



EDUCATION

The Division of Education offers more than twenty-five licensure and endorsement programs in Early Childhood, Elementary, Secondary, and Instructional Strategist (Special Education). In these programs, students will meet and work with a blended faculty of fulltime professors and outstanding practitioners from area schools and agencies.

All Loras College Education programs incorporate a mediated and supported induction into the profession of teaching in the form of multiple partnerships with area schools, including participation in professional development schools at both the elementary and secondary levels prior to student teaching. These experiences offer students opportunities to work with partner faculty in their classrooms and other settings and provide the chance to develop skills prior to student teaching.

In their first course, students develop a digital portfolio, demonstrating their knowledge, skills, and dispositions based on the Interstate New Teachers Assessment and Support Consortium (INTASC) standards. Portfolio development continues across all courses throughout the programs. Students find that their portfolios document their achievements and are a source of pride.

Accreditation of the Division of Education

The Division of Education is accredited by the State of Iowa and holds memberships in the American Association of Colleges for Teacher Education, the Association of Independent Liberal Arts Colleges for Teacher Education, and the Iowa Association of Colleges for Teacher Education.

Teacher Licensure Programs

Students must work closely with their advisors and the licensure officer in designing an appropriate program of study. All professional education courses that support the various teaching specializations are offered through the Division of Education. The following table lists State of Iowa approved teaching licensure programs available at Loras College.

Codes	Endorsements	Grade Level
	Elementary Core Courses	K-6
	Secondary Core Courses	5-12
100	Teacher – Pre-K-3 with Special Ed	PK-3
101	Athletic Coach	K-12
102	Teacher – Elementary Classroom	K-6
106	Teacher – Pre-K-3 without Special Ed	PK-3
119	English/Language Arts	K-8
120	English/Language Arts (Literature)	5-12
120	English/Language Arts (Writing)	5-12
120	English/Language Arts (minor)	5-12
133	Foreign Language Spanish	K-8
134	Foreign Language Spanish	5-12
134	Foreign Language Spanish (minor)	5-12
138	Health	5-12
142	Mathematics	K-8
143	Mathematics	5-12
144	Music	K-8
145	Music	5-12
146	Physical Education	K-8
147	Physical Education	5-12
148	Reading	K-8
151	Science-Biological	5-12
151	Biology (minor)	5-12
152	Science-Chemistry	5-12
152	Chemistry minor	5-12
156	Science-Physics	5-12
157	Social Science-Am Government	5-12
158	Social Science-Am History	5-12
158	Social Science-Am History (minor)	5-12
162	Social Science-History	K-8
163	Social Science-Psychology (minor)	5-12
164	Social Science-Social Studies	K-8
165	Social Studies-Sociology (minor)	5-12
166	Social Science-World History	5-12
166	Social Science-World History (minor)	5-12
186	All Social Sciences	5-12
260	Instructional Strategist I: Mild/Mod	K-8
261	Instructional Strategist I: Mild/Mod	5-12

Admission and Retention Policies and Procedures

The Division of Education screens all students applying for and retained in its programs and advises students to modify their career goals when necessary. Students should submit their application to the Division of Education during the sophomore year; otherwise summer school, an above average course load, or extra semesters may be necessary. The initial “Application for Admission to Teacher Education” is generally done after students have successfully completed L.EDU-200 Foundations of Education, L.EDU 205 Foundations of Special Education, PSY 121 Developmental Psychology and the CAAP basic skills test. Loras programs are aligned with Iowa licensure requirements. *Students seeking licensure outside of Iowa should contact the department of education in the respective state to determine current licensure and testing requirements.*

In order to enroll in Intermediate Phase Education courses beyond L.EDU-200, 205, 221 222, 223, and 260, a student must have on record **passing scores** on the Collegiate Assessment of Academic Proficiency (CAAP) and either (a) have previously received full or provisional admission to Teacher Education, (b) be currently enrolled in L.EDU-200 at the time of registration, or (c) have had his or her academic advisor gain special approval from the Screening Committee for enrollment in an upper-level Education course (during college recesses the Chair may act on the request).

Admission Categories

1. Full Admission: To the student who meets and maintains all admission requirements.
2. Provisional Admission: To the student who is deficient in one or more admission criteria, but whose performance suggests to the Screening Committee the potential for success; deficiencies must be removed in order to gain full admission. The student must have on record passing scores on a standardized test of basic academic skills (the Division of Education uses the Collegiate Assessment of Academic Proficiency (CAAP).
3. Student Teaching Admission: To the student who has met full admission requirements and satisfactorily completed all introductory and intermediate phase professional Education courses by the conclusion of the semester prior to the semester in which he/she intends to student teach.

A. Full Admission Requirements

To be eligible for consideration for full admission to the programs of the Division of Education, a student must:

1. have on record passing scores on a standardized test of basic academic skills (the Division of Education uses the Collegiate Assessment of Academic Proficiency [CAAP] published by ACT);
2. have a cumulative grade point average of not less than 2.75 in all course work attempted;
3. declare a major with the Registrar’s Office, including specific teaching endorsement(s) to pursue;
4. complete the online “Application for Admission to Teacher Education”; ;
5. complete L.EDU-200 Foundations of Education, L.EDU-205 Foundations of Special Education; L.PSY 121 Developmental Psychology, and any other professional Education courses attempted with a grade not less than a C (2.0);
6. document completion of VIRTUS training;
7. be cleared by the Iowa Department of Human Services Child Abuse Registry or other background check;
8. complete each course attempted in the teaching specialization with a grade not less than a C (2.0);
9. complete specified college-level courses in the following areas with a grade not less than a C (2.0): 3 credit hours of College Writing, , Group Communication and Public Speaking (oral communication), and Mathematical Modeling or Mathematics for Elementary Teachers I and II (for K-6 licensure fields only);
10. receive approval of the Division of Education’s Screening Committee.

B. Provisional Admission Requirements

To receive provisional admission to the programs of the Division of Education, a student must:

1. have on record passing scores on a standardized test of basic academic skills (the Division of Education uses the Collegiate Assessment of Academic Proficiency [CAAP] published by ACT);
2. complete L.EDU-200 Foundations of Education; and L.EDU-205 Foundations of Special Education; and L.PSY 121 Developmental Psychology with a grade not less than a C (2.0);
3. complete the online “Application for Admission to Teacher Education”;
4. receive approval of the Division of Education’s Screening Committee; see “Admission Categories,” item A.

C. Reclassification from Provisional to Full Admission

To be eligible for consideration for reclassification from provisional to full admission a student must attain all of the requirements for full admission.

D. Student Teaching Admission Requirements

To gain admission to Student Teaching, a student must submit their application by March 1st in the year preceding the year in which they plan to student teach, and receive approval from the Division of Education’s Screening Committee. Students may not be enrolled in courses during the student teaching semester beyond L.EDU 490 Capstone and Portfolio.

To be eligible for consideration for Student Teaching admission, the student must:

1. attain and maintain all of the requirements for full admission;
2. complete 89 semester hours prior to the beginning of the student teaching semester, with a cumulative grade point average of at least 2.75;
3. complete the appropriate prerequisite professional education courses for student teaching, including all introductory and intermediate phase courses;
4. complete each course in the content major prior to student teaching, with a grade no less than C (2.0);
5. demonstrate personal and professional attributes consistent with that of a classroom practitioner;
6. complete the online “Application for Admission to Student Teaching” by March 1;
7. receive approval of the Screening Committee.

E. Requirements for Recommendation for Iowa Licensure

In order to be eligible for licensure from the State of Iowa Board of Educational Examiners, a student must:

1. submit to the Licensure Officer during the semester of student teaching the State of Iowa application for licensure and appropriate fees;
2. pass the FBI Background check by submitting your fingerprints to the BOEE
3. have an overall cumulative grade point average of not less than 2.75;
4. earn a grade of not less than a C (2.0) in each of the required teaching specialty studies courses and professional Education courses;
5. acquire a core of liberal arts knowledge including, but not limited to, mathematics, natural sciences, social sciences, and humanities. For those having enrolled as first year students at Loras College, this requirement must be met by completing the College’s general education curriculum with a grade of at least “C” in each course. For those enrolling as transfer students, the requirement can be met by completing courses with a grade of not less than a C (2.0) in: English composition, developmental psychology, communication arts, mathematics, also courses in literature; U.S. history or U.S. government; biological sciences or physical sciences;
6. present a passing score on the Praxis II exam (K-6 licensure fields only)
7. meet all institutional graduation requirements; and
8. receive the recommendation of the Licensure Officer.

Attainment of all course, program, and graduation requirements must be verified by an official Loras College transcript. Conviction for any criminal offense other than traffic violations may be sufficient grounds for the Iowa Board of Educational Examiners to deny licensure.

Admission to Teacher Education for Individuals Holding a Bachelor’s Degree

An individual who wishes to pursue a teaching license and holds a bachelor’s degree from a regionally accredited institution must initially seek admission by completing the appropriate forms available from the Registrar’s Office.

Advising First Year Students

Students typically do not begin coursework in the Division of Education until their second or third semester. The Division of Education advises students interested in Teacher Education to meet the following requirements during the first year.

1. Foundational general education courses with no grade lower than a C (2.0) in the following courses:
 - College Writing
 - Group Communication and Public Speaking
 - Mathematical Modeling (L.LIB-112, Survey of Math Models-FM or above);
 - L.MAT-110 and L.MAT-111 Mathematics for Elementary Teachers I and II for Elementary, Early Childhood, and Instructional Strategist I K-8 majors
 - Catholic Tradition
2. A course in developmental psychology (which includes the age range for which the teaching license is being sought).
3. Additional courses that are appropriate for first year students pursuing certification in elementary education include L.EDU-200 Foundations of Education, L.EDU-205 Foundations of Special Education, L.EDU-221 Learning Environment and Social Interaction, L.EDU-223 Collaboration for Effective Learning, and for those pursuing an endorsement in early childhood education, L.EDU-222 Introduction to Early Childhood Education. Also, L.EDU-260 Foundations of Reading is appropriate for those students who intend to pursue a reading endorsement.
4. Achieve passing scores on a standardized test of basic academic skills. The Division of Education uses the Collegiate Assessment of Academic Proficiency (CAAP) published by ACT.

Requirements For All Teaching Majors

All Teacher Education students must complete the following 10-credit core curriculum requirement: L.EDU-200 Foundations of Education; L.EDU-205 Foundations of Special Education; L.PSY-121 Developmental Psychology; L.EDU-265 Multicultural Education.

Elementary Education major:

62 credits to include the 10-credit core, science course beyond the general education AH course, L.MAT-110 Mathematics for Elementary School Teachers I, L.MAT-111 Mathematics for Elementary School Teachers II-FM and the following: L.EDU-221 Learning Environment and Social Interactions, L.EDU-223 Collaboration for Effective Learning, L.EDU-230 Children's and Young Adult Literature, L.EDU-232 Curriculum and Instruction in PE, Health and Wellness, L.EDU-233 Curriculum and Instruction in Performing Arts, L.EDU-234 Curriculum and Instruction in Visual Arts, L.EDU-255 Social Studies Curriculum and Instruction, L.EDU-256 Science Curriculum and Instruction, L.EDU-331 Language Arts Curriculum and Instruction, L.EDU-332 Beginning Reading, L.EDU-333 Mathematics Curriculum and Instruction, L.EDU-334 Intermediate Clinical, L.EDU-337 Reading Across the Curriculum, L.EDU-340 Differentiated Instruction K-8, L.EDU-490 Capstone Seminar and Portfolio and L.EDU-432 Student Teaching in the Elementary School.

Students seeking licensure at the elementary level must also complete at least one teaching endorsement.

Secondary Education Program requirements:

344 credits to include the 10-credit core, and the following: L.EDU-339 Differentiated Instruction 5-12, L.EDU-350 General Secondary Curriculum and Instruction, L.EDU-350L Intermediate Clinical 5-12, L.EDU-352 Special Secondary Curriculum and Methods: English, or L.EDU-353 Special Secondary Curriculum and Methods: Mathematics, or L.EDU-354 Special Secondary Curriculum and Methods: Science, or L.EDU-355 Special Secondary Curriculum and Methods: Social Studies, or L.EDU-356 Special Methods Spanish K-8 & 5-12, L.EDU-357 Reading in the Middle and Secondary Schools, L.EDU-490 Capstone Seminar and Portfolio and L.EDU-452 Student Teaching in the Secondary School. All prospective secondary teachers are strongly advised to enroll in L.ENG-391 Language, Theory and Teaching of Writing.

Students seeking licensure at the secondary level must have an academic major outside of Education in an approved teaching major field. Students should consult with their academic advisor regarding specific teaching major and minor requirements.

SELECT ENDORSEMENTS

For a full listing please consult with the Division of Education

Early Childhood Birth through Grade 3 Endorsement:

12 credits to include: L.EDU-222 Introduction to Early Childhood Education Birth to Age Eight, L.EDU-321 Curriculum Methods and Materials/Infants and Toddlers, L.EDU-323 Curriculum Methods and Materials/Preprimary, L.EDU-261 Language Acquisition and Reading Development. To receive this endorsement, the student must also complete coursework for the Elementary Education major, and complete student teaching in L.EDU-425 Student Teaching in Infant and Toddler (Birth-3) or Preprimary (3-5), and L.EDU-426 Student Teaching in Primary K-3.

Early Childhood with Special Education-Birth to Eight Endorsement:

26 credits to include L.EDU-222 Introduction to Early Childhood Education, Birth to Age Eight, L.EDU-321 Curriculum Methods and Materials/Infants and Toddlers, L.EDU-323 Curriculum Methods and Materials/Preprimary, L.EDU-327 Developmental Curriculum and Methods/ Birth to Age Five, L.EDU-343 Assessment and Evaluation of Exceptionality, L.EDU-346 Learning and Behavior Strategies I, L.EDU-348 Learning and Behavior Strategies II, L.EDU-360 Evaluation and Diagnosis of Reading Problems, L.EDU-369 Special Education Seminar. To receive this endorsement, the student must also complete coursework for the Elementary Education major, and complete student teaching in L.EDU-425 Student Teaching in Infant and Toddler (Birth-3) or Preprimary (3-5), and L.EDU-426 Student Teaching in Primary, K-3.

Instructional Strategist I, K-8 Endorsement:

14 credits to include the following: L.EDU-343 Assessment and Evaluation of Exceptionality, L.EDU-346 Learning and Behavior Strategies I, L.EDU-348 Learning and Behavior Strategies II, L.EDU-369 Special Education Seminar, L.EDU-360 Evaluation and Diagnosis of Reading Problems. To receive this endorsement, the student must also complete coursework for the Elementary Education major and complete student teaching in L.EDU-441 Student Teaching: Mild/Moderate, and L.EDU-442 Student Teaching in the Elementary School.

Instructional Strategist I, 5-12 Endorsement:

20 credits, L.EDU-221 Learning Environment and Social Interactions, L.EDU-223 Collaboration for Effective Learning, L.EDU-343 Assessment and Evaluation of Exceptionality, L.EDU-345 Career Development and Transition, L.EDU-346 Learning and Behavior Strategies I, L.EDU-348 Learning and Behavior Strategies II, L.EDU-360 Evaluation and Diagnosis of Reading Problems, L.EDU-369 Special Education Seminar, L.EDU-443 Student Teaching: Instructional Strategist I, 5-12, L.EDU-444 Student Teaching Secondary Education with Instructional Strategist I. To receive this endorsement, the student must also complete coursework for the content area major and secondary education program requirements.

K-6 Reading Endorsement:

12 credits to include the following: L.EDU-260 Foundations of Reading, L.EDU-261 Language Acquisition and Reading Development, L.EDU-360 Evaluation and Diagnosis of Reading Problems, and L.EDU-361 Practicum and Instruction in Remediation of Reading Problems. To receive this endorsement, the student must also complete coursework for the Elementary Education major.

EDUCATION COURSES

L.EDU-200. Foundations of Education.

The purpose of this introductory course is to familiarize students with the teaching profession. This course is taken before students apply for admission to teacher education and one of its purposes is to assist students in deciding whether or not the teaching profession is something that is a good fit for them. The course will examine the theoretical underpinnings of education and how theory manifests itself in classroom practice. The class is divided into the following themes: *Teaching as a Profession*; *What We Teach and Why*; *History of American Education*; and *Philosophies of Teaching*. This course is taken concurrently with L.EDU 205 Foundations of Special Education. 2 credits.

L.EDU-205. Foundations of Special Education

This course introduces students to the policies and practices of special education, including major models, theories, philosophies, historical points of view and contemporary issues. Laws, policies, procedural safeguards and ethical principles related to the process of identifying students with various exceptionalities will be covered. Classroom teacher responsibilities for providing interventions, instructional modifications and accommodations to meet the needs of diverse learners will be introduced. This course is taken concurrently with L.EDU 200 Foundations of Education. 2 credits.

L.EDU-203. Teaching for Social Justice .

This course focuses on preparing teacher candidates to work with students from diverse backgrounds. Topics include: race, religion, gender, social class, disabilities, global education, and English language learners. The goal of the course is for teacher candidates to develop multicultural awareness, learn effective classroom strategies to help close the achievement gap, and to become advocates for multicultural education. Students will also have the opportunity to tutor local students from culturally and linguistically diverse backgrounds. 3 credits. January term.

L.EDU-206. Qualities, Character and Distinctiveness of the Catholic School.

This is an elective study of the specific character of the Catholic school and the teacher's role as minister. It is intended to foster an appreciation of the Catholic school's historical heritage and present position in the Catholic and civic community. Distinctive features of the curriculum and the organization and governance of a Catholic school are examined in detail. 3 credits. Dependent upon staff and demand.

L.EDU-221. Learning Environment and Social Interactions

This course is required for all students pursuing an elementary education major. It introduces students to different theoretical perspectives associated with students' behavior in the classroom. The course examines the roles and responsibilities of teachers in creating and managing a classroom environment that supports the academic, emotional, and behavioral needs of all students. In addition, the course explores current ethical and legal standards which frame the use of evidence-based practices designed to establish positive learning and social outcomes for all students in an inclusive classroom. 2 credits.

L.EDU-222. Introduction to Early Childhood Education, Birth to Age Eight.

The focus is on historical and philosophical developments in the care and education of children with typical and atypical development, birth through age eight. Legal basis of services for young children and current social issues and legislation are studied. Students are introduced to the range of children served and services provided in a variety of settings, and includes a 15 hour field experience. 3 credits.

L.EDU-223. Collaboration for Effective Learning

This course is required for all students pursuing an elementary education major. It introduces students to concepts related to family systems theory and collaboration with parents, guardians, and other professionals. The course examines the roles and responsibilities of teachers in creating and maintaining partnerships with families of students who have been diagnosed with a disability and professionals involved with the children and their families. In addition, the course explores current ethical and legal standards which frame the use of evidence-based practices designed to establish positive collaborations with other professionals and members of students' families. 3 credits.

L.EDU-230. Children's and Young Adult Literature -- AA.

This course is a survey and analysis of literacy materials for children and young adults. This course will provide a broad understanding of the history and many genres of literature for children and young adults. It will further introduce students to the process of evaluating and choosing quality literature. Students will explore contemporary strategies and techniques for shaping the experiences of children and young adults with both print and non-print literacy materials. Prerequisites: L.LIB-100; L.LIB-105; L.LIB-110; L.LIB-130 or L.LIB-135. 3 credits.

L.EDU-232. Curriculum and Instruction in PE, Health and Wellness.

1 credit. Taken concurrently with L.EDU-233 and L.EDU-234.

L.EDU-233. Curriculum and Instruction in Performing Arts..

1 credit. Taken concurrently with L.EDU-232 and L.EDU-234.

L.EDU-234. Curriculum and Instruction in Visual Arts.

1 credit. Taken concurrently with L.EDU-232 and L.EDU-233.

L.EDU-260. Foundations of Reading.

This course is an introduction to the psychological, socio-cultural, and linguistic foundations of reading and writing processes and instruction. A primary focus of the course includes the range of research pertaining to reading, writing, and learning, as well as the history of reading instruction. Out of class time required for tutoring lab. Prerequisites: L.EDU-200, Sophomore standing, and admission to Teacher Education. 3 credits.

L.EDU-261. Language Acquisition and Reading Development.

Study of oral and written language acquisition and development, birth through kindergarten. Includes theory and practical applications to build knowledge, skills, and dispositions as well as principles of parental and teacher guidance. Prerequisite: Admission to Teacher Education. 3 credits.

L.EDU-255. Social Studies Curriculum and Instruction.

This course is a required social studies methods class for all elementary education students. Social studies involves teaching/learning about human relationships in order to help students become responsible citizens in a democratic society. To do this, teachers of social studies draw on content from many different disciplines such as anthropology, economics, geography, history, political science, and sociology as well as appropriate content from the humanities, mathematics and natural sciences. Strategies learned in this course will be practiced in an educational setting. 2 credits.

L.EDU-256. Science Curriculum and Instruction.

This is a survey of the goals, content, materials, and teaching strategies for planning and implementing a science program in the elementary classroom. Prerequisites: Admission to Teacher Education. 3 credits.

L.EDU-265. Multicultural Education –AC.

This course introduces students to the diversity of cultures prevalent in K-12 U.S. schools today and the impact that this diversity has on student learning. The course examines the historic influences of cultures on education policy in the U.S. and how this continues to have an impact on K-12 systems today. In addition, the course explores how different elements of culture (particularly race, religion, gender, social class, disabilities, language, and geographic region) in the K-12 classroom have influenced student learning. Most importantly, this course addresses how schools are effectively addressing the needs of multiple cultures in their classrooms and developing successful strategies to counter bullying, harassment and discrimination of all kinds. Prerequisites: L.LIB-100; L.LIB-105; L.LIB-110; L.LIB-130 or L.LIB-135. 3 credits.

L.EDU-321. Curriculum, Methods and Materials/Infants and Toddlers.

Planning and implementing an integrated program appropriate to infant and toddler development of language, thinking and reasoning are primary aims of this course, with an exploration of techniques and approaches for creating safe and healthy infant and toddler learning environments. Includes a 10-hour field experience. Prerequisites: L.EDU-222; admission to Teacher Education; concurrent registration in L.EDU-323 and L.EDU-327. 3 credits.

L.EDU-323. Curriculum, Methods and Materials/Preprimary.

Planning and implementing an integrated program appropriate to preprimary level development of language, thinking and reasoning, and creative expression. Includes a 10-hour field experience. Prerequisites: L.EDU-222 and admission to Teacher Education; concurrent registration in L.EDU-321 and L.EDU-327. 3 credits.

L.EDU-327. Developmental Curriculum and Methods for Children with Special Needs Birth to Age Five.

This course focuses on philosophy, goals, and service delivery approaches for children birth through five, with and without special needs, and their families. Strategies to embed social and functional goals of children with mild to severe special needs into natural routines and development and implementation of an IEP through activity-based instruction and social skills development are covered. Includes a 10-hour field experience. Prerequisites: L.EDU-222 and concurrent registration in L.EDU-321 and L.EDU-323. 3 credits.

L.EDU-331. Curriculum and Instruction in Language Arts.

This course focuses on writing, speaking, listening, and visually representing within a balanced language and literacy program that emphasizes principles of effective pedagogy for all students. Goals, content, standards, materials, processes, and strategies with a focus on building an effective writing process over time and word study. Prerequisite: Admission to Teacher Education. Concurrent enrollment in L.EDU- 332. 3 credits.

L.EDU-332. Beginning Reading.

This course is an introduction to evidence-based methods of beginning reading instruction and assessment. Reading development, process, goals, content, standards, materials, and strategies with a focus on guided reading are included as primary components in this course. Reading Recovery will be examined. Prerequisite: Admission to Teacher Education. Concurrent enrollment in L.EDU- 331. 3 credits.

L.EDU-333. Curriculum and Instruction in Mathematics.

This course is a treatment of the goals, content, materials and teaching strategies for planning and implementing a mathematics program in the elementary classroom. Prerequisites: L.MAT-111 and admission to Teacher Education. 3 credits.

L.EDU-334. Intermediate Clinical.

Development of technical teaching and management skills through clinical teaching experiences; observations, reflections, analysis and evaluation of teaching performance by student, peers, classroom teacher, and course instructor within a 50-hour field experience in a local elementary classroom. Prerequisites: Admission to Teacher Education; L.EDU-255, 256, 330, 331, 332, 333. Graded pass/fail only. 1 credit.

L.EDU-337. Reading Across the Curriculum.

This course focuses on effective reading instruction and assessment with an emphasis on the upper elementary grades. Goals, content, standards, materials, strategies for processing a variety of texts, developing comprehension, fluency, and expanding vocabulary within a balanced literacy program. Out of class time required for tutoring lab. Prerequisites: Admission to Teacher Education; L.EDU-331 and 332. 3 credits.

L.EDU-339. Differentiated Instruction, 5-12.

This course will deepen student's capacity to identify individual learning differences among children (grades 5-12) and to develop specific strategies for meeting their different learning needs. Students will gain experience in developing individualized learning goals and determining the content, materials, teaching and management strategies for learners with special needs, including the gifted and talented. 2 credits.

L.EDU-340. Differentiated Instruction, K-6.

This course will deepen student's capacity to identify individual learning differences among children (grades K-8) and to develop specific strategies for meeting their different learning needs. Students will gain experience in developing individualized learning goals and determining the content, materials, teaching and management strategies for learners with special needs, including the gifted and talented. 2 credits.

L.EDU-343. Assessment and Evaluation of Exceptionality PreK-12.

The purpose and content of a variety of formal and informal assessments and their use in making data-based educational decisions are explored. Topics covered include informal assessment and analysis, standardized, norm-referenced and criterion-referenced instruments, systematic observation, curriculum-based measurement, response to intervention (RTI), IEP development, and progress monitoring. Prerequisite: Admission to Teacher Education. 3 credits. .

L.EDU-345. Career Development and Transition.

Study of career and vocational education for learners with special needs; identification of interests and aptitudes, organization of training and work options as well as transition planning; includes job analysis, job seeking skills, work adjustment, learner evaluation and follow-up, and legal implications. Course requires 50 hour field experience. ePrerequisite: Admission to Teacher Education. 1 credit.

L.EDU-346. Learning and Behavior Strategies I.**L.EDU-348. Learning and Behavior Strategies II.****L.EDU-350. General Secondary Curriculum and Instruction.**

This course focuses on preparing teaching candidates to teach in middle and high school settings. Topics include: lesson planning, instructional strategies, classroom management, the middle school concept, 21st century skills, and the Iowa Core Curriculum. The course includes a 30 hour field experience in a PDS (Professional Development School) at Wahlert High School. Please note the field experience also includes completion of teacher related tasks coordinated by the instructor and partner teacher at WHS. Prerequisite: Admission to Teacher Education. 3 credits.

L.EDU-350-L. Intermediate Clinical, 5-12.

This is a supervised 50 hour clinical field experience in the PDS (Professional Development School) program located on-site at a single high school setting. During the semester, teacher candidates will close the gap between theory and practice by teaching lessons and implementing what they have learned from EDU 350. In addition, they will complete teacher related tasks coordinated by the instructor and their partner teacher at the school. Course taken concurrently with L.EDU-350. 1 credit.

L.EDU-352. Special Secondary Curriculum and Methods: English.

This is a survey of the goals, content, materials, and strategies for teaching English at the middle and high school levels, including an analysis of specific subject matter curriculum. Includes a 30-hour field experience in a middle or high school. Prerequisites: Admission to Teacher Education. 3 credits.

L.EDU-353. Special Secondary Curriculum and Methods: Mathematics.

This is a survey of the goals, content, materials, and strategies for teaching Mathematics at the middle and high school levels, including an analysis of specific subject matter curriculum. Includes a 30-hour field experience in a middle or high school. Prerequisites: Admission to Teacher Education. 3 credits.

L.EDU-354. Special Secondary Curriculum and Methods: Science.

This is a survey of the goals, content, materials, and strategies for teaching Science at the middle and high school levels, including an analysis of specific subject matter curriculum. Includes a 30-hour field experience in a middle or high school. Prerequisites: Admission to Teacher Education. L.EDU-350. 3 credits.

L.EDU-355. Special Secondary Curriculum and Methods: Social Studies.

This is a survey of the goals, content, materials, and strategies for teaching Social Studies at the middle and high school levels, including an analysis of specific subject matter curriculum. In particular, there will be an emphasis on the powerful social studies teaching strategies emphasized by NCSS (National Council for the Social Studies). Includes a 30-hour field experience in a middle or high school. Prerequisites: Admission to Teacher Education. 3 credits.

L.EDU-356. Special Methods Spanish K-8 & 5-12.

Goals, content, materials, and strategies for teaching a second language (Spanish) at the elementary and secondary level. Analysis of specific curriculum and methodologies, exploration of the intersection between language and culture, and 30-hour field experience included in course expectations. Prerequisites: Admission to Teacher Education, L.EDU-350 (for secondary majors) or L.EDU-330 (for elementary majors) completed. 3 credits.

L.EDU-357. Reading in the Middle and Secondary School.

Secondary students are presented an overview of reading and reading techniques, assessment, materials, teaching strategies and study strategies for middle and high school subject-matter areas. Prerequisite: Admission to Teacher Education. 3 credits.

L.EDU-360. Evaluation and Diagnosis of Reading Problems.

This course provides for an examination of instruments useful to the classroom teacher for assessment purposes with an emphasis on the informal reading inventory. Attention to evaluating and interpreting data received during assessment experiences and used as a basis for diagnosis of student strengths and needs. Prerequisites: Admission to Teacher Education, L.EDU-332. 3 credits.

L.EDU-361. Practicum and Instruction in Remediation of Reading Problems.

This experience facilitates the acquisition of strategies for improving reading performance of developmental and corrective readers in the elementary classroom. Supervised practicum provides opportunities to tutor elementary children using specific strategies for correcting word and comprehension deficiencies. Special needs of students with cultural or language differences are addressed. Prerequisites: Admission to Teacher Education, L.EDU-332 and 360. 3 credits.

L.EDU-369. Special Education Seminar.

This seminar covers planning and teaching a variety of curriculum and instructional programs appropriate for individuals with exceptional learning needs, problem solving to identify and use academic and behavioral strategies to assist students in achieving classroom success and reflecting on the outcomes of teaching and/or interventions. Prerequisites: Admission to Teacher Education. 2 credits.

L.EDU-411. Student Teaching in Elementary Music.

Directed participation in an elementary school; observation and teaching under guidance of college supervisor and cooperating teacher; individual and group conferences; full-day experience for eight weeks. Prerequisite: Admission to student teaching. Graded pass/fail only.6 credits.Each semester.

L.EDU-412. Student Teaching in Secondary Music.

Directed participation in a secondary school; observation and teaching under guidance of college supervisor and cooperating teacher; individual and group conferences; full-day experience for eight weeks. Prerequisite: Admission to student teaching. Graded pass/fail only.6 credits.Each semester.

L.EDU-416. Student Teaching in Elementary Physical Education.

Directed participation in an elementary school; observation and teaching under guidance of college supervisor and cooperating teacher; individual and group conferences; full-day experience for eight weeks. Prerequisite: Admission to student teaching. Graded pass/fail only.6 credits.Each semester.

L.EDU-417. Student Teaching in Secondary Physical Education.

Directed participation in a secondary school; observation and teaching under guidance of college supervisor and cooperating teacher; individual and group conferences; full-day experience for eight weeks. Prerequisite: Admission to student teaching. Graded pass/fail only.6 credits.Each semester.

L.EDU-418. Student Teaching in Secondary Health and Physical Education.

Directed participation in a secondary school involving; observation and teaching under guidance of college supervisor and cooperating teacher; individual and group conferences; full-day experience for eight weeks. Prerequisite: Admission to student teaching. Graded pass/fail only.6 credits.Each semester.

L.EDU-424. Student Teaching in Early Childhood Special Ed (ages 0-5)

Prerequisite: Admission to student teaching. Graded pass/fail only.6 credits.Each semester.

L.EDU-425. Student Teaching in Early Childhood (ages 0-5)

Directed participation in infant and toddler or pre-k inclusive settings; observation and teaching under guidance of college supervisor and cooperating teacher; individual and group conferences; full-day experience for eight weeks. Prerequisite: Admission to student teaching. Graded pass/fail only.6 credits.Each semester.

L.EDU-426. Student Teaching in Primary, K-3 (ECE).

Directed participation in kindergarten, first, second or third grade inclusive settings; observation and teaching under guidance of college supervisor and cooperating teacher; individual and group conferences; full-day experience for eight weeks. Prerequisite: Admission to student teaching. Graded pass/fail only.6 credits.Each semester.

L.EDU-432. Student Teaching in the Elementary School.

Directed participation in the schools; observation and teaching under guidance of college supervisor and cooperating teacher; individual and group conferences; full-day experience for 16 weeks. Prerequisite: Admission to student teaching. Graded pass/fail only. 12 credits. Each semester.

L.EDU-441. Student Teaching: Instructional Strategist I, K-8.

Directed participation in the schools; observation and teaching under guidance of college supervisor and cooperating teacher; individual and group conferences; full-day experience for 8 weeks. Co-requisite L.EDU-442. Graded pass/fail only. 6 credits. Each semester.

L.EDU-442. Student Teaching: Elementary Education with Instructional Strategist I. Directed participation in the schools; observation and teaching under guidance of college supervisor and cooperating teacher; individual and group conferences; full-day experience for 8 weeks. Prerequisite: Admission to student teaching. Co-requisite: L.EDU-441. Graded pass/fail only. 6 credits. Each semester.

L.EDU-443. Student Teaching: Instructional Strategist I, 5-12.

Directed participation in the schools; observation and teaching under guidance of college supervisor and cooperating teacher; individual and group conferences; full-day experience for 8 weeks. Prerequisites: Admission to student teaching. Co-requisite: L.EDU-444. Graded pass/fail only. 6 credits. Each semester.

L.EDU-444. Student Teaching: Secondary Education with Instructional Strategist I. Directed participation in the schools; observation and teaching under guidance of college supervisor and cooperating teacher; individual and group conferences; full-day experience for 8 weeks. Prerequisite: Admission to student teaching. Co-requisite: L.EDU-443. Graded pass/fail only. 6 credits. Each semester.

L.EDU-452. Student Teaching in the Secondary School.

Directed participation in a secondary school; observation and teaching under guidance of college supervisor and cooperating teacher; individual and group conferences; full-day experience for 16 weeks. Prerequisite: Admission to student teaching. Graded pass/fail only. 12 credits. Each semester.

L.EDU-490. Capstone Seminar and Portfolio.

This course provides student teachers with an opportunity to reflect on their own learning experience at the same time that they are facilitating the learning of others through their student teaching experience. This course prompts students to reflect on how they have grown as a learner in relation to the Loras College dispositions and how their Loras experience has shaped the teacher that they are becoming. The course also serves to encourage student teachers to deepen and share their problem solving skills as they collectively share their student teaching challenges and victories. Fundamentally, the course requires that students create an electronic portfolio that synthesizes their skills and dispositions as an emerging teacher within the context and value of their liberal arts preparation at Loras College. Concurrent enrollment in student teaching required. 2 credits.