

Inventory of Sustainability Courses

Newcomb Tulane College

Fall 2013-Spring 2014

“Sustainability education” engages students in the work of building healthy, lasting communities. In sustainability courses, students develop the capacity to critically theorize, analyze and communicate about interconnected social, economic and environmental issues. Students learn to work in collaboration with members of the larger community and to help create solutions in the long-term public interest.

We have attempted to identify both courses in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge, and courses that are primarily focused on a topic other than sustainability but incorporate sustainability as unit, module or activity.

We have included all courses with a service learning component.

At Tulane University, undergraduate courses are numbered between 1000-4999 and graduate-level courses are numbered 5000 and above.

Draft list of TIDES courses compiled by Colleen Large, SLA – 2016 by reviewing the Tulane Course Catalog posted at <http://tulane.edu/college/tides/upload/Course-Catalogue-2013-2014.pdf> (display courses for this department). Draft list of Colloquia, Teacher Certification and Preparation, and Newcomb Scholars courses compiled by Liz Davey from the Tulane Course Catalog and the Honors Program website at <http://honors.tulane.edu/web/default.asp?id=Courses>. Service Learning courses added by Colleen Large and Liz Davey from lists obtained from the Center for Public Service. The draft list was sent to Dean James MacLaren in July 2014.

- **TIDES**

- **Sustainability Courses:** no sustainability courses offered
- **Course that include sustainability:**
 - **TIDB 1010 More Than Just Business; What is Management?** (Service Learning- Mandatory, Fall 2013) TIDB 1010 introduces students to the business world by critically examining the art of management. The course focuses on the question: why do people work together and how? The objective of TIDB 101 is to introduce students to basic business concepts, to develop a plan for their field of study, as well as to have fun in the process. The first year Career Management Center Sessions will be offered as part of the course.

- **TIDB 1020 Law and Order: Pre- Law** (Service Learning- Mandatory, Fall 2013, Fall 2012) In Henry VI, Shakespeare wrote, “The first thing we do, let’s kill all the lawyers.” What did he mean? For better or worse, “all the lawyers” have avoided that fate since Shakespeare wrote that line. Why? From the largest corporate mergers to simple adoptions, and from public policy to the enactment of criminal laws, the need for lawyers is increasing because the law is a central part of our daily lives and the bedrock of a free society. Although occasionally the press might indicate otherwise, lawyers are members of a profession and they get respect, but is being a lawyer really like the popular portrayals on television shows such as Law and Order or in a John Grisham novel? TIDB-1020 will help you explore how one becomes a lawyer and what it is like to operate in the legal profession. The class is not designed to provide legal training. You will learn little, if any, substantive law. Instead you will become familiar with the “nuts and bolts” of law school and the legal profession. Hopefully, the class will assist students in their decision regarding the pursuit of a law degree. The course attempts to give students a glimpse into the lives of law students, lawyers and the profession in general. The course will not push students to the field or away from it, just introduce them to it. Time permitting, the class will visit the historic Louisiana Supreme Court and the Louisiana Law Library, as well as view a portion of an actual trial or motions in a Louisiana District Court.
- **TIDB 1110 More Than Just Business; Business Leadership** (Service Learning- Mandatory, Spring 2014, Fall 2012) Our economic system and our society need leaders, but how are those leaders born? Our youngest leaders matured in the glow of computer screens; our oldest in the shadow of the Depression and World War II. This class will examine how era and values shaped leaders from these two disparate groups affectionately labeled geeks and geezers. During the journey, we hope to discover something more profound: the process through which leaders of any era emerge.
- **TIDE 1000 Leadership, Policy, Power and Change** (Service Learning- Mandatory, Fall 2013, Fall 2012) Are leaders born or bred? How do leaders and their leadership styles impact change? How does one develop the courage and wisdom to lead and promote change effectively? This TIDE provides an opportunity to examine the nature of leadership, its impact on the change process, and the underlying dynamics of power, politics, and conflict. Over the course of the

academic year, this TIDE focuses on developing an interdisciplinary understanding of the theories and practices of organizational and community leadership. As a TIDE member, you will actively study the theories that emerge from a variety of fields and reflect on their practical, political, and ethical assumptions as well as on their implications in a variety of settings. Through readings, classroom discussions, interviews with local leaders, and a group initiative, you will gain a greater appreciation for the issues that affect leaders and the components of successful leadership.

- **TIDE 1012 Working for Change: New Orleans Leadership, Innovation & Public Policy:** This course focuses on the structure, functions and processes of developing and advancing public policy. It will delve deeper into how to become a leader in creating innovative policy that positively influences the community and how to successfully partner with the community and advocacy groups to implement solutions. Students will learn from top local leaders who work to transform New Orleans and the entire nation through innovative policies and practices. They will explore how these leaders made it to where they are today, how they developed priorities based on the community's needs, what important policy changes they have implemented and what changes they would like to make in the future. The course will also include a field trip to a legislative committee meeting or a Board of Elementary and Secondary Education (BESE) meeting.
- **TIDE 1020 Cities & the Urban Environment:** Focusing on selections from the seminal work "The Death and Life of Great American Cities" by Jane Jacobs, we will explore and discuss its relevance to the city of New Orleans. We will also look directly at what is currently happening in the city of New Orleans via field studies, guest presentations and movies. Selected neighborhoods of New Orleans will be explored as vehicles for looking at the social, political, and economic life of cities. By focusing on particular and local examples we will, in effect, also be addressing urban issues that are both more general and global. You will be invited to learn how to 'see' (observe) the many aspects of the city, be introduced to tools for the analysis of city form and behavior, and be asked to draw conclusions from what you have read and your experiences.
- **TIDE1034 New Orleans the Lay of the Land:** This one-credit course focuses on the geography of New Orleans and how the city's location on the Mississippi Delta has shaped its development. Students will learn

about the physical characteristics of New Orleans and the features it shares with other deltaic cities. The course will examine the New Orleans landscape prior to its development, and then explore early Native Americans and European settlers and how they used the land. The course will then analyze how draining, filling, and leveeing the land allowed New Orleans to grow. Students will also learn about how this growth exposed the city to increased risks posed by sea level rise, storms, and coastal erosion—and the measures in place or planned to address these risks. Students will also learn about urban design ideas that are suitable to a deltaic landscape. An archeologist will talk about the historic landscape of New Orleans and a coastal restoration specialist will discuss projects to protect the city from flooding. In addition, students will visit a large-scale, post-Katrina flood control project and also tour a wetland restoration project designed and carried out by community groups.

- **TIDE 1090 Who Dat, Fan Up, and Geaux** (Service Learning- Mandatory, Spring 2013, Fall 2012) Founded in 1718, the city of New Orleans has a long and rich history with sports. From the rise of social class-driven sports such as rowing and billiards to the New Orleans Saints' revival of the city post-Hurricane Katrina in 2006, sports has been as integral to the area as food, music, and Mardi Gras. In this course, we will explore general sports-related topics and examine actual case studies related to New Orleans' sports scene. More than simply 'talking sports,' students will study issues from political, economic, and social viewpoints and also gain an understanding of the rich sports heritage found here in New Orleans. Readings and discussions, field trips, and guest speakers will aid students to understand both historical accounts and modern day subjects associated with sports such as governmental involvement, public financing, and community development. Students will participate in a mandatory service learning component with Soccer in the Streets program intended to help rebuild an accessible, happening and healthy soccer community - a place where kids can express themselves, play together and get fit. By participating in activities with the Soccer in the Streets program students will deepen their understanding of the political, economic, and social ramifications of sports on a local level by making correlations to sports and its impacts on the city's youth, infrastructure, civic pride, crime reduction efforts, poverty eradication, and other areas, and gain an awareness of their role as a citizen in the city of New Orleans.
- **TIDE 1110 NOLA Path to Change** (Service Learning- Mandatory, Fall 2013)

Students will learn about the public school system in New Orleans—how and why it is consistently ranked as one of the lowest performing of US urban districts and what leaders, activists and other Tulane students are doing to change it. Students will lend a hand to renewal efforts by assisting in readying schools for classes. This will give them first hand access to what going to school is really like in New Orleans. This class will serve as excellent preparation for students who wish to volunteer in schools while at Tulane or who are interested in pursuing careers in education.

- **TIDE 1180 The Management & Prevention Of Epidemic Disease:** “WHEN GLOBAL IS LOCAL: THE NATURE, IMPACT, MANAGEMENT & PREVENTION OF EPIDEMIC DISEASE” examines disease as a social event in an evolving global community. Population growth, societal aging, urbanization, rapid transportation, economic interdependence and emerging infectious disease have expanded community vulnerability far beyond what could have been imagined only a few generations ago.
- **TIDE 1220 New Orleans & Hurricanes: Past, Present & Future:** This course will explore the events leading up to Hurricane Katrina, from a geological and historical perspective and explore why New Orleans is at risk from future hurricanes and the steps being taken to protect the city from future events. Although sociological, cultural, and political aspects of the response to the Katrina disaster and recovery will be touched upon, the main emphasis will be placed on historic, scientific and engineering aspects of Katrina and the systems designed to protect the city from hurricanes.
- **TIDE 1370 A Running Conversation** (Service Learning- Mandatory, Fall 2013, Spring 2013, Fall 2012) Running may have begun as an evolutionary adaptation (Saber Tooth Tigers were fast), but what is the point of running today? This TIDES course, conducted on the run, explores the city while exploring running from a variety of perspectives. In each class session, instructors and students will cover three to seven miles (building up from the first class) at a conversational pace. Guest speakers/runners will join the class to share their expertise and experience on a variety of aspects of running—from physiological adaptations and the mythical (or not) “runner’s high,” to the philosophy and history of running. Students will learn about the local off-campus running community and be encouraged to participate in local races. All classes will start off campus, in locations such as Audubon Park, City Park (end of the streetcar line),

and the French Quarter (end of the streetcar line in the other direction). So, lace up and run to this TIDES.

- **TIDE 1500 Irish in New Orleans** (Service Learning- Mandatory, Fall 2013, Fall 2012) This course aims to introduce students to the Irish influence in shaping New Orleans' development as well as character. Antebellum New Orleans held many attractions for Irish immigrants and they came to this city by the tens of thousands. Upon arrival the Irish immediately set about creating their own communities. Strong familial ties denoted these neighborhoods as did the Churches they built to serve their needs. Life was not easy in New Orleans as epidemics were rife, however, the Irish managed successfully to carve out a life for themselves, one that added yet another colorful dimension to the complex multi-faceted spirit of New Orleans.
- **TIDE 1520 Medieval New Orleans** (Service Learning- Mandatory, Fall 2012) This TIDES Seminar will explore, largely by way of class trips around campus and the city and discussions based on selected readings, the influence and ongoing presence of medieval material culture and medieval ideas and attitudes in New Orleans (and, to some extent, in Southern culture in general). We'll be looking at--and handling--real medieval manuscripts housed in the Rare Books Room, Jones Hall, discussing medieval architectural styles revived in Tulane buildings, experiencing medieval music by New Orleans' Musica de Camera in the setting of faux medieval chapel, pilgrimaging around the city in search of actual relics (the bones of saints), and delving into medieval influences on pre-Lenten festivals such as Mardi Gras and on such distinctively New Orleanian foodstuffs as gumbo and "turduckin." We'll also read excerpts from two novels that, respectively, "recovered" the Middle Ages in the 19th c. and then satirized the influence of romantic ideas about the period on Southern culture: Sir Walter Scott's *Ivanhoe* and Mark Twain's *A Connecticut Yankee in King Arthur's Court*. And if we have time, we'll watch films of these two novels, which suggest how America Hollywood-ized medieval experience, to bring it in line with the kind of 19th c. survivals of the Middle Ages typical of New Orleans itself.
- **TIDE 1570 Going Green in New Orleans:** This course is designed to expose students to various renewable and non-conventional energy sources for electricity production, as well as green building practices, in the U.S., with emphasis on New Orleans and rebuilding efforts. It will include major renewable energy sources for electricity generation (wind,

solar, hydroelectricity) covering the technology, best U.S. resources and applications, and costs and key factors for implementation, such as state and local policies. Special emphasis in the TIDES course will be put on resources local to New Orleans (solar) and will include a field trip to view solar installations, a green rebuilding construction project, a building re-use center, and a green building resource center.

▪ **TIDE 1610 Understanding the Persistence of Social Problems in America:**

The purpose of this course is to examine the persistence of social problems (e.g., poverty, substance abuse, criminal activity, chronic community violence) in America. Students will learn that we typically single out individual social problems for study but that this parceling out of problems one at a time is an artificial distinction and does not mirror reality. Specifically, students will learn that social problems tend to co-exist in the same family systems and that people who are indigent also tend to live in neighborhoods that are characterized by substance abuse, crime, violence, gangs and prostitution and have schools that under perform. Students will visit two community-based social service agencies in the New Orleans community to meet and talk with community residents to discover firsthand what it is like to live in these New Orleans neighborhoods.

- **TIDE 1690 Community Engagement in Urban Design:** The course will focus on the concept of community design within our southern region. Students will explore the relationship between design and the public sector, including the guidelines one is allowed to work within when developing new buildings and larger developments. For nearly 20 years, the Tulane Regional Urban Design Center has engaged local and regional governments and communities in order to help improve our built environment. Implementing design guidelines to control the quality of development and building interpretive centers to tell the stories of these cities have been the hallmarks of the TRUDC. Students will learn how each project seeks to bring quality design to small communities that do not have the funds to develop such programs on their own. In Natchez, MS, students will visit the site of the second largest slave market in the deep south, where nothing but a kiosk stands to remind us of its incredible and dark history. We will study ongoing work to create a museum or interpretive center on the site, and visit some of the magnificent historical homes and sites throughout Natchez. In Mandeville, LA, students will visit the oldest unaltered Jazz Hall in the

world, constructed in 1895: the Dew Drop Inn. They will attend a special concert at the Dew Drop, learn of the building's history, and discover methods used to tell the story of such a historic place. Students will also be introduced to public sector design through the presentation of larger scale projects we have directed in Shanghai, Nanjing, Zhenjiang, and Beijing, China. A comparison of concepts and issues at both scales will be developed in open discussion format.

- **TIDE 1740 Citizenship and Health Communities:** The Classic Greek model of citizenship includes rights reserved by the citizen such as voting, and responsibilities demanded by the state such as conscription. Jeffersonian ideals of citizenship were constructed within framework with an implicit understanding that every citizen would be able to “pull their own weight” and that civic society would naturally exist among such citizens. However, the modern era has shown us that complications unforeseen by Jefferson and the Founders have created social environments where people are deprived of the opportunity to achieve at an equitable level while other people are able to live comfortable lives divorced from traditional modes of civic engagement. This class will explore Robert Putnam's concept of “social capital” while asking students to consider whether modern citizenship may also include an optional set of responsibilities to share in a greater commitment to the society through civic engagement which builds a social capital which benefits all citizenry. Students will engage in a service-learning project at a local elementary school which will culminate in a basic public health education activity/presentation for school children. The instructor will join them during service dates. (Service Learning- Fall 2013, Fall 2012)
- **TIDE 1760 Narratives of New Orleans: A Digital Storytelling Project** (Service Learning- Mandatory, Fall 2013, Fall 2012) Participants in this TIDES course will be introduced to the principles of online narrative and storytelling in the context of the exploration of New Orleans culture. We will begin our investigation of New Orleans by looking at the historic and demographic realities that have led to our current cultural moment; from there we will examine the portrayal of the city in film and literature including an examination of the new series Treme. We will take our investigations out into the city for tours of the neighborhoods and samples of New Orleans music and food. Throughout the course we will be interested in how and why the stories that we hear are preserved and retold and what aspects of narration make for compelling tales. This

course will culminate in the creation of individual digital stories detailing each student's ideas about his or her relation to the ongoing narrative of New Orleans.

- **TIDE 1810 Non-Profit Organizations & Community Engagement in New Orleans:** Hurricane Katrina brought unprecedented damage to the city of New Orleans and to the Gulf Coast region. The response to the disaster on the part of federal, state and local governments has been criticized in many quarters, with a great deal of justification. At the same time, thousands of volunteers have come to New Orleans in the past 3 years to perform critical services in the city's recovery, from building housing to offering mental health counseling. Of course, these volunteers would have little to do without the organization provided by the many non-profit agencies in the city that have responded to the crisis. In this course, we will examine how the non-profit community has sought to help in the recovery from Hurricane Katrina. We will focus on the goals of non-profit agencies, learn about their sources of funding and volunteers, and also examine the degree to which their goals are supported by state and local government. (Service Learning- Mandatory, Fall 2013, Fall 2012)
- **TIDE 1960 Architecture & Disaster: Making Change Positive:** Architects are the problem-solvers of the built world. Using their design skills, advanced technologies and new systems for organization, architects affect how the physical world unfolds. Class sessions address post-disaster rebuilding with a focus on the solutions presented by architects. Topics include environmentally-sensitive design, emergency housing, addressing place and culture, and international aid through the lens of post-disaster design work. The class will have field trips to the 9th ward, Central City, and Hollygrove Market and Farm in New Orleans, and feature guest lecturers from Architecture For Humanity and the New Orleans Food and Farm Network. Two service learning events will satisfy 20 hours of required service learning. This class references work from a number of different disciplines in an effort to cast a broad net around this diverse and multi-faceted issue. Architecture, Urban Planning, Community Activism, Environmental Studies, Urban Farming, Landscape Architecture and Engineering are among the many disciplines that will inform this learning.
- **TIDES 2220 Women and Literature in New Orleans** (Service Learning, Mandatory, Fall 2012)

- **Colloquia**

- **COLQ 1010 Freshman Seminar: Community, Polity, and Citizenship** (Fall 2014, Spring 2014, Spring 2013)
- **COLQ H2010 - Honors Sophomore Colloquium**, “Responding to the Challenge of Climate Change,” Fall 2012: How do we know what we know about climate change? How do we understand the responses of different communities to it? What are the most significant steps we can take to reduce greenhouse gas emissions? This course features guest lectures from faculty across the university, sharing the approaches their disciplines bring to understanding the challenge of global climate change. The course considers the impacts of climate change and the reports of the Intergovernmental Panel on Climate Change; considers cultural and social perspectives on climate change; and considers solutions proposed and created by policy makers, designers, engineers and managers. You will learn how to assess the climate impact of a business or institution and how to assess measures to reduce emissions. The course includes a field trip to visit sustainable rebuilding and clean energy projects in the New Orleans area. For the course’s final essay assignment, you will be asked to develop a prospectus for an honors thesis project relating to climate change. By providing a multidisciplinary overview and introducing you to work underway in departments across the university, this course seeks to help you identify your own research agenda—your own response to climate change.
- **COLQ 3040** (“The Legacies of Katrina,” Spring 2014; Global Youth Cultures, Fall 2013)
- **COLQ 3050** (“Saving Coastal Louisiana: Science, Stakeholders and Politics,” Fall 2014; “The Natural World in Ancient and Modern Thought,” Spring 2014)
- **COLQ 4120 - The Grand Canyon Colloquium** This is a May term multi-disciplinary course with emphasis on geology of the Grand Canyon and adjacent Colorado plateau. Course culminates with a 188 mile week-long rafting trip down the Colorado River through Marble and Grand Canyon.
- **COLQ 4140 - The Natural History of Mesoamerica** Geologic history of Mesoamerica, archaeology of Mesoamerica, history of the conquest and colonial period, flora and economic botany of the region.

- **Teacher Preparation and Certification**

- **EDLA 2000 - Education in a Diverse Society (Service Learning, Spring 2014, Fall 2013, Spring 2013, Fall 2012)** This is an introductory course for those preparing for certification to teach. This course examines the historical, philosophical, sociological, psychological, organizational and socio-cultural bases

of American education and the political influences as they relate to contemporary issues in education in the United States. It is designed to assist students in determining if they want to pursue teaching as a career, and it helps prospective teachers to gain a valid and comprehensive knowledge of what is involved in a teaching career. Emphasis is placed upon reflection, inquiry and personal involvement in planning an effective and successful career in education.

- **EDLA 2890 - Service Learning in Public Schools** This course provides opportunities for observation and participation for students who are exploring an interest in teacher certification. Students observe and participate in a variety of school and classroom settings, including urban, suburban, and inner city schools for a total of twenty hours. Students meet for debriefing sessions during the semester and complete a final project.
- **EDUC 3000 - Emergent Literacy (Service Learning, Spring 2014, Fall 2012)** This course introduces prospective teachers to children's speech and language development, recognition and development of readiness skills, the overall scope of emergent literacy issues, and appropriate methodologies for building the communication skills of young children. Students will learn approaches and strategies in the six core areas of literacy: phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. This course requires a minimum of twenty service learning hours in the Reading Buddy program at a public elementary school in grades PK-3.
- **EDLA 3160 Child & Adolescent Lit (Service Learning, Spring 2014, Spring 2013)** This course is designed to provide prospective educators with an overview of the field of children's literature with a focus on works appropriate for children and young adults. The history, philosophy, significant authors and texts, and major genres of children's literature will be explored. There is a twenty-hour service learning requirement for this course, which will provide candidates with direct experience with selecting, developing and using appropriate books to meet the needs of diverse groups of learners. Course readings, projects and field experience will be differentiated according to candidates' chosen certification area.
- **EDUC 3500 - Meth Early Childhood Education (Service Learning, Fall 2012)** This course will assist prospective teachers in gaining a valid and comprehensive knowledge of what is involved in early childhood language arts, social studies, and arts instruction. Emphasis is placed upon reflection, inquiry, and personal involvement in planning an effective and successful career in early childhood, and developing an understanding of how children develop and learn successfully. Current trends, issues, developmental theories, research, and teaching methods related to the education of young children in language arts,

social studies, and the arts will be explored and applied through fifty hours of field-based experiences.

- **EDUC 3801 - Methods of Early Childhood Reading Instruction (Service Learning, Fall 2013)** This course provides the necessary foundational knowledge of early reading and writing processes and familiarizes certification candidates with the practices, methods, and curricular materials to support instruction in multiple literacies. A variety of assessment strategies for planning and evaluating the effectiveness of literacy instruction are explored in the class and applied in the classroom setting in the forty hour required practicum. Candidates will analyze the interrelationships among assessment, instruction, and materials and their effects on the development of a literacy environment that fosters reading, writing, listening, speaking and the effective use of technology. Readings and assignments will be differentiated according to the candidate's area of certification.
- **EDUC 3802 - Methods of Secondary Reading Instruction (Service Learning, Fall 2013)** This course provides the necessary foundational knowledge of secondary reading and writing processes and familiarizes certification candidates with the practices, methods, and curricular materials to support instruction in multiple literacies across various content areas. A variety of assessment strategies for planning and evaluating the effectiveness of literacy instruction are explored in the class and applied in the classroom setting in the forty hour required practicum. Candidates will analyze the interrelationships among assessment, instruction, and materials and their effects on the development of a literacy environment that fosters reading, writing, listening, speaking and the effective use of technology. Readings and assignments will be differentiated according to the candidate's area of certification.
- **EDUC 3810: Reading Practicum (Service Learning, Spring 2013)** This course provides the necessary foundational knowledge of secondary reading and writing processes and familiarizes certification candidates with the practices, methods, and curricular materials to support instruction in multiple literacies across various content areas. A variety of assessment strategies for planning and evaluating the effectiveness of literacy instruction are explored in the class and applied in the classroom setting in the forty hour required practicum. Candidates will analyze the interrelationships among assessment, instruction, and materials and their effects on the development of a literacy environment that fosters reading, writing, listening, speaking and the effective use of technology. Readings and assignments will be differentiated according to the candidate's area of certification.
- **EDUC 3820 39321 Practicum SEC Reading (Service Learning, Spring 2014, Spring 2013, Fall 2012)** Under the supervision of a public school

teacher, certification candidates work with one student implementing the diagnostic and prescriptive strategies learned in class and with larger groups implementing large group instructional strategies. Students fulfill forty hours of clinical/laboratory experiences in a secondary reading classroom in a supervised practicum. The clinical/field experience will enable students to apply the theoretical principles of academic course work to effective teaching practices.

- **EDUC 3901: Methods Teaching Math/Sci (Service Learning, Spring 2013)**
This course will prepare prospective teachers to teach science and mathematics in the early childhood (ages three through eight) setting. Theories and methodologies will be explored. Special attention will be given to developmentally appropriate activities, and a great emphasis will be placed on integrating subject matter and utilizing manipulatives. Technology issues will also be covered.
- **EDUC 5090 Methods II Social (Service Learning, Spring 2014, Spring 2013)** A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to secondary social studies instruction. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include observation in college classrooms, conferences with content field specialists, teaching in a secondary classroom, discussion/reflections, demonstration of effective use of standards documents, inquiry activities and a review of effective pedagogical and school improvement literature. The course requires fifty clock hours of field experience in a middle or high school classroom.
- **EDUC 5010 - Secondary Education Methods I (Service Learning, Fall 2013, Fall 2012)** This course focuses on prominent methodological issues and the development of core teaching skills. Students will analyze different instructional methods; design comprehensive unit and lesson plans using the Understanding by Design model; develop integrated technology strategies and skills in assessment for learning and differentiated instruction. Emphasis is placed on development of skills of self-analysis, reflection, and research based decision-making. Students will interpret and demonstrate their understanding and general teaching practices through fifty hours of field experience in a middle or high school setting.
- **EDUC 5100 Methods II Science (Service Learning, Spring 2014, Spring 2013)** A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to secondary science instruction in biology, chemistry, physics or general science. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilizing information technology

for instruction, and working with diverse populations of students. Course activities include observation in college classrooms, conferences with content field specialists, and teaching in a secondary classroom, discussion/reflections, demonstration of effective use of standards documents, inquiry activities and a review of effective pedagogical and school improvement literature. This course requires fifty hours of field experience in a middle or high school classroom.

- **EDUC 5110 Methods II English (Service Learning, Spring 2014, Spring 2013)** A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to secondary language arts instruction. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include observation in college classrooms, conferences with content field specialists, and teaching in a secondary classroom, discussion/reflections, demonstration of effective use of standards documents, inquiry activities and a review of effective pedagogical and school improvement literature. This course requires fifty hours of field experience in a middle or high school classroom.
- **EDUC 5120 Methods II Math (Service Learning, Spring 2014, Spring 2013)** A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to secondary mathematics instruction. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilizing information technology for instruction, and working with diverse populations of students. Course activities include observation in college classrooms, conferences with content field specialists, and teaching in a secondary classroom, discussion/reflections, demonstration of effective use of standards documents, inquiry activities and a review of effective pedagogical and school improvement literature. This course requires fifty hours of field experience in a middle or high school classroom.