. Full admission to the program is concurrent with receiving the PL2 eligibility letter. (See Appendix H for the full admission process OR contact the Coordinator for Assessment and Accreditation for additional information.)

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**Maintaining the Required GPA for Program Progression**

The grades for all TPCP candidates are reviewed every semester: candidates are required to maintain a minimum cumulative education GPA of 3.0 with no grades below a “C.” **A grade of “D” or “F” in any TPCP course will result in the candidate receiving a notification that he/she will not be allowed to enroll in any further TPCP courses.** Candidates who are having difficulty in meeting course requirements should meet with the course professor and with their program advisor to determine a plan to address problems. In most instances, the candidate can drop the course and then retake it at a later time. The dates for withdrawing with refunds and without refunds are included on each semester’s academic calendar: **it is the student’s responsibility to initiate the drop form by the appropriate deadline.** The add/drop forms are available in the TPCP office, the undergraduate Academic Advising Center and the School of Continuing Studies office.

**The awarding of an “incomplete” or “I” in any TPCP course is governed by university policy and should only be awarded when an unforeseen or emergency situation prevents a candidate from completing the final project/exam AND when the work can be completed within a 30-day period.** The grade change form removing the incomplete must be submitted by the 30 day deadline or the “I” reverts to an “F.” If unforeseen circumstances (e.g. medical or other emergencies) prevent the student from completing work before the one month deadline, a **“Request to Extend Incomplete” form** must be requested by the candidate and approved by the course instructor and the appropriate dean. Both forms are available in the TPCP office and must be signed by the professor, the program director, and the Dean of the School or College (the Dean or Assistant Dean of Newcomb-Tulane for undergraduates, or the Dean or Assistant Dean of the School of Continuing Studies for post-graduates).

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**TPCP Course Descriptions**

Course descriptions for all TPCP courses are available on the TPCP website @ [http://tulane.edu/teacher](http://tulane.edu/teacher) and in the online Tulane University Catalog @ [http://catalog.tulane.edu/](http://catalog.tulane.edu/)
SECONDARY CONTENT AREA FOCUS (grades 6-12)

All candidates interested in earning certification must meet with a TPCP advisor to develop a Program Advising Plan—this should be completed before or during enrollment in the first TPCP course. (see appendix G.)

1. Students major in a content field and earn a degree in the field (e.g., BA in English)

<table>
<thead>
<tr>
<th>Content Field</th>
<th>**Suggested Certification Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Ecology &amp; Evolutionary Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Cellular &amp; Molecular Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td>Italian</td>
<td>Italian</td>
</tr>
<tr>
<td>German</td>
<td>German</td>
</tr>
<tr>
<td>Economics, History, Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Political Science, Sociology</td>
<td></td>
</tr>
</tbody>
</table>

(** In Louisiana, candidates in certification-only programs demonstrate content knowledge through the Praxis tests, NOT by credit hours earned within an undergraduate content major, i.e. if a history major passes the Praxis II content tests in English, that person may work towards an English Language Arts license. )

2. Students complete coursework for Secondary Certification:

Knowledge of the Learner and the Learning Environment  (13 -14 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLA 2000</td>
<td>Education in a Diverse Society (3) AND</td>
</tr>
<tr>
<td>EDLA 2890</td>
<td>Service Learning in Public Schools (1) for undergraduates OR</td>
</tr>
<tr>
<td>EDUC 3250</td>
<td>Focused Field Experience I (1) for post-graduates</td>
</tr>
<tr>
<td>PSYC 3200</td>
<td>Educational Psychology (3) (or equivalent transferred course) OR</td>
</tr>
<tr>
<td>PSYC 3390</td>
<td>Adolescent Psychology (3) (or equivalent transferred course)</td>
</tr>
<tr>
<td>EDUC 3400</td>
<td>Classroom Management/Instructional Design &amp; Assessment (3) AND</td>
</tr>
<tr>
<td>EDUC 3260</td>
<td>Focused Field Experience II (1) (for post-graduates seeking PL2 eligibility)</td>
</tr>
</tbody>
</table>

Methodology and Teaching  (10 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3802</td>
<td>Methods of Secondary Reading Instruction (3)</td>
</tr>
<tr>
<td>EDUC 3820</td>
<td>Practicum in Secondary Reading (1) (taken with EDUC 3800)</td>
</tr>
<tr>
<td>EDUC 5010</td>
<td>Methods I of Secondary Instruction (3)</td>
</tr>
<tr>
<td>EDUC 5090-5130</td>
<td>Methods II of Secondary Instruction (3)</td>
</tr>
</tbody>
</table>

(Students select one Methods II class from the following for their content area)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5090</td>
<td>Social Studies Methods</td>
<td>EDUC 5100</td>
<td>Science Methods</td>
</tr>
<tr>
<td>EDUC 5110</td>
<td>English Methods</td>
<td>EDUC 5120</td>
<td>Mathematics Methods</td>
</tr>
<tr>
<td>EDUC 5130</td>
<td>Foreign Language Methods</td>
<td>EDUC 5090</td>
<td>Social Studies Methods</td>
</tr>
<tr>
<td>EDUC 5100</td>
<td>Science Methods</td>
<td>EDUC 5110</td>
<td>English Methods</td>
</tr>
<tr>
<td>EDUC 5120</td>
<td>Mathematics Methods</td>
<td>EDUC 5130</td>
<td>Foreign Language Methods</td>
</tr>
</tbody>
</table>
2. After completion of a baccalaureate degree and TPCP courses, students finish a final clinical capstone (6 credit hours):

   EDUC 6930 (6) Student Teaching in Secondary Schools
   OR
   EDUC 6940 (3) Internship A and EDUC 6950 (3) Internship B in Secondary Schools

3. In addition to coursework, students must complete a passing score or better on:
   PRAXIS I Pre-Professional Skills tests (PPST) for Reading, Writing, and Mathematics
   (Praxis I requirement satisfied with verified ACT composite score of 22 or above or SAT Math/Verbal score of 1030 or above, or possession of a graduate degree).
   PRAXIS II Content area test
   PRAXIS II Principles of Teaching & Learning (PLT) (7-12th grade)

4. After completion of coursework, PRAXIS exams, and student teaching or internship, successful candidates can be recommended for level 1 certification in Louisiana.

   **Recommended Sequencing of TPCP courses for Secondary level Certification**

   Several of the courses required for Secondary program completion are only offered once a year; either fall only or spring only. Candidates interested in earning the secondary teaching certification should meet with a TPCP advisor before they enroll in EDLA 2000 to plan out a program of study to ensure that prerequisites are met.

   Candidates must register for any service learning component or focused field experience that corresponds to their courses. Please check the course description section of this handbook for additional information. In addition, most TPCP courses have extensive service learning/practicum experience requirements. Practitioners who are currently teaching full-time complete the field experience/practicum hours in their classrooms- but still must enroll (or complete the appropriate request for waiver- where appropriate).

   Candidates may not enroll for coursework that requires more than 80 hours of field experience in one semester without special permission from the program director.

   **Suggested Program of Study for Secondary Content Area Focus:**

   **Year 1:**
   
   EDLA 2000 with EDLA 2890 OR EDUC 3250 (40 hours field experience) **Offered fall and spring**
   EDUC 3400 **Offered fall and spring**
   (Pre-requisites: 2000/2890 or 3250 (may be taken concurrently with instructor permission)
   EDUC 3260 Focused Field Experience II (in conjunction with EDUC 3400 as necessary)
   PSYC 3200 (service learning determined by PSYC professor) **OR**
   PSYC 3390 (service learning determined by PSYC professor)
   EDUC 3802/3820 (40 hours of practicum in EDUC 3820) **Offered fall and spring**
   (Pre-requisites: EDLA 2000, EDLA 2890 OR EDUC 3250, EDUC 3400, EDUC 3260)

   **Year 2:**
   
   EDUC 5010 (50 hours practicum) **Offered fall only**
   (Pre-requisites: EDLA 2000/2890 or 3250, EDUC 3400, EDUC 3260 (as necessary),
   EDUC 3802/3820. PSYC 3200 strongly recommended)
   PSYC 3200 (service learning determined by PSYC professor) **OR**
   PSYC 3390 (service learning determined by PSYC professor)
   EDUC 5090-5130 (50 hours practicum) Methods II for Secondary Education **Offered Spring only**
   (Pre-requisites: EDLA 2000/2890 or EDUC 3250, EDUC 3400, EDUC 3260 (as necessary),
   EDUC 3802/3820, EDUC 5010, PSYC 3200 and PSYC 3390)

   **Year 3:** *(Post-Baccalaureate)*
   
   EDUC 6930 Student Teaching in Secondary Schools 1 semester Fall **OR** Spring (6 hrs.) **OR**
   EDUC 6940 SEC Internship A Fall (3 hrs.) **AND** EDUC 6950 SEC Internship B Spring (3 hrs.)
EARLY CHILDHOOD EDUCATION (grades PK-3)

All candidates interested in earning certification must meet with a TPCP advisor to develop a Program Advising Plan—this should be completed before or during enrollment in the first TPCP course (see appendix G).

1. Candidates complete an undergraduate major**: A) the Tulane coordinate major in Psychology - Early Childhood, B) a major in psychology, or C) any baccalaureate content major.

Since ECE candidates MUST pass the PRAXIS II test in elementary content, it is STRONGLY recommended that undergraduates complete general coursework with this in mind (coursework in world and U.S. history, geography, science, etc.).

(** In Louisiana, candidates in certification-only programs demonstrate content knowledge through the Praxis II tests, NOT by credit hours earned within an undergraduate content major, i.e. if a history major passes the ECE Praxis II content test (5014), that person may work towards an Early Childhood license.)

2. All candidates complete coursework for Early Childhood (PK-3) certification:

<table>
<thead>
<tr>
<th>Knowledge of the Learner and the Learning Environment (10-11 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLA 2000 Education in a Diverse Society (3) <strong>AND</strong></td>
</tr>
<tr>
<td>EDLA 2890 Service Learning in Public Schools (1) for undergraduates <strong>OR</strong></td>
</tr>
<tr>
<td>EDUC 3250 Focused Field Experience I (1) for postgraduates</td>
</tr>
<tr>
<td>EDUC 3400 Classroom Management/ Instructional Design &amp; Assessment (3)</td>
</tr>
<tr>
<td>EDUC 3260 Focused Field Experience II (1) as necessary for postgraduates</td>
</tr>
<tr>
<td>PSYC 3210 Child Psychology (3) <strong>(or equivalent transferred course)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading/Language Arts (10 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3000 Emergent Literacy (3)</td>
</tr>
<tr>
<td>EDUC 3801 Methods of Teaching Early Childhood Reading (3) <strong>AND</strong></td>
</tr>
<tr>
<td>EDUC 3810 Practicum in Early Childhood Reading (1)</td>
</tr>
<tr>
<td>EDLA 3160 Children’s and Adolescent Literature (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Methodology (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3500 Methods I of Early Childhood Education –Language Arts, Social Studies &amp; Humanities (3)</td>
</tr>
<tr>
<td>EDUC 3900 Methods II: Teaching Math and Science in Early Childhood (3)</td>
</tr>
</tbody>
</table>

3. AFTER completion of the baccalaureate degree, candidates finish a clinical capstone:

| EDUC 6900 (6) Student Teaching in Early Childhood |
| EDUC 6910 (3) Internship A in Early Childhood **AND** EDUC 6920 (3) Internship B in Early Childhood |

4. In addition to coursework, candidates must complete:

| PRAXIS I tests (PPST) (or ACT composite score of 22 or above, or submit SAT Math/Verbal score of 1030 or above, or hold a graduate degree). |
| PRAXIS II test in Elementary Curriculum (#5014) |
| PRAXIS II Principles of Teaching & Learning (PTL) for Early Childhood (#5621) |
5. After completion of coursework, PRAXIS exams, and student teaching, successful candidates can be recommended for level 1 certification in Louisiana.

6. Sequencing of TPCP Early Childhood Courses:

Several of the courses required for Early Childhood Education program completion are only offered once a year (either fall only or spring only). Candidates interested in earning the ECE teaching certification should meet with a TPCP advisor before they enroll in EDLA 2000 to plan out a program of study to ensure that prerequisites are met. Undergraduates must register for any service learning component or focused field experience that corresponds to their courses. Please check the course description section of this handbook for additional information.

The majority of the TPCP courses have extensive service learning field experience requirements. ECE undergraduates will also have extensive service learning/field experience requirements in their psychology courses. Candidates may not enroll for coursework that requires more than 80 hours of field experience in one semester without special permission from the program director. For undergraduates in the PSYC- ECE coordinate major, this includes BOTH the service learning hours from psychology AND the TPCP courses.

Suggested Program of Study:

Year 1:  EDLA 2000 AND EDLA 2890 OR EDUC 3250 (40 hours service learning) offered fall and spring
        EDUC 3000 (20 hours service learning) offered fall only (Pre-requisites: EDLA 2000; EDLA 2890 or EDUC 3250- may be taken concurrently with instructor permission)
        EDUC 3400 offered fall and spring (Pre-requisites: 2000/2890 or EDUC 3250-may be taken concurrently with 2000/2890-3250 with instructor permission)
        EDUC 3260 Focused Field Experience II (for post graduates as necessary)
        PSYC 3210 (service learning determined by PSYC professor)
        EDUC 3801/3810 (40 hours of practicum) offered fall and spring
           (Pre-requisites: EDLA 2000, EDLA 2890 or EDUC 3250, EDUC 3400, EDUC 3260 (as necessary) and EDUC 3000)

Year 2:  EDUC 3500 (50 hours practicum) offered fall only
         (Pre-requisites: EDLA 2000/289 or 3250, EDUC 3400, EDUC 3260 as necessary, EDUC 3000, EDUC 3801/3810 with PSYC 3210 strongly recommended)
        EDLA 3160 (20 hours service learning) offered spring only
        EDUC 3900 (50 hours practicum) offered spring only (Pre-requisites: EDLA 2000/2890 or 3250, EDUC 3400, EDUC 3260 as necessary, EDUC 3000, EDLA 3160, EDUC 3801/3810, EDUC 3500, PSYC 3210)

Year 3: (Post-Baccalaureate)
        EDUC 6900 Student Teaching in Early Childhood 1 semester (6 hrs.) offered fall & spring
        OR    EDUC 6910 ECE Internship A (3 hrs.) offered fall only AND EDUC 6920 ECE Internship B (3 hrs.) offered spring only
DANCE (K-12)

All candidates interested in earning certification must meet with a TPCP advisor to develop a Program Advising Plan—this should be completed before enrollment in the first TPCP course (see appendix H).

1. Students major in Dance and earn a degree in the field:

The BA degree in Dance requires 40 credit hours in the discipline including core courses for all Theatre and Dance majors, courses in Ballet and/or Modern Dance, as well as courses in Dance History and Dance Composition. The structure of the program addresses both curriculum-based and discipline-based teaching methods with community contact in both areas. The courses in the K-12 Dance Certification Program are aligned with national standards in the field (such as the National Dance Association and the National Association of Schools of Dance).

Candidates will work with both an advisor in the Department of Theatre and Dance and an advisor in the Teacher Preparation and Certification program to ensure that all requirements for certification are met. Post-baccalaureate students who have earned degrees in dance from other universities will have their transcripts evaluated by professors in Tulane’s Dance program since there is currently no Praxis II Content test in Dance.

2. Students complete coursework for (K-12) certification:

Knowledge of the Learner and the Learning Environment (13-14 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLA 2000</td>
<td>Education in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>EDLA 2890</td>
<td>Service Learning in Public Schools</td>
<td>1 (taken with EDLA 2000 by undergraduates)</td>
</tr>
<tr>
<td>EDUC 3250</td>
<td>Focused Field Experience I</td>
<td>1 (taken with EDLA 2000 for postgraduates)</td>
</tr>
<tr>
<td>PSYC 3210</td>
<td>Child Psychology (3)</td>
<td>(or equivalent transferred course)</td>
</tr>
<tr>
<td>PSYC 3390</td>
<td>Adolescent Psychology (3)</td>
<td>(or equivalent transferred course)</td>
</tr>
<tr>
<td>EDUC 3400</td>
<td>Classroom Management/Instructional Design &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3260</td>
<td>Focused Field Experience II (1)</td>
<td>(as necessary for postgraduates)</td>
</tr>
</tbody>
</table>

Methodology and Teaching (14 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3500</td>
<td>Methods I of Early Childhood Instruction</td>
<td>3</td>
</tr>
<tr>
<td>DANC/EDUC 3610</td>
<td>Dance Practicum</td>
<td>1 (taken with EDUC 350)</td>
</tr>
<tr>
<td>EDUC 3800</td>
<td>Methods of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3820</td>
<td>Practicum in Secondary Reading</td>
<td>1 (taken with EDUC 380)</td>
</tr>
<tr>
<td>PSYC 3200</td>
<td>Educational Psychology (3)</td>
<td>(or equivalent transferred course)</td>
</tr>
<tr>
<td>EDUC 5140</td>
<td>Methods II of Secondary Instruction: Content Field -Dance</td>
<td>3</td>
</tr>
</tbody>
</table>

3. After completion of baccalaureate degree, students finish a clinical capstone:

EDUC 6960 (6) Student Teaching Semester in Dance
OR EDUC 6970 Internship A in Dance (3) AND EDUC 6980 (3) Internship B in Dance

Dance (K-12) candidates will be assigned to an elementary setting (K-6) for half of the final clinical and to a secondary setting (7-12) for the other half.

4. In addition to coursework, students must complete:

PRAXIS I tests (PPST) (or ACT Composite score of 22 or above, or submit SAT Math/Verbal score of 1030 or above or hold a graduate degree)

PRAXIS II Principles of Teaching & Learning (PTL) (#5624)

(Currently, there is no required PRAXIS II in the content area for dance).
5. After completion of coursework, PRAXIS exams, and student teaching, successful candidates can be recommended for level 1 certification in Louisiana.

6. Sequencing of DANCE (K-12) TPCP courses:

Several of the courses required for DANCE (K-12) program completion are only offered once a year (either fall only or spring only). **Students interested in earning the DANCE K-12 teaching certification should meet with a TPCP advisor before they enroll in EDLA 2000 to plan out a program of study to ensure that prerequisites are met.** Students must register for any service learning component or focused field experience that corresponds to their courses. Please check the course description section of this handbook for additional information.

The majority of the TPCP courses have extensive service learning field experience requirements. **Students may not enroll for coursework that requires more than 80 hours of field experience within a single semester without special permission from the program director.**

Suggested Program of Study:

**Year 1:**

- EDLA 2000 and EDLA 2890 OR EDUC 3250 (40 hours service learning) **offered fall and spring**
- EDUC 3400 **offered fall and spring** *(Pre-requisite: 2000/2890 or 3250; may be taken concurrently with 2000 with instructor permission)*
- PSYC 3200 (service learning determined by PSYC professor) *(or equivalent transferred course)*
  - OR
- PSYC 3390 (service learning determined by PSYC professor) *(or equivalent transferred course)*
- EDUC 3802 and 3820 (40 hours of practicum in EDUC 3820) **offered fall and spring** *(Pre-requisites: EDLA 2000, EDLA 2890 OR EDUC 3250, EDUC 3400, EDUC 3260)*

**Year 2:**

- EDUC 3500 Methods I for Early Childhood Education (50 hours practicum) **offered fall only** *(Pre-requisites: EDLA 2000, 2890 or 3250, EDUC 3400, EDUC 3802/3820 with PSYC 3200 strongly recommended)*
- EDUC-DANC 3610 (40 hours practicum) Taken concurrently with EDUC 3500 OR with EDUC 3400
- EDUC 5140 Methods II for Secondary Dance Education (50 hours practicum) **offered spring only** *(Pre-requisites: EDLA 2000/2890 or 3250, EDUC 3400, EDUC 3802/3820, EDUC 350, EDUC 3610, PSYC 3200 and PSYC 3390)*

**Year 3: (Post-Baccalaureate)**

- EDUC 6960 Student Teaching in Dance (K-12) **1 semester (6 hrs.) offered either fall or spring**
  - OR
- EDUC 6970 Internship in Dance (K-12) **(3 hrs.) offered fall only**
- EDUC 6980 Internship in Dance (K-12) **(3 hrs.) offered spring only**
Becoming a Tulane Teacher: Assessment of Candidates’ Learning

E-Folios (Electronic Portfolios)

In the fall of 2008, a new electronic portfolio system was implemented using TaskStream, an online data management system. Candidates purchase a “subscription” -- an electronic file in the online system-- that will be updated every semester as they continue to add reflective journals, unit and lesson plans, research and reflective writings, field experience and instructional evaluations. The rubrics used to assess these documents are also entered into the system, allowing students and instructors immediate access to the standards by which various artifacts are evaluated.

Each education course has several “critical performances” which are used to document a candidate’s skills, knowledge and dispositions. With this system, each candidate’s growth can be individually documented from the first education course through the completion of student teaching. Each level of the electronic portfolio system requires education students to have achieved certain requirements (e.g., course completion, GPA, and PRAXIS test scores), and to have successfully demonstrated mastery of identified skills, knowledge and professional dispositions through the submission of various artifacts (e.g., unit/lesson plans, videos, papers, reflective journals, evaluations etc.). Each level has a Directed Response Folio (DRF) template which students follow as they build their individual electronic portfolios.

Some of the required activities/artifacts are course-embedded and are used as measures for course level assessment and candidate progression through the program. Other activities (e.g., PRAXIS tests, structured interviews, etc.) are not specifically tied to individual courses, but must be successfully completed for program completion. The evaluation rubrics used for the review of each level of the E-folio are available on the program website as well as on the Blackboard sites for the core classes. TPCP students are given instructions, tutorials and technical support through demonstrations and explanations provided in courses and on an individual basis as necessary. **Every student enrolled in any TPCP course MUST have an active TaskStream subscription.**

Post-Baccalaureate students who wish to work as classroom teachers while they complete the certifcation coursework may be required to complete several program requirements early on to obtain the LA Practitioner’s license. Please contact the Program Director or the Coordinator for Assessment/Accreditation for additional information. *(See appendix H for checklists for admission/PL2 eligibility.)*

Although post-baccalaureate candidates will complete the same four levels of the electronic portfolio, the timing may be somewhat adjusted, particularly for those candidates working under a practitioner’s license. The **Program Advising Plan** will include the due dates for post-baccalaureate candidates’ completion of the various E-folios.

<table>
<thead>
<tr>
<th>TPCP E-Folio</th>
<th>LEVEL 1</th>
<th>Intent to Seek Certification</th>
</tr>
</thead>
</table>

**Required Courses:** EDLA 2000 **AND** EDLA 2890 OR EDUC 3250

Minimum grades of “C” in first two education courses **Minimum cumulative GPA: 2.75**

**Submission Deadline:** Last class day of the semester student is enrolled in EDLA 2000/ 2890 or 3250

Students who are transferring in a course equivalent to EDLA 2000 will still need to complete the Level 1 E-Folio during their first semester of coursework at Tulane (usually in conjunction with their enrollment in EDUC 3250). These students should meet with their advisor as necessary for assistance.

**Required Artifacts to be submitted/completed by students in Level I E-folio:**

- **Professional Dispositions Self-Evaluation** (completed on-line by student)
- **Field Experience Summary** from EDLA 2000/2890/3250 (completed on-line by student)
- **Field Experience Evaluation** (completed on-line by student)
Items submitted/verified by TPCP faculty & staff for Level 1 E-folio:
- Declaration of Intent to Seek Certification Form (completed on-line and verified by Program Specialist)
- GPA’s (verified by Assessment Coordinator)
- Instructional Skills Evaluation of EDLA 2890/EDUC 3250 microteaching (faculty)
- Presentation Evaluation Rubric (EDLA 2000 faculty)
- Field Experience/Service Learning Hours (verified by Assessment Coordinator)

After the level 1 E-folio is complete (with all candidate & faculty artifacts included and all program requirements verified) the E-Folio will be reviewed by at least two TPCP instructors. Students who do not meet one or more of the Level 1 E-folio requirements (GPA’s, acceptable evaluations of required work products, etc.) will be placed on a professional development/prescriptive plan and given ONE opportunity to resubmit the level 1 E-folio after deficiencies have been remediated.

**TPCP E-Folio LEVEL 2  Professional Coursework**

**Required Courses:**
- For all TPCP students: EDUC 3400/EDUC 3260 (as necessary)
  - For ECE: EDUC 3000, EDLA 3160, EDUC 3801/3810, EDUC 3500
  - For DANCE: EDUC 3500, DANC 3610, EDUC 3802/3820, PSYC 3200
  - For SEC: EDUC 5010, EDUC 3802/3820, PSYC 3200

**Minimum Education GPA:** 3.0  
**Minimum Cumulative GPA:** 2.75

**Submission Deadline:** NO LATER than first day of class of the semester immediately following completion of final level 2 course (usually EDUC 3500 or EDUC 5010)

Required Artifacts to be submitted/completed by students in Level 2 E-folio:
- **Technological Literacy Self-Evaluation** (completed on-line)
- Field Experience Summary Form (for all level 2 courses-completed on-line)
- Field Experience Evaluation (completed on-line by student)
- Program Handbook & Field Experience Handbook check
- UbD Unit Plan overview from Methods I (3500 or 5010)
- Microteaching sample (Lesson plan from Methods I (3500 or 5010) and reflection
- Reading lesson analysis & reflection (from EDUC 3810/3820)
- Technology product (from 3400, 3000, 3801 or 3802, 3500 OR 5010)

**Items submitted/verified by TPCP faculty & staff for LEVEL 2 E-Folio:**
- PRAXIS I (PPST) (scores/exemptions verified by Assessment Coordinator)
- Professional Dispositions Evaluation from mentor teacher (EITHER 3500/5010 OR 3810/3820) (Candidate provides form to mentor teacher who returns completed evaluation to Assessment Coordinator for entry into TaskStream)
- Professional Dispositions Evaluation from Instructor (EITHER 3500/5010 OR 3810/3820)
- Technological Literacy Evaluation (from EITHER 3500/5010 OR 3810/3820 faculty)
- Field Experience Service Learning (hours verified by Assessment Coordinator)
- Instructional Skills Evaluation of Methods I microteaching (3500 or 5010 faculty)
- UbD Unit Evaluation Rubric (3500 or 5010 faculty)
- Evaluation of reading lesson analysis (3810/3820 faculty)
- GPA’s (checked by Assessment Coordinator)
After the level 2 E-folio is complete (with all candidate & faculty artifacts included and all program requirements verified) the E-Folio will be reviewed by at least two TPCP instructors. Students who do not meet one or more of the Level 2 E-folio requirements (Praxis I, GPA’s, acceptable professional dispositions evaluations, etc.) will be placed on a professional development/prescriptive plan and allowed one additional chance to resubmit the E-folio after deficiencies have been remediated.

**TPCP E-Folio LEVEL 3 Admission to Final Clinical**

**Required Courses:**
- **For ECE:** EDUC 3900, PSYC 3210, All Level 1 & 2 courses
- **For SEC:** EDUC 5090-5130 (content Methods II), PSYC 3390, All Level 1 & 2 courses
- **For DANC:** DANC 5140, PSYC 3390, All Level 1 & 2 courses

For undergraduates, enrollment in all content area courses and degree requirements

**Education Minimum GPA:** 3.0  
**Minimum Cumulative GPA:** 2.75

**Submission Deadline:** NO LATER than May 30th of the semester enrolled in Methods II

The evaluation of the Level 3 E-folio will occur as final pre-clinical coursework is being completed (during the last semester of the candidate’s program coursework) and will verify the candidate’s preparation for the student teaching semester or internship year. **Students must receive a rating of “proficient” or higher for all Level 3 work to be placed in a student teaching assignment or internship.** Students who do not meet the program standards will receive remediation and be allowed ONE additional chance to successfully complete the requirements.

Since completion of the necessary Praxis II content exams are required for this E-Folio, undergraduate students should register for the January or March administration of the Praxis to allow sufficient time for the score reports to be mailed and verified.

**Required Artifacts to be submitted/completed by student in Level 3 E-Folio:**
- Field Experience Summary Form (for Level 3 courses-completed on-line by student)
- Field Experience Evaluation (completed on-line by student)
- Application to Student Teaching/Internship (completed and submitted to Program Director)
- Full UbD Unit with all daily plans and materials from Methods II (3900 or 5090-5140)
- Microteaching sample from Methods II (Lesson plan & reflection)
- Edited 4-5 minute video clip from microteaching showcase lesson
- Professional resume
- Philosophy of Education Statement
- Level 3 Interview Scheduled & Completed

**Items submitted/verified by TPCP faculty & staff for LEVEL 3 E-Folio**
- Level 3 Interview Evaluations
- **Professional Dispositions Evaluation** from Methods II mentor teacher(s)
- PRAXIS II content area tests (scores verified by Assessment Coordinator)
- **Professional Dispositions Evaluation** from Methods II faculty
- **Technological Literacy Evaluation** from Methods II faculty
- **Instructional Skills Evaluation** of Methods I microteaching (3900 or 5090-5140 faculty)
- **UbD Unit Evaluation** (3900 or 5090-5140 faculty)
- GPA’s and course completion (checked by Assessment Coordinator)
- Field Experience -Service Learning (hours verified by Assessment Coordinator)

All program admission requirements and the Level 3 E-Folio must be verified before any candidate will be given permission to enroll in the final clinical (either student teaching or internship).
TPCP E-Folio LEVEL 4  Completion/Recommendation for Certification

Required Courses:

For ECE:    EDUC 6900 OR EDUC 6910 & 6920
For SEC:    EDUC 6930 OR EDUC 6940 & 6950
For DANC:   EDUC 6960 OR EDUC 6970 & 6980

Minimum grade of “B” for student teaching semester or internship year.

The Level 4 E-Folio will be evaluated after completion of the clinical to verify the candidate’s eligibility for recommendation to the state for certification. The entire E-folio will be reviewed for both achievement and growth. In addition, feedback from graduates and cooperating teachers will be used to continuously revise and improve the overall program.

Required Artifacts to be submitted/completed by student in Level 4 E-Folio:

- Final Self-Evaluation of Professional Skills (completed on-line by student)
- Showcase UbD Unit with all lesson plans, materials, rubrics, assessments, and student work samples
- Showcase lesson plan with 4-5 minute edited video clip
- Action research project summary from ST/INT seminar with Power Point presentation
- Revised professional resume
- Level 4 Interview scheduled & completed

Items submitted/verified by TPCP faculty & staff for LEVEL 4 E-Folio:

- Final Evaluation of Professional Skills from university supervisor
- Final Evaluation of Professional Skills from mentor/cooperating teacher
- PRAXIS II (Principles of Learning and Teaching) (scores verified)
- UbD Unit Evaluation
- Candidate Evaluation of Program Survey (completed on-line)
- Level 4 Interview evaluations/ Final Evaluation of Portfolio
- Completion of LA Application for Initial Teaching License (Initiated with Program Director)

Post-graduate candidates currently teaching full-time with a practitioner’s license who meet the requirements for a waiver of the internship will complete a modified Level 4 E-Folio. (See Appendix I for the complete procedure.) Any candidate who intends to apply for the waiver from the internship should meet with the Coordinator for Assessment & Accreditation to ensure that all requirements for the waiver are met AND then with the Program Director. These meetings should occur PRIOR to completion of the final methods II course.

The Program Director will NOT sign an application for a waiver of the internship OR for the Level 1 certificate until ALL E-Folio requirements have been met.

Once students have completed the program, they will be able to export their E-Folio for storage on a DVD. This will enable graduates to use this information when seeking teaching positions. Specific details about the structure and procedures for student teaching and the internship are in the TPCP Student Teaching and Internship Handbooks.

PRAXIS Requirements

According to Louisiana law, students interested in earning certification must demonstrate appropriate levels of knowledge and skills at various points in their teacher preparation programs by earning passing scores on the Praxis licensing tests. Students will have TWO opportunities to successfully complete any required test. Incoming post-graduate students must have met the requirements for Praxis I (or exemption) and Praxis II.
content tests as part of the program admission process. If a student is unsuccessful after the second attempt, that student will be ineligible for admission to the program or continuation in the program.

**PRAXIS I**

The PRAXIS I tests in reading (5710 or 0710), writing (5720 or 0720), and mathematics (5730 or 0730) verify that teacher education candidates possess the necessary foundational skills to successfully complete a teacher preparation program. Students can earn an exemption from the Praxis I tests with a composite ACT score of 22 or above OR with a combined SAT Math/Verbal score of 1030 or above OR if the candidate holds a graduate degree. If necessary, the Praxis I tests should be completed as soon as a student declares his or her intent to seek certification. Either an exemption or passing score on all Praxis I tests is required for successful completion of Level 2 in the TPCP E-Folio system. Currently there is a traditional pencil and paper format as well as a computerized format available. Each state sets its own passing scores for these tests. From July 2012 until October 2013, Louisiana’s cut-off scores are: 176 in reading, 175 in writing and 175 in mathematics. **Beginning October 2013, all tests will be administered electronically.** The new test numbers and minimum scores are as follows (pending BESE Board approval). Check the Louisiana State Department of Education Website for up to date information:

- **Reading** - #5712, 156 or higher;
- **Writing** - #5722, 162 or higher;
- **Mathematics** - #5732, 150 or higher.

Other states may have different cut-off scores. If you wish to check on the scores that are required in other states, click on the tab “State Requirements” at: www.ets.org/praxis. **IT IS THE STUDENTS’ RESPONSIBILITY TO VERIFY THE CORRECT TEST NUMBERS ON THE ETS WEBSITE AS TESTS AND SCORE REQUIREMENTS CHANGE FREQUENTLY.**

A score report verifying ACT/SAT scores OR an official graduate degree transcript must be in the candidate’s program folder in order to qualify for the Praxis I exemption. It is the candidate’s responsibility to provide this score report or transcript. In most cases, the candidate should request a score report be sent to him/her and then should bring that score report to the advisor to place in the program folder. If the candidate’s score report is not available, the state will accept scores which are included on an official college transcript or an original letter (on letterhead) from a college Registrar or high school principal or counselor.

**PRAXIS II**

The PRAXIS II tests verify that teacher candidates are competent in the subject area(s) in which they wish to teach (Content Area exams), and that they are knowledgeable about research-based teaching methods (Principles of Learning and Teaching or PLT). Each certification area has a PLT test as well as at least one content test except for DANCE K-12 and ITALIAN 6-12 which require a transcript review to verify content knowledge. Tests with available computer-based formats will have two options: a paper-based format (e.g. 0014) and a computer-based option (e.g. 5014). ETS will be introducing new computer-based testing formats for many tests during 20123-14: check the Praxis website for the dates of availability.

Each state has selected specific tests for teacher licensure. Louisiana has specified the PRAXIS tests listed on the next page. If you plan to teach in another state, please check with the Coordinator for Assessment & Accreditation regarding the PRAXIS requirements in that state. The Educational Testing Service (ETS) is developing computer-based testing formats for several tests each year. TPCP candidates need to review the Praxis notices sent out on the program ListServe: these notices will provide updates regarding revised tests and implementation of computer-based tests to supplement the traditional once a month paper-based formats. **Beginning in fall of 2012, candidate score reports will be available within candidates’ Praxis accounts for one full year from the date the score report is issued for candidates to access. This change will allow candidates expanded access to their reports, which was not previously available beyond 45 days. Candidates can access their score reports by logging into their Praxis accounts online.**
In order to receive an eligibility letter for the state’s PL 2 (practitioner’s license - type 2), ALL of the original Praxis II score reports must be in the candidate’s program file. Post-graduates should have the Praxis II content test(s) completed NO LATER than the end of the second semester of courses. (See Appendix H for the Admission/PL2 Eligibility Checklist.)

You can find out more information, view sample questions, and register for these tests at: www.ets.org/praxis

Louisiana’s Required PRAXIS II Tests

<table>
<thead>
<tr>
<th>Program</th>
<th>Praxis II Content</th>
<th>Praxis II PLT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-3 ECE</td>
<td>#0014 Elementary Content Knowledge</td>
<td>#0621 OR #5621</td>
</tr>
<tr>
<td></td>
<td>( OR #5014-Computer-based test)</td>
<td></td>
</tr>
<tr>
<td>K-12 Dance</td>
<td>none</td>
<td>#0624 OR #5624</td>
</tr>
<tr>
<td></td>
<td>( content verified through coursework in undergraduate dance major)</td>
<td></td>
</tr>
<tr>
<td>6-12 Biology</td>
<td>#0235 Biology</td>
<td>#0624 OR 5624</td>
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<tr>
<td>6-12 Chemistry</td>
<td>#0245 Chemistry</td>
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<tr>
<td>6-12 Physics</td>
<td>#0265 Physics</td>
<td>#0624 OR 5624</td>
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<td>6-12 Social Studies</td>
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<td>#0624 OR 5624</td>
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<tr>
<td></td>
<td>( content verified through coursework in undergraduate major)</td>
<td></td>
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<tr>
<td>6-12 Math</td>
<td>#0061 OR #5061 Math Content Knowledge*</td>
<td>#0624 OR #5624</td>
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<tr>
<td>*Beginning OCT 2013- Mathematics Content Knowledge #5161</td>
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<tr>
<td>6-12 English</td>
<td>#0041 OR #5041 Language Arts Content AND #0043 Pedagogy*</td>
<td>#0624 OR #5624</td>
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<tr>
<td>*Beginning OCT 2013- English Language Arts: Content &amp; Analysis #5039</td>
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</tbody>
</table>

**REMEMBER:**

- It is the student’s responsibility to register for the correct PRAXIS tests and to register in time to meet necessary program deadlines.
- For undergraduates, the PRAXIS II test(s) in your content area must be successfully completed BEFORE Level 3 completion (Admission to Clinical) and formal admission to TPCP.
- The PRAXIS II PLT test should be finished during student teaching/internship.

Becoming a Tulane Teacher-Early Field Experiences & Practica
Early field experience/service learning in one or more public schools is required in almost every education course in the program. TPCP candidates observe master teachers; tutor individuals and small groups; participate in the Reading Buddies program; and teach small-group and whole class lessons. Some of these placements are coordinated through the Center for Public Service or New Orleans Outreach, while others are coordinated through TPCP and the course instructor. By the time candidates enter the final clinical (student teaching or internship), they have completed over 180 hours of field-based learning. Assignments and activities require TPCP students to make direct links between the research base being studied in college classrooms and what they are observing or doing in PK-12 classrooms. Tulane University is fortunate to have a cadre of highly qualified mentor teachers who are eager to help train the next generation of educators. As the program continues to grow, this cooperation will expand as contacts in other neighboring districts are identified and developed. Non-practitioner candidates are placed in K-12 classrooms according to their designated certification area and grade levels.

Post-baccalaureate candidates who are teaching full-time under PL 2 licenses will complete the field-based activities in their classrooms. Assignments and projects may be adjusted to meet the individual needs of these practitioners.

Required forms and additional information about the roles of university faculty, candidates, mentor teachers and TPCP’s partner schools can be found in the **TPCP Early Field Experience Guide**, available on the TPCP website @ [http://tulane.edu/teacher](http://tulane.edu/teacher) and on the [MyTulane](http://tulane.edu/teacher) sites of TPCP courses.

**Becoming a Tulane Teacher-Final Clinical: Student Teaching OR Internship**

The student teaching semester or internship year occurs post-baccalaureate after all professional coursework is completed. Candidates must complete an application, submit a Level 3 E-Folio for review, and participate in a Level 3 panel interview before being accepted for student teaching or internship. Candidates earn six hours of clinical credit through either a traditional one-semester student teaching experience (without a stipend), or as a full-time paid intern with a school for one year (as those positions are available). Students may also complete the final six clinical hours through **Global Student Teaching**, a program coordinated through **Educators Abroad**. Any of the three options will meet the requirements for state licensure. During the semester they are enrolled in the Methods II courses, candidates should complete the **Application for Final Clinical** and indicate their preference for either student teaching or internship. Placements for the student teaching clinical are coordinated by the TPCP Director. TPCP faculty and staff do not find paid teaching positions for candidates who wish to complete the internship option: however, they do provide letters of reference and notices of open positions through the program's List Serve.

For either type of clinical, candidates will assume the full-time teaching duties of a teacher in the appropriate certification area, participate in a series of seminars, and complete an action research project directly related to that teaching assignment. TPCP staff will work with students to make arrangements for a successful experience, including identifying potential internships and assisting with the application process as necessary.

Complete explanations of the application, placement process, guidelines and expectations can be found in the **Tulane University TPCP Student Teaching and Internship Handbooks**.

**Waiver from the Final Clinical**

Post-Grads who have completed at least three years of full-time teaching in the area for which they are seeking certification MAY be eligible for a waiver from the last six hours of the clinical internship:

*If the candidate has accumulated three years of successful teaching experience in an approved Louisiana school in the area(s) of certification, the private provider/university may substitute the three years of successful teaching experience for the required internship or student teaching portion of the program. (BESE Bulletin 746 237.D.5.b)*
This waiver is NOT automatic: candidates must meet certain requirements before the Program Director will approve the waiver of the internship and sign the “standard” license application. The application and specific requirements are available in Appendix I, on the TPCP website @http://tulane.edu/teacher and in the TPCP main office.

ADDITIONAL REQUIREMENTS FOR WAIVER APPROVAL:

Completion of Application for Waiver of Clinical (available in TPCP office)

GPA Requirements: BA/BS cumulative GPA of 3.0 or higher; Education GPA of 3.0 or higher

Praxis Requirements: First attempt passing of content tests and PLT

TaskStream Submissions (By May 30th of semester enrolled in Methods II)

Level 3 Candidates complete forms online through TaskStream and submit to Coordinator of Assessment & Accreditation
- Self-Evaluation of Professional Dispositions and Self-Evaluation of Technological Literacy

Level 4 Candidates complete forms online through TaskStream and submit to Coordinator of Assessment & Accreditation
- Completer Evaluation of Program
- Self-Evaluation of INTASC Skills 1-5
- Self-Evaluation of INTASC Skills 6-10

Candidates submit required work samples to Level 4 E-Folio --- Methods II professor who completes evaluations
- Complete UBD unit (from Methods II class)
- Showcase lesson plan (one of the two microteachings in Methods II)
- If possible, the video clip from the microteaching above

Candidate requests a mentor teacher/principal at his/her school to complete the Faculty/Mentor Evaluation of INTASC Skills 1-5 AND INTASC Skills 6-10

This form is returned to the Coordinator of Assessment & Accreditation who enters the data into TaskStream
(The completed form may be returned via email or FAX or hard copy.)

The Methods I professor and the Methods II professor will JOINTLY complete The Faculty Evaluation of INTASC Skills 1-5 and 6-10 and enter the information into TaskStream.

Candidates schedule and complete the Level 4 Interview
- (ECE candidates interview with ECE faculty; SEC candidates interview with SEC faculty)
- (Faculty conducting the formal interview will enter the data on TaskStream)

Work Sample & Professional Disposition Review: Level 3 Unit Grade of 35/40 or higher; Satisfactory Level 3 Professional Dispositions Evaluations from TPCP faculty and Mentor Pk-12 Teacher

Other Requirements:

**Any candidate requesting a waiver from the internship must submit a letter from his/her principal to the Program Director verifying the years of teaching experience. The Verification of Employment form (available at teachlouisiana.net) must also be completed and submitted with the level 1 application. Candidates should review the guidelines for submitting the license application in the Internship Handbook (online at http://tulane.edu/teacher/)

** Scores from the Praxis II Principles of Learning & Teaching must have been received and verified by the Coordinator for Assessment & Accreditation before application can be submitted.

AFTER all requirements have been verified, candidates schedule the level 1 license application meeting with the Program Director.
Governance of the Program

Main Office: 7039 Freret Street       Phone: 504.865-5342       FAX: 504.865-6771

Teacher Preparation & Certification Faculty and Staff

Bell, Holly M. Ph.D.       Coordinator- Assessment/Accreditation       Suite # 207
Phone: 504.247.1621       Email: hbell@tulane.edu
Professor Bell has taught Education Practicum, Introduction to Special Education, Art for Elementary School Teachers, and Introduction to Education classes as well as Early Childhood methods courses at the College level in Louisiana and Texas. She has presented at National and State conferences on various topics surrounding Early Childhood Education including NAEYC and NCTE. She is certified in Louisiana to teach kindergarten and the elementary grades, and music K through 12th grade. Her twelve-plus years of service in education include early childhood, elementary, middle school, and post-secondary classrooms.

Dermody, Margaret Ph.D.       Professor of Practice       Suite # 205
Phone: 504-247-1620       Email: mdermody@tulane.edu
Professor Dermody has been a faculty member in Literacy Education at both Loyola University and Holy Cross College and served as an Educational Consultant and Instructor at the University of New Orleans where she worked in assessment of students with academic and behavioral differences. Her focus areas are urban literacy, emergent and family literacy, assessment & remediation, and educational technology. Her teaching experiences include kindergarten, elementary, moderate and severe special education, and higher education.

Hodges, Monique Maheia B.S.       Marketing Specialist       Suite # 201
Phone: 504.865.5342       Email: mhodges3@tulane.edu
Ms. Hodge’s primary areas of interest are marketing, accounting and technology maintenance. Her past experience included training staff members and implementing marketing and merchandising directives for major retailers. She is currently assisting with the program’s data management and coordinating marketing plans to recruit students and advertise TPCP to the community and country.

Kilbane, James Ph. D.       Interim Director/Professor of Practice
Suite # 208
Phone: 504.865-5350       Email: jkilbane@tulane.edu
Professor Kilbane has taught science and an integrated curriculum at the middle school level, as well as courses at the university level in teaching, teaching science, middle school teaching, and assessment. He has provided professional development in inquiry for K-12 students, inquiry for teachers, professional learning communities, and whole school reform. He has also studied environmental education, supervision, and administration. His doctoral work was in Curriculum and Instruction with a study of whole school reform. His areas of interest and research include professional development schools, school reform and integrated curriculum.

Whelan, Carol Ph. D.       Professor of Practice       Suite # 202
Phone: 504.865.5341       Email: cwhelan@tulane.edu
Professor Whelan has served as an assistant state superintendent and state director of technology for Louisiana. She has been a faculty member at the University of Louisiana at Lafayette, Louisiana State University and Leslie University, working with teacher education programs in the area of early childhood education. Her focus areas are early childhood education and educational technology, having worked as an elementary teacher, counselor and testing specialist.
Adjunct Faculty

Abel, Karen M. Ed.  
Email: kabel@tulane.edu

With teaching licenses in French, German, and Social Studies, Professor Abel has worked as a classroom teacher at the middle and senior high school levels, as a mentor for beginning teachers, as the director of the Teach Greater New Orleans project, and as an adjunct instructor at the university level. She has designed and presented multiple workshops in technology use in the classroom, writing across the curriculum, strategies for ESL students and parents, and curriculum for world languages.

Johnson, Donna Ed.D.

Professor Johnson has extensive experience in urban schools, having worked in San Diego, Cleveland and New York City both as an administrator and secondary teacher of English and English as a Second Language. She has developed a variety of professional development programs for both university faculty and K-12 teachers and has worked on a variety of projects focused on building school-community partnerships in urban contexts. She has served in multiple roles in teacher education program at several universities, most recently at the City University of New York, where she served as Clinical Professor and Coordinator of Early Field and Clinical Experience. Her research focuses on the academic development of African-American girls and improvement of urban schools.

Reuber, Alexandra Ph.D.  
Email: areuber@tulane.edu

Currently working as a professor in Tulane’s Department of French and Italian, Professor Reuber uses her expertise in world languages to guide undergraduates who are majoring in French language studies. Fluent in both French and German, and with secondary and university teaching experience in both Europe and the US, Professor Reuber uses her knowledge to assist TPCP candidates seeking world language certifications.

Watson, Rodney  
Email: rwatson4@tulane.edu

Professor Watson has 34 years of education experience as a teacher, administrator, and superintendent in Louisiana Public Schools. As Assistant Superintendent of Education for the State of Louisiana he supervised the development of the state standards, assessments, and accountability system. Additionally, he provided oversight for the state teacher licensure programs and supervised the State’s major Federal entitlement programs including No Child Left Behind (NCLB) and Individuals with Disabilities Act (IDEA).

Willis, Cheryl M. Ed.D.  
Email: cwillis@tulane.edu

Dr. Willis holds an Ed.D. and BFA in Dance and MA and BA in Education. Dr. Willis is returning to New Orleans after years of experiences in teaching Creative Dance in Washington State and as creative director/owner of a studio in Wisconsin. She was selected as the National Dance Educator of the Year in 2000 and has worked on numerous committees establishing dance standards, benchmarks and assessments for dance education. Dr. Willis has been published with a book and numerous articles on dance education and African American dance and aesthetics. Cheryl’s passion is the creative process culminating in performance.

State and National Standards

The Teacher Preparation & Certification Program at Tulane is based on recognized state and national standards for high quality teacher education programs: the Louisiana teacher evaluation system (COMPASS), the core principles of the Interstate Teacher Assessment and Support Consortium (INTASC), the Teacher Education Accreditation Council (TEAC) and the National Council for the Accreditation of Teacher Education (NCATE) (which have now combined to become the Council for the Accreditation of Educator Preparation (CAEP)), the National Board for Professional Teaching Standards (NBPTS), and the National Association for the Education of Young Children.
Several of these standards documents are included in the appendices for this Handbook. Candidates are expected to use the Common Core State Standards (CCSS) for planning and instruction along with the standards documents developed by national content organizations (e.g. National Council for Teachers of Mathematics-NCTM; Next Generation Science Standards, etc.).

The broad goals of the programs’ framework (the core principles) and the learning objectives delineated for each course are aligned with the state and national standards which pertain to that portion of the curriculum. The strategies used to monitor and evaluate the progress of students through the program are also tied to both state and national benchmarks for pre-service teachers. The Scope & Sequence Curriculum Matrix for Tulane’s TPCP is available on the program’s website at http://tulane.edu/teacher/.

Program Evaluation & Development

The Teacher Preparation & Certification Program is dedicated to the process of using data gained from assessments to continuously improve the courses, field experiences, and services provided to our students. There have been several improvements made to the program based on the available data: the introduction to the Understanding by Design planning model in EDUC 3400 has been expanded based on the feedback from students in the Methods courses. The number of required field experience and credit hours for EDUC 3810 and 3820 have been adjusted and equalized. Information gained from course evaluations and the completion of a program scope & sequence matrix has resulted in both course and assignment revisions. Feedback from candidates and mentor teachers resulted in the creation of a new Early Field Experience Guide in 2011; a new TPCP Faculty Handbook was also created in 2011 to improve the coordination of faculty processes, especially for TPCP adjuncts. A new Field Experience Evaluation Survey has also been added so that we can better evaluate the success of the placements of our candidates in PK-12 classrooms.

Information gained from the Candidate Evaluation of Program Survey, the level 4 Evaluation of Instructional Skills, the Alumni Evaluation of Program Survey (first piloted in spring of 2010), and the Employer Survey (first piloted in Fall of 2010) provided essential evidence of completer proficiency for our national accreditation report in 2011. These assessment results will also be used to continuously refine and improve the program. As enrollment continues to increase and multiple forms of data on candidate achievement and program satisfaction become available, annual reports on the achievement of TPCP students will be compiled by the Coordinator for Assessment & Accreditation and made available to TPCP students on the program’s website. In addition, any proposed revisions or additions to courses or programs will be communicated to TPCP students and feedback elicited through the program’s website or the TPCP ListServe.

TPCP students who are interested in issues of program evaluation and development may also serve on the program’s Advisory Council. Students interested in serving on the Advisory Council should contact the Program Director, who currently makes these appointments.

TPCP Advisory Council

Formed in 2002, the Advisory Council’s membership has changed somewhat over the last few years, but its primary mission has not. While the faculty and staff are responsible for the day to day operations of the Teacher Preparation and Certification Program, the Advisory Council participates in strategic planning as well as program development and evaluation. The overall design of the TPCP curriculum and program requirements were developed by the Council and then approved by Tulane University’s Liberal Arts and Sciences Curriculum Committee before being submitted to the state for approval in the spring of 2005. Future additions or revisions to the program will follow this same path. All constituencies for teacher education are represented on the Advisory Council: TPCP faculty and staff, TPCP students, Tulane faculty and administrators, and
Center for Public Service

The mission of the Center for Public Service is to combine community service with academic learning, and by doing so, enhance the quality of the undergraduate experience at Tulane. Coordinators from the Center for Public Service (CPS) work with the faculty and staff of the Teacher Preparation & Certification Program to provide appropriate placements for program students, to provide orientations at school sites, and to encourage development of multicultural literacy through a variety of seminars and activities. The program coordinators also track students’ completion of required clock hours at the various sites. The staff at CPS is dedicated to the goal of improving student achievement in New Orleans; several of the coordinators are former teachers and provide a wealth of support for TPCP students. Visit the Center for Public Service website at http://cps.tulane.edu/

University & TPCP Policies

Newcomb-Tulane Code of Academic Conduct

“The integrity of the Newcomb-Tulane College is based on the absolute honesty of the entire community in all academic endeavors. As part of the Tulane University community, undergraduate students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Students are expected to be familiar with these responsibilities at all times. No member of the university community should tolerate any form of academic dishonesty because the scholarly community of the university depends on the willingness of both instructors and students to uphold the Code of Academic Conduct. When a violation of the Code of Academic Conduct is observed it is the duty of every member of the academic community who has evidence of the violation to take action. Students should take steps to uphold the code by reporting any suspected offense to the instructor or the Associate Dean of Newcomb-Tulane College. Students should under no circumstances tolerate any form of academic dishonesty."

"In all work submitted for academic credit, students are expected to represent themselves honestly. The presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in his or her own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else’s words). This principle applies to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other assignments."

“All new students will be informed of this Code. Lack of familiarity with the code or with the precise application of its principles to any specific instance is not an excuse for noncompliance with it."

Violations of the Code of Conduct

“Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in this Code. The following are defined as violations:

Cheating -- Giving, receiving, or using, or attempting to give, receive, or use unauthorized assistance, information, or study aids in academic work, or preventing or attempting to prevent another from using authorized assistance, information, or study aids. Consulting with any persons other than the course professor and teaching assistants regarding a take-home examination between the time the exam is distributed and the time it is submitted by the student for grading. Students should assume any exam is closed book; they may not consult books, notes, or any other reference material unless explicitly permitted to do so by the instructor of the course.

Plagiarism -- Unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one’s own work. Such an act often gives the reader the impression that the student has written or thought something that he or she has in fact borrowed from another. Any paraphrasing or quotation must be
appropriately acknowledged. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Please consult

Acknowledging Sources In Academic Work, a copy of which may be obtained in the Newcomb-Tulane College Dean’s Office or the Center for Academic Advising, for more information on documenting sources.

Fabrication -- Submission of contrived or altered information in any academic exercise.
False Information - Furnishing false information to any University official, instructor, or Tulane University office relating to any academic assignment or issue.
Unauthorized collaboration -- Collaboration not explicitly allowed by the instructor to obtain credit for examinations or course assignment.
Multiple submission -- Presentation of a paper or other work for credit in two distinct courses without prior approval by both instructors.
Sabotage -- Destroying or damaging another student's work, or otherwise preventing such work from receiving fair graded assessment.
Unfair advantage -- Any behavior disallowed by an instructor that gives an advantage over other fellow students in an academic exercise.
Facilitation of academic dishonesty -- Knowingly helping or attempting to help another student violate any provision of the code.
Tampering with academic records -- Misrepresenting, tampering with, or attempting to tamper with any portion of a student’s academic record.
Improper disclosure -- Failure of an honor board member or participant in an honor board hearing to maintain strict confidentiality concerning the identity of students accused of honor code violations.

(A full and detailed copy of the entire Code of Academic Conduct is available in any dean’s office and online @
http://college.tulane.edu/code.htm)

Grievance Procedures - Rights of Petition & Appeal
The Teacher Preparation & Certification Program follows the policy of Tulane University in regards to student grievances. A grievance could be related to a grade on an individual assignment, a course grade, or a specific incident in or outside of class. These procedures do not apply to cases under the Honor Code or the Student Conduct Code.

Within one month of receiving the grade or other cause of complaint*, the student should make an informal attempt to resolve the grievance by approaching the teacher or other academic supervisor.

1. If student and teacher cannot arrive at a mutually satisfactory solution within seven days**, the grievance should immediately be referred by the student to the department chair (or program director) for resolution, or to the dean, if a division has no departments.

2. If the complaint cannot be resolved by informal mediation within seven days of its referral to the department chair, the chair should invite both the student and the teacher to submit written statements of their opinions concerning the grievance to an academic grievance committee. The committee should render a decision in the matter within ten days of receiving the written statements. The committee records should contain not only the decision but an explanation of the grounds upon which the decision was reached.

3. One copy of the committee report should be sent to the dean of the school (of the student involved). If either the student or the teacher involved is dissatisfied with the committee’s decision, he or she may appeal to the dean within five days of receiving the decision. The dean may uphold, reverse, or return for further consideration, the committee’s finding. The dean’s decision should be made within ten days and communicated in writing to all principals in the case. In the event that the dean returns the case to the department for reconsideration, all procedures and appellate avenues described in sections 3 and 4 of this document are again operative. The dean ultimately must uphold or reverse a departmental decision based on reconsideration of its earlier finding.
4. If the student is dissatisfied with the dean’s ruling, the student may file a written appeal with the Senate Committee on Academic Freedom and Responsibility of Students within five days of receiving the dean’s decision. Based on the petition and the reports from the departmental grievance committee and the dean, the Senate committee will decide whether or not to hear the appeal. If the committee decides that there are not sufficient grounds for a review of the grievance committee’s and dean’s decisions, the Chair of the committee will notify the student by letter, with copies to the principals involved in the case and to the Provost. If the committee decides that there are sufficient grounds for a review of the grievance committee’s and dean’s decisions, it will interview both the student and the teacher. A quorum of three committee members, at least one of whom must be a representative of the administration, one of whom must be a faculty member, and one of whom must be a student, is necessary for all committee hearings.

5. If the committee interviews both the student and the teacher (or other principals involved) at a hearing, then the Chairman will send the results of the committee’s findings in the form of a letter of recommendation to the President of the University, with copies to the student and other principals involved and to the Provost.

6. If, in accordance with faculty rights as specified in the Faculty Handbook and in the Constitution and Bylaws of the University Senate and the various divisions, the teacher believes that his or her academic freedom or academic responsibilities have been affected by the dean’s ruling, the teacher may appeal to the appropriate committee of peers at the divisional level (ordinarily the faculty grievance committee of the college or division). The teacher’s appeal must be made within ten days of the action provoking the appeal. If the teacher is dissatisfied with the committee of peer’s decision regarding his or her academic freedom or responsibilities, the teacher may appeal to the Senate Committee on Faculty Tenure, Freedom, and Responsibility. That appeal also must made within ten days of the action provoking it. No grade may be changed until the teacher’s appeal process has been completed.

7. If the student is dissatisfied with any decision made in the appellate process described in item 6, the student may appeal to the Senate Committee on Academic Freedom and Responsibility of Students. All procedures described in items 5 and 6 above apply to the student’s appeal in this instance.

8. In cases of conflict regarding the decisions of the divisional peer committee and the Senate Committee on Academic Freedom and Responsibility of Students, the matter shall be referred to the Senate Committee on Faculty Tenure, Freedom, and Responsibility. In cases of conflict regarding the decisions of the Senate Committee on Faculty Tenure, Freedom, and Responsibility and either of the other committees stemming from the deliberations described in item 7 above or this item, the committees at odds shall meet jointly to discuss the issue. The ultimate findings of the two committees shall be forwarded to the President of the University within ten days.

* If the teacher or supervisor cannot be reached due to summer vacation or other circumstances, contact should be made as soon as possible or within two weeks of the beginning of the following semester.

** Here and throughout, “days” refers to working days

Non-Discrimination

Tulane University is an Affirmative Action/Equal Employment Opportunity institution and is committed to a policy of non-discrimination, including recruitment, employment, retention and promotion of the most qualified students, faculty and staff. The university has implemented grievance procedures for cases of alleged discrimination, including those of alleged sexual harassment for faculty, staff and students. Complaints or confidential inquiries should be referred to the Affirmative Action Officer in the Office of Institutional Equity @ http://tulane.edu/equity/index.cfm.

It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act (Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as amended), and state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of Tulane University. Accommodations are provided to students with documented disabilities in order that these students are viewed according to their abilities rather than their disabilities.
Accommodations offered by Tulane may not necessarily be the same as those received in high school or at another college or university.

At the college/university level, students are responsible for:
   A. Registering their disabilities with the Office of Disability Services (ODS) at ERC.
   B. Requesting the specific accommodations they may need.
   C. Providing adequate documentation that substantiates their disabilities and shows the need for the requested accommodations.

The link for the Office for Educational Resources and Counseling is:
http://erc.tulane.edu/disability/AccOver.php

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APPENDIX A: Danielson’s Framework for Teaching

Beginning in the fall of 2012, Louisiana is replacing the previous Louisiana Components of Effective Teaching (LCET) with an evaluation rubric based on the Framework for Teaching created by Charlotte Danielson. The TPCP evaluation rubric used for the final clinical has also been redesigned based on the Danielson framework and will be implemented in fall of 2012. The evaluation rubric used for teaching observations in methods I and methods II classes has also been redesigned and will be piloted in fall of 2012.

**Domain 1: Planning and Preparation**

Components:
   1a Demonstrating Knowledge of Content and Pedagogy
   1b Demonstrating Knowledge of Students
   1c Setting Instructional Outcomes
   1d Demonstrating Knowledge of Resources
   1e Designing Coherent Instruction
   1f Designing Student Assessments

**Domain 2: Classroom Environment**

Components:
   2a Creating an Environment of Respect and Rapport
   2b Establishing a Culture for Learning
   2c Managing Classroom Procedures
   2d Managing Student Behavior
   2e Organizing Physical Space
Domain 3: Instruction

Components:
- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

Components:
- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

To find out more about Louisiana’s COMPASS evaluation system for teachers, go to http://www.louisianabelieves.com

APPENDIX B: TEAC Quality Principles for Teacher Education Programs

1.0 Quality Principle I: Evidence of student learning

1.1 Subject matter knowledge
Candidates for the degree must understand the subject matters they hope to teach. TEAC requires evidence that the program’s candidates acquire and understand these subject matters.

1.2 Pedagogical knowledge
The primary obligation of the teacher is representing the subject matter in ways that his or her students can readily learn and understand. TEAC requires evidence that the candidates for the program’s degree learn how to convert their knowledge of a subject matter into compelling lessons that meet the needs of a wide range of students.

1.3 Teaching skill
Above all, teachers are expected to act on their knowledge in a caring and professional manner that would lead to appropriate levels of achievement for all their pupils. Caring is a particular kind of relationship between the teacher and the student that is defined by the teacher’s unconditional acceptance of the student, the teacher’s intention to address the student’s educational needs, the teacher’s competence to meet those needs, and the student’s recognition that the teacher cares. Although it recognizes that the available measures of caring are not as well developed as the measures of student learning, TEAC requires evidence that the program’s graduates are caring.

Cross-cutting dimensions of Quality Principle I.
TEAC calls special attention to the liberal arts and general education dimensions of the teacher education curriculum. Because these dimensions cut across and are essential parts of each component of Quality Principle I,
the program faculty must also address and provide evidence about them, as they would for any other aspects of their case for their graduates' subject matter knowledge, pedagogical knowledge, and caring teaching skill.

Teachers can be said to have acquired teaching skill at the level TEAC envisions

1. if they employ the teaching technologies that are available because they understand them (technology skills);
2. if they reach all the pupils in their class through their knowledge of individual and cultural differences (multicultural understandings); and
3. if they continue to develop professionally because they understand how to learn on their own and how to apply what they have learned to novel situations in their classrooms (life-long learning skills).

Candidates can be said to have acquired teaching skill at a sufficient level if they have ways to distinguish the essential content from the peripheral, ethical teaching practices from the unethical ones, knowledge from opinion, obligations from academic freedom, and the unique responsibilities of teaching in a democratic society from teaching in a non-democratic one.

2.0 Quality Principle II: Valid assessment of student learning

2.1 Rationale for program assessment
TEAC requires that the faculty members have a rationale for their assessments that makes reasonable and credible the links between the assessments and (1) the program goal, (2) the program faculty’s claims about student learning, and (3) the program’s features.

2.2 Evidence of valid assessment
To satisfy Quality Principle II, the faculty must satisfy itself and TEAC that its rationale and the inferences from its assessments are also credible empirically. TEAC requires empirical evidence about the trustworthiness, reliability, and validity of the assessment method, or methods, the faculty employs.

3.0 Quality Principle III: Institutional learning

3.1 Program decisions and planning based on evidence
From time to time, a teacher education faculty will decide to modify its curricula, assessment systems, pedagogical approaches, faculty composition, and so forth. TEAC requires evidence that the information derived from faculty’s research and inquiry into Quality Principle I and Quality Principle II has a role in improving the program, and will continue to have such a role in the future. To satisfy Quality Principle III, the program faculty must be committed to consistently improving its capacity to offer quality professional education programs. Wherever possible, the program faculty should base the steps it takes to improve the program on evidence derived from its inquiry into the effects various factors have on the assessment of student learning.

3.2 Influential quality control system
The faculty must have a quality control system in place to examine and evaluate the components of the program’s capacity for quality, including, its curriculum, students, faculty expertise, program and course requirements, and facilities.

TEAC’s standards are based upon the U.S. Department of Education’s requirement that any accrediting agency recognized by the Secretary as a reliable gatekeeper for federal funding have standards for seven dimensions of program capacity: curriculum, faculty, resources, facilities, accurate publications, student support services, and student feedback.
Ultimately, the evidence for an adequate quality control system comes from the program faculty’s ongoing investigation of any plausible links between capacity and student learning. In other words, the program faculty’s quality control system should have agents that continually investigate and ask, What about each component could be expected to facilitate student accomplishment and learning, and what evidence can we rely on to support and justify that expectation?

(These are the standards by which the TPCP was evaluated for national accreditation.)

** Excerpted from the TEAC Accreditation Handbook, available @ www.teac.org

One mark of a great educator is the ability to lead students out to new places where even the educator has never been.  

Thomas Groome

APPENDIX C: National Association for the Education of Young Children (NAEYC) Standards Summary

Standard 1 Promoting Child Development and Learning  
Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 2 Building Family and Community Relationships  
Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families  
Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

Standard 4 Teaching and Learning  
Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

Sub-Standard 4a Connecting with children and families  
Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

Sub-Standard 4b Using developmentally appropriate approaches

Tulane University  
Teacher Preparation and Certification Program
Candidates know, understand, and use a wide array of effective approaches, strategies and tools to positively influence children’s development and learning.

**Sub-Standard 4c Understanding content knowledge in early education**
Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding.

**Sub-Standard 4d Building meaningful curriculum**
Candidates use their knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

**Standard 5 Becoming a Professional**
Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners, who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**The complete document, NAEYC Initial Licensure Standards, is available at www.naeyc.org**
APPENDIX D: National Board for Professional Teaching Standards (NBPTS)

1. Teachers are committed to students and their learning.
Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students’ interests, abilities, skills, knowledge, family circumstances, and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students’ cognitive capacity and their respect for learning. Equally important, they foster students’ self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious, and racial differences.

2. Teachers know the subjects they teach and how to teach those subjects to students.
Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applies to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

3. Teachers are responsible for managing and monitoring student learning.
Accomplished teachers create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues’ knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment and how to organize instruction to allow the school’s goals for students to be met. They are adept at setting norms for social interactions among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

4. Teachers think systematically about their practice and learn from experience.
Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students—curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences—and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation.
Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they also seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas, and theories.

5. Teachers are members of learning communities.
Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students’ benefit, and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

To find out more about the work of the National Board for Professional Teaching Standards, go to www.nbpts.org

No man really becomes a fool until he stops asking questions.
Charles P. Steinmetz
APPENDIX E: National Educational Technology Standards for Teachers (NETS*T)

From the International Society for Technology in Education (ISTE)

I. Technology Operations & Concepts
   Teachers:
   A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE Standards for Students).
   B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. Planning and Designing Learning Environments & Experiences
   Teachers:
   A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
   B. Apply current research on teaching and learning with technology when planning learning environments and experiences.
   C. Identify and locate technology resources and evaluate them for accuracy and suitability.
   D. Plan for the management of technology resources within the context of learning activities.
   E. Plan strategies to manage student learning in a technology-enhanced environment.

III. Teaching, Learning & the Curriculum
   Teachers:
   A. Facilitate technology-enhanced experiences that address content standards and student technology standards.
   B. Use technology to support learner-centered strategies that address the diverse needs of students.
   C. Apply technology to develop students’ higher order skills and creativity.
   D. Manage student learning activities in a technology-enhanced environment.

IV. Assessment & Evaluation
   Teachers:
   A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
   B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
   C. Apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity.

V. Productivity & Professional Practice
   Teachers:
   A. Use technology resources to engage in ongoing professional development and lifelong learning.
   B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
   C. Apply technology to increase productivity.
   D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
VI. Social, Ethical, Legal, and Human Issues

Teachers:

A. Model and teach legal and ethical practice related to technology use.
B. Apply technology resources to enable and empower learners with diverse background, characteristics, and abilities.
C. Identify and use technology resources that affirm diversity.
D. Promote safe and healthy use of technology resources.
E. Facilitate equitable access to technology resources for all students.

For more information on the National Technology Standards for Students and Teachers, visit the website of the International Society for Technology at www.iste.org
The following links to content specific standards documents may also prove helpful:

**Websites with resources for the National Common Core Standards:**
- [www.corestandards.org](http://www.corestandards.org)
- [https://www.teachingchannel.org/](https://www.teachingchannel.org/)

**Common Core -Louisiana Standards**
- Louisiana Department of Education

**Standards for English Language Arts Teaching**
- National Council of Teachers of English
  - [www.ncte.org](http://www.ncte.org)

**Interdisciplinary Social Studies Themes Standards**
- National Council on Social Studies
  - [www.ncss.org](http://www.ncss.org)

**Standards for Foreign Language Education**
- American Council on the Teaching of Foreign Language
  - [www.actfl.org](http://www.actfl.org)

**Mathematics Standards for Elementary/Middle/Secondary**
- National Council for Teachers of Mathematics
  - [www.nctm.org](http://www.nctm.org)

**Standards for Science Education**
- National Science Teachers Association
  - [www.nsta.org](http://www.nsta.org)

**Standards for Dance Education**
- National Association of Schools of Dance
  - [nasd.arts-accredit.org](http://nasd.arts-accredit.org)
APPENDIX G  Program Advising Plans

SEC Program Advising Plan for ________________________________

Content Area: ___________________________ UG: _____ PG: _____

Declaration: ___________________________ Anticipated Completion: __________________

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Transfer credit to be approved</th>
<th>Semester to be taken at Tulane/</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLA 2000 Education in a Diverse Society (3)</td>
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<td></td>
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<tr>
<td>EDLA 2890 Service Learning in Public Schools (1) (40 hours –Field Exp /Service Learning for UnderGrads) OR EDUC 3250 Focused Field Experience (1) (40 hours –Field Experience for Post-Grads Only)</td>
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**LEVEL 1 E-FOLIO COMPLETED**

<table>
<thead>
<tr>
<th>EDUC 3400 Classroom Management/ Instructional Design &amp; Assessment (3)</th>
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</thead>
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<tr>
<td>For PL 2 eligibility AFTER 7/1/10:</td>
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<tr>
<td>EDUC 3260 Focused Field Experience II (1) (40 hours –Field Experience. For Post-Grads Only)</td>
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<thead>
<tr>
<th>PSYC 3200 Educational Psychology (3)</th>
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<tbody>
<tr>
<td>PSYC 3390 Adolescent Psychology (3)</td>
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</tbody>
</table>

| EDUC 3802 Methods-SEC Reading Instruction (3) |
| EDUC 3820 Practicum in SEC Reading (1) (40 hours- Field Experience/Service learning) |
| EDUC 5010 Methods I of SEC Instruction (3) (50 hours Field Exp./Service Learning & Professional Dev.) |

**LEVEL 2 E-FOLIO COMPLETED**

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<tr>
<th>Methods II of Secondary Instruction: Content Field (3) (50 hours Field Exp./Service Learning &amp; Professional Dev.)</th>
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<td>ONE of the following:</td>
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<td>EDUC 5090 Methods Teaching -Social Studies</td>
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<tr>
<td>EDUC 5100 Methods Teaching- Science</td>
</tr>
<tr>
<td>EDUC 5110 Methods Teaching - English</td>
</tr>
<tr>
<td>EDUC 5120 Methods Teaching - Mathematics</td>
</tr>
<tr>
<td>EDUC 5130 Methods Teaching- Foreign Language</td>
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**LEVEL 3 E-FOLIO COMPLETED**

| Final Clinical (either Student Teaching semester OR Internship year) | NA |

**LEVEL 4 E-FOLIO COMPLETED**

<table>
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<tr>
<th>Praxis Requirements</th>
<th>Date(s) to be Taken</th>
<th>Ex/ P/F (Score)</th>
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<tr>
<td>Praxis I PPST OR ACT/SAT exemption OR graduate degree exemption</td>
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<tr>
<td>PRAXIS II Content Area Test # _______</td>
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<td>Praxis II PLT for SEC # 0624 OR # 5624</td>
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# ECE Program Advising Plan

**Major:**

**UG:**

**PG:**

**Declaration:**

**Anticipated Completion:**

## Course Requirements

<table>
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<th>Course Requirement</th>
<th>Transfer Credit to be Approved</th>
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<td>EDLA 2000 Education in a Diverse Society (3)</td>
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<td>PSYC 3210 Child Psychology (3)</td>
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<td>EDUC 3000 Emergent Literacy (3)</td>
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<td>(20 hours –Field Exp/ Service learning)</td>
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<td>(Lang Arts/Social Studies/Humanities)</td>
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<tr>
<td>(Math/Science)</td>
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<td>Final Clinical (either Student Teaching semester OR Internship year)</td>
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<td><strong>LEVEL 4 E-FOLIO COMPLETED</strong></td>
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<td><strong>Praxis Requirements</strong></td>
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<td>PRAXIS II Content Area Test #0014 OR 5014</td>
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<td>Praxis II PLT for ECE # 0621 OR #5621</td>
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**LEVEL 1 E-FOLIO COMPLETED**

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<tr>
<td>EDUC 3400 Classroom Management/ Instructional Design &amp; Assessment (3)</td>
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<tr>
<td>EDUC 3160 Dance Practicum in grades 4-5 (1)</td>
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<td>(40 hours –Focused Field Experience-- May also be taken with EDUC 3500)</td>
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<td>PSYC 3210 Child Psychology (3)</td>
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**LEVEL 2 E-FOLIO COMPLETED**

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<td>EDUC 5140 Methods II for Dance Instruction (3)</td>
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<td>(50 hours of practicum)</td>
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**LEVEL 3 E-FOLIO COMPLETED**

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<td>Content: Dance major verified by Dance faculty through transcript review</td>
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<tr>
<td>Praxis II PLT # 0624 OR # 5624</td>
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APPENDIX H

Admission Checklists

Post-Graduate Admission & Eligibility for Practitioner’s License (PL2)

I. Full admission to the program is contingent upon submission of all application documents/items listed below.

The following items must be submitted/completed PRIOR to enrolling in the first semester of coursework:

- Official baccalaureate transcript (showing cumulative GPA of 2.75 or above)
- Praxis I or Exemption (____PPST _____ACT/SAT _____Graduate degree & transcript)
  (ACT or SAT score reports may be copies—Graduate degree transcript must be an official transcript)
- Letter verifying admission to TU School of Continuing Studies
- Transcript review & initial advising appointment
- Registration in appropriate course(s)—usually EDLA 2000/EDUC 3250
- Two letters of reference
- Intent to Seek Certification form (online at TPCP website at http://tulane.edu/teacher/)

The following items must be completed NO LATER than the end of the FIRST semester of coursework:

- Submission of Level 1 E-Folio with evaluation of “satisfactory” or higher
- Completion of EDLA 2000/EDUC 3250 with minimum grade of “C”
- Verification of LA state background check

The following items must be completed NO LATER than the end of the SECOND semester of coursework to complete the admission process:

- Praxis II content exam(s)
  
  #_____ Score: _____ EXC P F
  #_____ Score: _____ EXC P F
- EDUC 3400/EDUC 3260 (as necessary) (or other initial program coursework depending on credits transferred) with minimum EDUC GPA of 3.0
- Completion of 80 contact hours of focused field experience (usually EDUC 3250 and EDUC 3260) (Candidates who are currently teaching full-time may be exempted from EDUC 3260 but will need to provide a letter from the principal documenting verifying employment and classroom skills)

III. After a PL 2 candidate has achieved full admission to the program, a letter and completion plan verifying this can be provided for the employing authority as necessary. It is the responsibility of the candidate to maintain program enrollment and complete the necessary program assessment requirements. See the TPCP Program Handbook for additional information.

According to LA certification guidelines (SED Bulletin #746), the PL 2 license is applied for by the employing authority (after verification from the teacher certification program) and can be renewed annually for up to a period of three years. Teachers under a PL 2 license are expected to complete a minimum of NINE hours of program coursework annually. Satisfactory progression through courses & program assessment levels will be reviewed annually before the renewal letter is sent.

Contact The Program Director or the Coordinator of Assessment and Accreditation for additional details.
Graduating Senior Program Admission & Eligibility for Practitioner’s License

I. Full admission to the program is contingent upon submission of all application documents/items listed below.

A. The following should be submitted/completed as soon as the candidate elects to pursue certification:
   - _____ Intent to Seek Certification form (online at TPCP website @ http://tulane.edu/teacher)
   - _____ Transcript review & initial advising appointment with development of program completion plan

B. The following items must be submitted/verified NO LATER than the semester in which an undergraduate is enrolled in Methods I (either EDUC 3500 or EDUC 5010):
   - _____ Praxis I or Exemption (ACT Composite of 22 or above OR SAT Math/Verbal of 1030 or above)
     Praxis I OR ACT /SAT score reports must be submitted for program folder
   - _____ Verification of LA state background check
   - _____ Two letters of reference

C. The following items must be submitted/verified at the time an undergraduate finishes the degree program:
   - _____ Score reports for Praxis II content exam(s) (Should be taken by March of final semester)
     # _____ Score: _______    EXC    P    F
     # _____ Score: _______    EXC    P    F
   - _____ Official baccalaureate transcript (showing cumulative GPA of 2.75 or above and education GPA of 3.0 or above) Submitted as soon as degree is awarded
   - _____ Submission of Level 3 E-Folio with evaluation of “satisfactory” or higher (including completion of Level 3 Interview in final undergraduate semester)
   - _____ Letter verifying admission to TU School of Continuing Studies
   - _____ Completion of 80 contact hours of focused field experience (usually EDUC 2890 and 3810 or 3820)

II. Eligibility for Practitioner’s License (PL2)

After the bachelor’s degree is awarded and the candidate has achieved full admission to the program, a letter and completion plan verifying this can be provided for the employing authority as necessary. Full admission to the program is required for eligibility for the Practitioner’s License for the internship clinical.

It is the responsibility of the candidate to maintain program enrollment and complete the necessary program assessment requirements. See the TPCP Program Handbook for additional information.

According to LA certification guidelines (SED Bulletin #746), the PL 2 license is applied for by the employing authority (after verification from the teacher certification program). Completing the admission requirements as quickly as possible (so that PL2 eligibility is verified) will be an advantage when seeking a teaching position for the internship year.

Contact the Program Director or the Assessment Coordinator for additional details about the practitioner’s license.
APPENDIX I: Applying for the Waiver from the Final Clinical

Checklist for Waiver from the Clinical Internship

Post-Grads who have completed at least three years of full-time teaching in the area for which they are seeking certification MAY be eligible for a waiver from the last six hours of the clinical internship:

If the candidate has accumulated three years of successful teaching experience in an approved Louisiana school in the area(s) of certification, the private provider/university may substitute the three years of successful teaching experience for the required internship or student teaching portion of the program. **(BESE Bulletin 746 237.D.5.b)**

This waiver is NOT automatic: candidates must meet ALL of the following requirements before the Program Director will approve the waiver of the internship and sign the “standard” license application:

Name: _____________________________________________________ Date: _________________________

Permanent Home Address: _____________________________________________________________________

Cell Phone: ____________________________
Home Phone: ____________________________
Student ID #: ____________________________
Email Address: _________________________

Classification: Senior ____ Post-Graduate ______
Teaching Major(s): ____________________________

_____ Completion of Experience Verification Form (available in TPCP office)

_____ GPA Requirements Met: BA/BS cumulative GPA of 3.0 or higher; Education GPA of 3.0 or higher

_____ Praxis Requirements Met: First attempt passing of content tests and PLT (all scores received and verified)

Required TaskStream Submissions (Complete by May 30th of semester enrolled in Methods II):

_____ Level 3 Candidates: Self-Evaluation of Professional Dispositions and Self-Evaluation of Technological Literacy
  (complete form through TaskStream and submit to Coordinator of Assessment & Accreditation)

_____ Level 4 Candidates: Completer Evaluation of Program
  Self-Evaluation of INTASC Skills 1-5
  Self-Evaluation of INTASC Skills 6-10
  (Complete the forms on TaskStream and submit to Coordinator of Assessment & Accreditation)

_____ ALL:
  Complete Ubd unit (from Methods II class)
  Showcase lesson plan (one of the two microteachings in Methods II)
  The video clip from the microteaching above
  (Submit required work samples to Level 4 E-Folio (methods II professor completes the evaluations)

_____ Work Sample & Professional Disposition Review: Level 3 Unit Grade of 35/40 or higher; Satisfactory Level 3 Professional Dispositions Evaluations from TPCP faculty and Mentor Pk-12 Teacher

_____ Faculty/Mentor Evaluation of INTASC Skills 1-5 AND INTASC Skills 6-10-
  completed by a master teacher or principal from candidate’s school.

_____ Faculty Evaluation of INTASC Skills 1-5 and 6-10-
  completed by the methods I and methods II professor jointly

_____ Complete Level 4 Interview with TPCP program advisors

Other Requirements for Certification:

_____ Letter from employing school principal verifying years of teaching experience (addressed to program Director)

_____ Verification of Employment form (available at teachlouisiana.net) along with Level 1 application

_____ Praxis II Principles of Learning & Teaching received and verified

**Review the guidelines for submitting the license application in the Internship Handbook online at teacher.tulane.edu**

AFTER all requirements have been verified, candidates schedule the level 1 license application meeting with the Program Director.
APPENDIX J: CAEP Accreditation Standards and Recommendations


Standard 1:
CONTENT AND PEDAGOGICAL KNOWLEDGE:

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions
1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities
1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.
1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2:
CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

Partnerships for Clinical Preparation
2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators
2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences
2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3:
CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs
3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability
3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition. Over time, a program may develop a reliable, valid model that uses admissions criteria other than
those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

**Additional Selectivity Factors**

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

**Selectivity During Preparation**

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

**Selection At Completion**

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

**Standard 4: PROGRAM IMPACT**

*The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.*

**Impact on P-12 Student Learning and Development**

4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

**Indicators of Teaching Effectiveness**

4.2 The provider demonstrates, through structured and validated observation instruments and student
surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

**Satisfaction of Employers**

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

**Satisfaction of Completers**

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

**Standard 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT**

*The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.*

**Quality and Strategic Evaluation**

5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

**Continuous Improvement**

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.