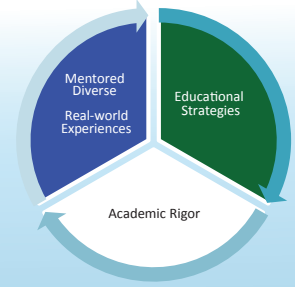


TEACHER PREPARATION AND CERTIFICATION PROGRAM



Only in New Orleans, Only at Tulane...students become innovative leaders in education

Teacher preparation at Tulane University focuses on their main goal: to produce beginning teachers, and support experienced teachers, who are enthusiastic consumers and creators of knowledge and are able to instill in students a love of learning through their own examples as PreK-12 teachers. A strong commitment to learning is a necessary foundation for self-evaluation and continuous professional learning, two hallmarks of education leaders. Tulane candidates are expected to be catalysts for social change and innovative leadership, directly impacting the lives of PreK-12 students in a variety of ways, both in and out of the classroom.

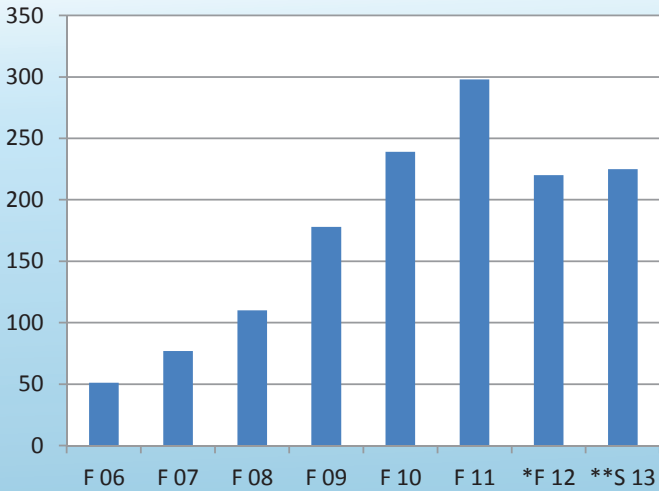


ENROLLMENT AND STUDENT SUPPORT

The Teacher Preparation and Certification Program (TPCP) is a “hybrid” which features two different student groups engaged in completing the coursework. One group consists of Tulane undergraduates; these students can take most of the education courses within their baccalaureate degree and complete the licensure program after graduation when they are formally admitted to the program. The second group consists of post-baccalaureate students who may have Tulane degrees or undergraduate degrees from other institutions who attend as part-time students through the School of Continuing Studies.

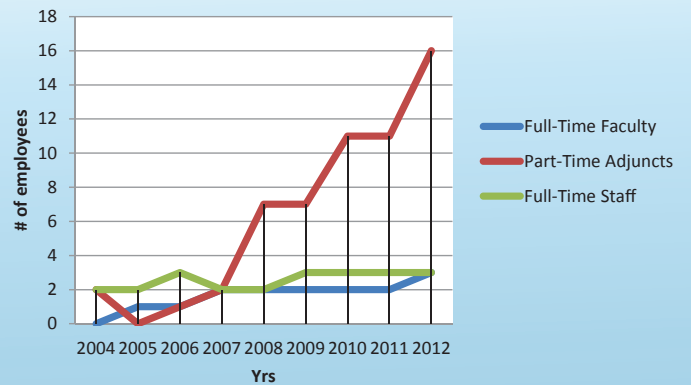
A steady increase in student enrollment has required TPCP to create more compelling and innovative recruitment/marketing activities to continually sustain the program’s enrollment and actively support persons entering the education profession. Aligned growth in the program faculty and staff to support the student and teacher needs presently requires more focus.

STUDENT ENROLLMENT



*Banner system **Incomplete data

PROGRAM SUPPORT

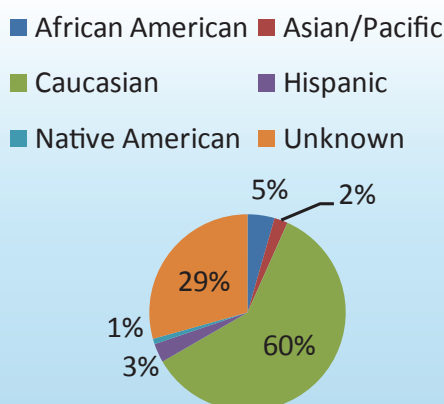


Current TPCP Students/Teachers

TPCP works to recruit students and teachers of all ethnicities into the program. The first chart shows the ethnicity data for our current students. The companion table shows the content area breakdown of undergraduate and post-baccalaureate students taking courses or formally enrolled in the program.

TPCP emphasizes real world application and place-based creativity in PreK-12 classrooms. The undergraduates in the Tulane TPCP courses typically complete a minimum of 200 hours of field experience in PreK-12 schools, which also count toward their graduation requirement of service learning.

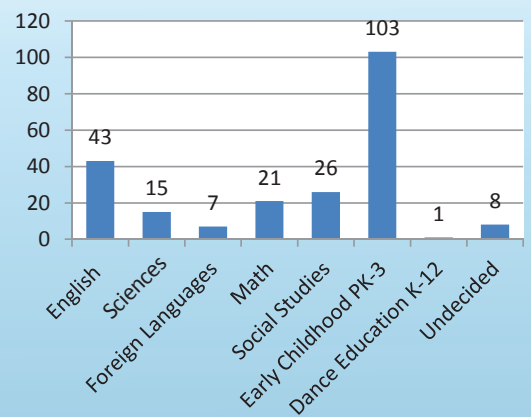
ETHNICITY



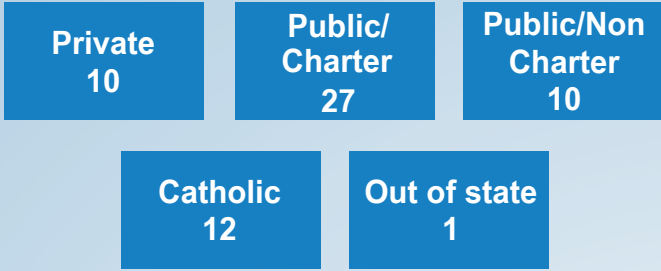
Males
53

Females
171

CONTENT AREAS



TPCP FIELD PLACEMENTS SCHOOLS



TPCP STUDENTS ACROSS THE GLOBE

Global Student

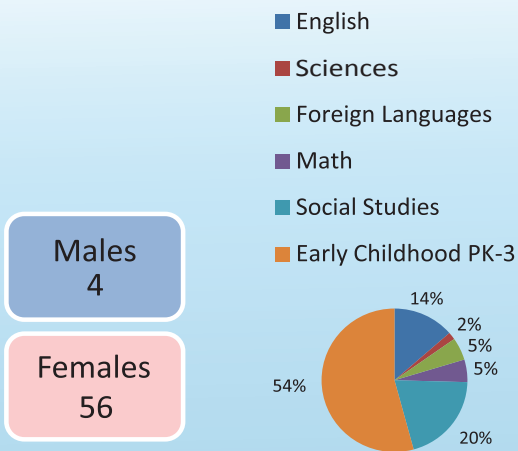


COMPLETERS OF THE PROGRAM

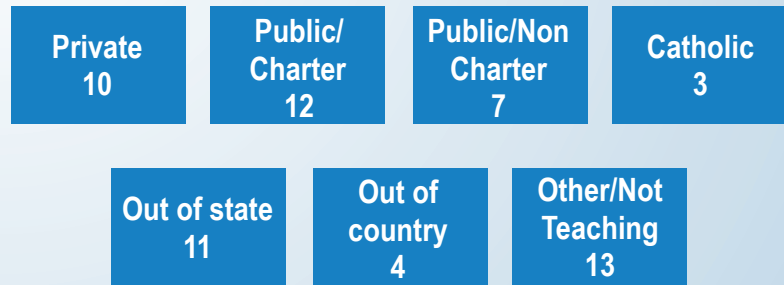
Completers of the TPC Program are currently teaching in seven content fields, five countries outside of the United States (England, Israel, China, Ecuador, Germany and Mexico) and twelve states. They teach in private, public (both charter and non-charter) and parochial schools.

In recognition of the internationalization of teacher education and the need to respect all cultures internal and external to our country, TPCP has an agreement with Educators Abroad to offer Global Student Teaching to our students.

CONTENT AREAS



Where the TPCP Completers are

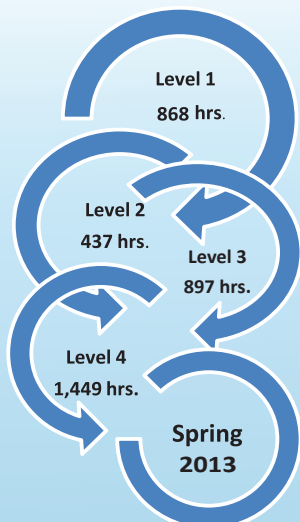


COMMUNITY ENRICHMENT

Community enrichment is the foundation of our work at TPCP. Almost every TPCP course has a field experience component that requires active participation with in-school mentor teachers and university TPCP professors. Each level in our assessment system requires that our professors support teachers in PreK-12 classrooms, in a range of 440 hours to over 1400 hours per semester.

TPCP faculty members also write and attain grants that support the program, the PreK-12 community, and university colleagues.

Faculty observations hours in PreK-12



GRANTS RECEIVED BY TPCP

