



LORAS
COLLEGE™

LORAS TEACHER EDUCATION MAJOR

Division of Teacher Education & Behavioral Sciences

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Student Learning Outcomes

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| 1. InTASC Standard 1: Learner Development |
| 2. InTASC Standard 2: Learning Differences |
| 3. InTASC Standard 3: Learning Environments |
| 4. InTASC Standard 4: Content Knowledge |
| 5. InTASC Standard 5: Applications of Content |
| 6. InTASC Standard 6: Assessment |
| 7. InTASC Standard 7: Planning for Instruction |
| 8. InTASC Standard 8: Instructional Strategies |
| 9. InTASC Standard 9: Professional Learning and Ethical Practice |
| 10. InTASC Standard 10: Collaboration |

Courses

L.EDU-200: Foundations of Education

The purpose of this course is to introduce students to the teaching profession. Examples of topics explored in the course include historical milestones in U.S. education, education philosophies, learning theories, trends in education, culturally relevant teaching, and the purpose of schools in America. 10 hours of field experience required. Corequisite: L.EDU-205. 3 credits.

L.EDU-230: Children's & 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 genres of literature for children and young adults. It will further introduce students to the process of evaluating and choosing quality literature. Prerequisites: L.LIB-100; L.LIB-105; L.LIB-110; L.LIB-130, L.LIB-135, or LIB-220. 3 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. Includes a week-long experience in Chicago. 3 credits. January term.

L.EDU-205: Foundations of Inclusive Education

This course introduces students to the policies and practices of special education, including major models, and 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, as well as basic information about the categories of disabilities according to IDEA. Corequisite: L.EDU-200. 3 credits.

L.EDU-221: Learning Environment & Collaborations

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. This course provides opportunities for students to learn professional collaboration skills and to work on a team to solve problems presented in a variety of situations. 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 a collaborative, positive learning environment for all students in an inclusive classroom. Prerequisites: L.EDU-200 and L.EDU-205. 3 credits.

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

Collaboration between elementary teachers that are specialists (physical education, art, music, theater, and dance) and generalists is essential for establishing a learning environment that reinforces and deepens the growth and development of the whole child. This course introduces students preparing to become general elementary classroom teachers to a) the content standards and curriculum essentials for physical education and health, b) the importance of developing physically literate individuals that are capable of sustaining an active and healthy lifestyle, and c) strategies for learning about movement and learning through movement. This course is taken concurrently with EDU 233 and EDU 234 in order to provide students with the opportunity to plan and apply integrated lessons. Corequisites: L.EDU-233 and L.EDU-234. 1 credit.

L.EDU-233: Curriculum & Instruction in Performing Arts

Collaboration between elementary teachers that are specialists (physical education, art, music, theater, and dance) and generalists is essential for establishing a learning environment that reinforces and deepens the growth and development of the whole child. This course introduces students preparing to become general elementary classroom teachers to a) the content standards and curriculum essentials in the performing arts (music, theater, and dance), b) the important connections between

expressions of art and culture, and c) how the creation and/or performance of art can lead to more meaningful learning. This course is taken concurrently with EDU 232 and EDU 234 in order to provide students with the opportunity to plan and apply integrated lessons. Corequisites: L.EDU-232 and L.EDU-234. 1 credit.

L.EDU-234: Curriculum & Instruction in Visual Arts

Collaboration between elementary teachers that are specialists (physical education, art, music, theater, and dance) and generalists is essential for establishing a learning environment that reinforces and deepens the growth and development of the whole child. This course introduces students preparing to become general elementary classroom teachers to a) the content standards and curriculum essentials in the visual and performing arts (music, theater, and dance), b) the important connections between expressions of art and culture, and c) how the creation and/or performance of art can lead to more meaningful learning. This course is taken concurrently with EDU 232 and EDU 233 in order to provide students with the opportunity to plan and apply integrated lessons. Corequisites: L.EDU-232 and L.EDU-233. 1 credit.

L.EDU-260: Foundations of Reading

This course is an introduction to the psychological, sociocultural, motivational, linguistic, and historical 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, including the analysis of scientifically based reading research, as well as the histories of reading instruction. Includes information on reading difficulties and dyslexia. *Out-of-class time required for clinical work with English language learners and observations of reading instruction.* Restrictions: Declared endorsement in Reading K-8. Not open to first year students. Prerequisites: L.EDU-200 and L.EDU-205. 3 credits. Spring semester.

L.EDU-261: Early Childhood Language & Literacy

This course is an intensive study of the oral and written language acquisition and development of children birth through kindergarten. Students

will spend time in kindergarten classrooms providing supplemental literacy instruction using current technology. Restrictions: Declared endorsement in Reading K-8. Not open to first year students. Prerequisites: L.EDU-200 and L.EDU-205. 3 credits. January Term.

L.EDU-265: Multicultural Education-AC, EI
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., how this continues to have an impact on K-12 systems today, and global education. 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. Students in the course have the opportunity to mentor students from diverse backgrounds in the community. Prerequisites for the AC course: L.LIB-100; L.LIB-105; L.LIB-110 and completion of either L.LIB-130, L.LIB-135 or L.LIB-220. 3 credits.

L.EDU-331: Curriculum & Instruction in Language Arts
This course is an introduction to teaching the language arts (listening, speaking, reading, writing, viewing and visually representing) within an integrated, comprehensive, and balanced literacy program. Addresses standards-based instruction; writing and spelling development; assessment and strategies for teaching writing (process, genres, grammar, and handwriting); effectively using digital tools and resources; and differentiating instruction to meet the unique needs of all students. Prerequisite: admission to Teacher Education. Corequisite: L.EDU-332. 3 credits.

L.EDU-332: Beginning Reading
This course is an introduction to how teachers help children build an effective beginning reading process over time and support *the acquisition of strategic activities to problem-solve novel aspects of print* within an integrated, comprehensive, and

balanced literacy program. Addresses the major components of reading; the integration of standards with interest, motivation, and background knowledge; grouping students and selecting appropriate print and digital materials; and differentiating instruction to meet the unique needs of all students including those with dyslexia. Prerequisite: admission to Teacher Education. Corequisite: L.EDU-331. 3 credits.

L.EDU-333: Curriculum & 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 elementary School. Prerequisites: admission to Teacher Education; L.MAT-111. 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-331, L.EDU-332, L.EDU-333, and L.EDU-335 or L.EDU-336. Corequisite: L.EDU-340. 1 credit.

L.EDU-335: Social Studies Curriculum & Instruction
This course prepares students with the knowledge and skills necessary to implement an inquiry-based social studies program in an elementary classroom. Students will integrate content from anthropology, economics, geography, history, political science, and sociology in developing and implementing a place-based curriculum for elementary students. Prerequisites: admission to Teacher Education; L.EDU-331, L.EDU-332, L.EDU-333. 3 credits.

L.EDU-336: Science Curriculum & Instruction
Science teaching is a complex activity and requires that teachers have both theoretical and practical knowledge. Effective science teachers have (1) a clear understanding of the nature of science, (2) adequate science content knowledge, (3) knowledge of how students learn, and (4) competence in implementing strategies that exemplify best practice in

science teaching. Students will complete this course with a strong foundation in these four areas in order to continue to grow and develop throughout their elementary science teaching career. Prerequisites: admission to Teacher Education; L.EDU-331, L.EDU-332, L.EDU-333. 3 credits.

L.EDU-337: Reading Across the Curriculum
This course focuses on the integration of effective research-based literacy assessment and instruction for all students in the content areas or how teachers *help children move from the beginnings of processing to fully functioning systems that expand in strength over time and across texts*. Includes standards; academic language and vocabulary (knowledge of morphology and etymology); dimensions of comprehension (literal, interpretive, critical, and evaluative) and text structure; strategies for reading a variety of print and digital texts; fluency; and effectively using a variety of digital tools to support reading. Prerequisites: admission to Teacher Education; L. EDU-331, L.EDU-332, L.EDU-333, and L.EDU-335 or L.EDU-336. 3 credits.

L.EDU-339: Differentiated Instruction, Grades 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. Students will design an entire unit plan implementing a wide variety of differentiated instructional strategies. Corequisites: L.EDU-350 and L.EDU-350L. Prerequisite: admission to Teacher Education program. 2 credits.

L.EDU-340: Differentiated Instruction, Grades K-6
This course will deepen student's capacity to identify individual learning differences among children (grades K-6) 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. Prerequisite: admission to Teacher Education. Corequisite: L.EDU-334. 3 credits.

L.EDU-343: Assessment & Evaluation of Exceptionality, Grades PreK-8
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; L.EDU-331, L.EDU-332. 3 credits.

L.EDU-346: Learning & Behavior Strategies I
Introduction to learning and behavior characteristics of students with exceptional learning needs, identification and classification systems, inclusionary practices, evidence-based strategies and teaching techniques, and the development of the Individual Education Plan. This course covers specific learning and behavior strategies related to lesson design and the development of the IEP for students who have identified learning, emotional or behavioral needs, early learners to middle school age. Prerequisites: admission to Teacher Education Program; L.EDU-331 and L.EDU-332. 3 credits.

L.EDU-348: Learning & Behavior Strategies II
Extended work on learning and behavior characteristics of students with exceptional learning needs, evidenced-based practices, curriculum methods, strategies and teaching techniques; development of the Individual Education Plan, from early learners to middle school age. Prerequisites: admission to Teacher Education; L.EDU-346. Corequisite: L.EDU-369. 3 credits.

L.EDU-350: General Secondary Curriculum & 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, technology, and the Iowa Core Curriculum. This course takes place at a Professional

Development School site. Prerequisite: admission to Teacher Education. Corequisites: L.EDU-339 and L.EDU-350L. 3 credits.

L.EDU-350L: Intermediate Clinical, Grades 5-12
This is a supervised, 50-hour clinical field experience in the 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 L.EDU 350. In addition, they will complete teacher-related tasks coordinated by the instructor and their partner teacher at the school. Prerequisite: admission to Teacher Education. Corequisites: L.EDU-339 and L.EDU-350. 1 credit.

L.EDU-352: Special Secondary Curriculum & 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. Restriction: admission to Teacher Education. Recommended prerequisite: L.EDU-350. 3 credits.

L.EDU-353: Special Secondary Curriculum & 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. Restriction: admission to Teacher Education. Recommended prerequisite: L.EDU-350. 3 credits.

L.EDU-354: Special Secondary Curriculum & 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. Restriction: admission to Teacher Education. Recommended prerequisite: L.EDU-350. 3 credits.

L.EDU-355: Special Secondary Curriculum & 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), and a focus on the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Includes a 30-hour field experience in a middle or high school. Restriction: admission to Teacher Education. Recommended prerequisite: L.EDU-350. 3 credits.

L.EDU-356: Special Methods Spanish, Grades 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. Restriction: admission to Teacher Education. Recommended prerequisite: L.EDU-350 (for secondary majors) or L.EDU-334 (for elementary majors) completed. 3 credits.

L.EDU-357: Reading in the Middle & 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 & Diagnosis of Reading Problems
In this course students will learn the types of literacy assessments and their purposes, strengths, and limitations for the identification, screening, and diagnosis of all students' reading proficiencies and needs including knowledge of the signs and symptoms of dyslexia and other reading difficulties. Within an MTSS framework, students will learn to use assessment data analysis to inform, plan, measure, progress monitor, and revise instruction for all students and how to communicate the outcomes of ongoing

assessments to stakeholders. Prerequisites: admission to Teacher Education; L.EDU-332. 3 credits.

L.EDU-361: Practicum & Instruction in Remediation of Reading Problems
In this course students will work under the guidance of appropriately licensed professionals who will observe, evaluate, and provide feedback on students' knowledge, dispositions, and performance of the teaching of reading and writing in a clinical setting. Students will use reading and writing strategies, materials, and assessments based upon appropriate literacy research, and work with others and families in the support of children's literacy development. Prerequisites: admission to Teacher Education, L.EDU-332 and L.EDU-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, discussing case studies, 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 Program and completion of L.EDU-346. Corequisite: L.EDU-348. 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; full-day experience for nine weeks. Corequisite: L.EDU-412. Restriction: admission to Student Teaching. Graded pass/fail only. 5 credits.

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; full-day experience for nine weeks. Corequisite: L.EDU-411. Restriction: admission to Student Teaching. Graded pass/fail only. 5 credits.

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; full-day experience for eighteen weeks. Restriction: admission to Teacher Education. Graded pass/fail only. 10 credits.

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; full-day experience for nine weeks. Co-requisite: L.EDU-442. Restriction: admission to Student Teaching. Graded pass/fail only. 5 credits.

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; full-day experience nine weeks. Co-requisite: L.EDU-441. Restriction: admission to Student Teaching. Graded pass/fail only. 5 credits.

L.EDU-452: Student Teaching in Secondary School
Directed participation in a secondary school; observation and teaching under guidance of College supervisor and cooperating teacher; full-day experience for eighteen weeks. Restriction: admission to Student Teaching. Graded pass/fail only. 10 credits.

L.EDU-490: Capstone Seminar & Portfolio-PJ
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 help prepare students for the job search and first years in the teaching profession. 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. 2 credits.

Loras College Teacher Education Degree Requirements:

The Teacher Education Program offers more than twenty licensure and endorsement programs in Elementary and Secondary education. In these programs, students will meet and work with a blended faculty of full-time professors and outstanding practitioners from area schools and agencies.

All Loras College Teacher Education programs incorporate a mediated and supported induction into the profession of teaching in the form of multiple Teacher Education program 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.

Beginning with their first education courses students demonstrate their clinical performance, essential knowledge, and critical dispositions based on the InTASC Model Core Teaching Standards. The demonstrations of performance, knowledge, and dispositions throughout the program set the foundation for the comprehensive portfolio which is completed during student teaching.

Accreditation of the Teacher Education Program

The Teacher Education Program is approved by the State of Iowa and holds membership in 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 Teacher Education Program. The following table lists State of Iowa approved teaching licensure programs available at Loras College.

Admission & Retention Policies & Procedures

The Teacher Education Program screens all students applying for and retained in its programs and advises students to modify their career goals when necessary. Students should submit applications to the Teacher Education Program no later than the end of their sophomore year; otherwise an above average course load or additional semesters may be necessary. The initial "Application for Admission to Teacher Education" is generally submitted after students have successfully completed L.EDU-200 Foundations of Education, L.EDU-205 Foundations of Inclusive Education, L.PSY-121 Lifespan Development and the Praxis Core basic skills test. Loras programs are aligned with Iowa licensure requirements. *Students seeking licensure outside of Iowa should contact the teacher licensing authority in the respective state to determine current licensure and testing requirements.*

In order to enroll in Developing Level Education courses beyond L.EDU-200, L.EDU-205, L.EDU-221, and L.EDU-260, a student must have on record passing scores on the Praxis Core basic skills test and either (a) have previously received 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 a Developing Level education course. (During college recesses the Program Director may act on the request).

Probationary Period

Admission to the Teacher Education Program requires a GPA of 2.750 which must be maintained until graduation. If a student's GPA falls below this minimum requirement after admission one probationary semester will be allowed to achieve the required GPA.

Conduct Policy

When students violate the Loras College student conduct code or any laws, particularly those related to drug, alcohol or child safety, they fail to model the professional dispositions associated with teaching. As a result, the Teacher Education Program will suspend any student from field work (course or non-course related) at least until the infraction has been adequately addressed/resolved. The Teacher Education Program may choose to take additional action beyond suspending the student from the field. Suspension from the field may negatively impact a student's course grade, result in the student needing to drop education courses, and/or may impede continued progress in the Teacher Education Program.

Admission Categories

Admission: To the student who meets and maintains all admission requirements.

Admission Denied: To the student whose deficiencies in admission criteria do not indicate a readiness to be successful in the program.

Admission Revoked: To the student who has failed to maintain or progress in meeting all admission requirements and/or violated the standards of professional conduct and ethical behavior.

Student Teaching Admission Pending: To the student who has met and maintained admission requirements, is making adequate progress towards major and endorsement requirements, and has submitted the application for Student Teaching by March 1st of the academic year prior to Student Teaching.

Student Teaching Admission: To the student who has met and maintained admission requirements and has satisfactorily completed all Introducing and Developing Level professional education courses, as well as required courses in the teaching major (if any), by the conclusion of the semester prior to the semester in which he or she intends to student teach.

Admission Requirements

To receive and maintain *Admission* to the Teacher Education Program, a student must:

1. have on record passing scores on a standardized test of basic academic skills (the Teacher Education Program uses the Praxis Core administered by ETS);
2. have a cumulative grade point average of not less than 2.750 in all coursework attempted;
3. declare a major with the Office of the Registrar, and declare specific teaching endorsement(s);
4. complete the online "Application for Admission to Teacher Education";
5. complete L.EDU-200 Foundations of Education, L.EDU-205 Foundations of Inclusive Education; L.PSY-121 Lifespan Development, and any other professional education courses attempted with a grade not less than a C (2.000);
6. document a minimum of 10 preadmission clinical hours;
7. document completion of Safe Environment training;
8. have a clean conduct record;
9. be cleared by the Iowa Department of Human Services Child Abuse Registry or other background check;
10. complete each course attempted in the major, relevant general education courses, and teaching endorsement with a grade not less than a C (2.000);
11. gain approval of the Teacher Education Program Screening Committee (which includes a review of the student's growth in the professional dispositions, the student's clinical evaluations, shared faculty perspectives, and conduct record).

Denying or Revoking Admission

The Teacher Education Program and its Screening Committee reserve the right to deny or withdraw admission to Teacher Education and/or Student Teaching based on a student's unprofessional behavior, inadequate clinical performance, or failure to maintain admission requirements as outlined above.

Student Teaching Admission Requirements

To gain admission to student teaching, a student must submit his/her application by March 1st in the year preceding the year in which he/she plans to student teach, and receive approval from the Teacher Education Program Screening Committee. Student teaching is a full-time experience and so students may not be enrolled in courses during the student teaching semester beyond L.EDU-490: Capstone and Portfolio.-PJ

To be eligible for consideration for student teaching admission, the student must:

1. attain and maintain all of the requirements for admission;
2. complete 80 clinical hours and achieve senior status prior to the beginning of the student teaching semester, with a cumulative grade point average of at least 2.750;
3. complete the appropriate prerequisite professional education courses for student teaching, including all Introducing and Developing Level courses;
4. complete each course in the content major prior to student teaching, with a grade no less than C (2.000);
5. complete the general education courses required for licensure with a grade no less than C (2.000);
6. submit verified logs of hours of a minimum of 80 clinical hours as required by endorsement area for licensure;
7. demonstrate personal and professional attributes consistent with that of a classroom practitioner;
8. have a clean conduct record;
9. complete the online "Application for Admission to Student Teaching" by March 1; and
10. receive approval of the Screening Committee to obtain *Student Teaching Admission* status based on a review of the student's growth in the professional dispositions, the student's clinical evaluations, shared perspectives, and conduct record.

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 electronic licensure application and fees to the Iowa Board of Educational Examiners (BOEE) during the semester of student teaching.
2. Pass the FBI background check by submitting fingerprints to the BOEE.
3. Have an overall cumulative grade point average of not less than 2.750.
4. Earn a grade of not less than a C (2.000) in each *course required for professional education core and teaching endorsement(s)*.
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 that meets licensure requirements. For those enrolling as transfer students, the requirement can be met by completing courses with a grade of not less than a C (2.000) in: English composition, lifespan development, communication arts, mathematics, literature, U.S. history or U.S. government, biological sciences or physical sciences.
6. Present passing scores on the specified Praxis II exams in both content and pedagogy.
7. Meet all institutional graduation requirements.
8. Successfully complete the portfolio requirement.
9. 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 delay or deny licensure.

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

Individuals who have completed a bachelor's degree in English/Language Arts, Mathematics, Music, Science (Biology, Chemistry, or Physics), Social Science (Geography, Government, History, Psychology, Sociology, and the All Social Science Endorsement), or Spanish are able to pursue the coursework and field experiences required for teacher licensure through Loras' Secondary Education Teacher Licensure Program. Please see this webpage for more information:
<https://www.loras.edu/secondary-education-teacher-licensure-program/>

An individual who wishes to pursue Elementary Education licensure and holds a bachelor degree from a regionally accredited institution must initially seek admission as special student taking coursework required for licensure.

All Teacher Education Program admission requirements will apply.

Advising First Year Students

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

1. Foundational general education courses with no grade lower than a C (2.000) in the following courses:
 - a) Written Communication
 - b) Oral Communication
 - c) Quantitative Reasoning (LMAT- 105, 114 or 115)
 - d) LMAT-110 and LMAT-111 Math for K-8 Teachers I and II for Elementary Education majors
 - e) Catholic Traditions
 - f) Lifespan Developmental (which includes the age range for which the teaching license is being sought)
2. Additional courses that are appropriate for first year students pursuing an elementary education major including: L.EDU-200 Foundations of Education, L.EDU-205 Foundations of Inclusive Education, L.EDU-221 Learning Environment and Collaborations.
3. Achieve passing scores on a standardized test of basic academic skills. The Teacher Education Program uses the Praxis Core published by ETS.

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

Students seeking licensure at the secondary level must also complete an academic major outside of Education in an approved content area. All prospective secondary teachers are strongly advised to enroll in L.ENG-391 Language, Theory and Teaching of Writing. Students should consult with their content advisor regarding specific teaching major requirements.

Teacher Licensure Programs:

Codes	Endorsements	Grade Level
	Elementary Core Courses	K-6
	Secondary Core Courses	5-12
100	Teacher – Birth Through Grade Three, Inclusive Settings	PK-3
102	Teacher – Elementary Classroom	K-6
119	English/Language Arts	K-8
120	English/Language Arts	5-12
133	Spanish	K-8
134	Spanish	5-12
142	Mathematics	K-8
143	Mathematics	5-12
144	Music	K-8

145	Music	5-12
148	Reading	K-8
151	Science-Biological	5-12
152	Science-Chemistry	5-12
156	Science-Physics (2nd endorsement)	5-12
157	Social Science-Am Government	5-12
158	Social Science-Am History	5-12
162	Social Science-History	K-8
163	Social Science-Psychology (2nd endorsement)	5-12
164	Social Science-Social Studies	K-8
165	Social Studies-Sociology (2nd endorsement)	5-12
166	Social Sciences-World History	5-12
186	All Social Sciences	5-12
260	Instructional Strategist I: Mild/Mod	K-8

Requirements for the major in Elementary Education (B.A.):

Req	Course	Cr's
1	L.EDU-200: Foundations of Education	3
2	L.EDU-205: Foundations of Inclusive Education	3
3	L.PSY-121: Lifespan Development	3
Select one from Req 4		
4	L.EDU-203: Teaching for Social Justice	3
4	L.EDU-265: Multicultural Education-AC, EI	3
5	Elective: Any science course beyond general education requirement	3
6	LMAT-110: Math for K-8 Teachers I	4
7	LMAT-111: Math for K-8 Teachers II-FM	4
8	L.EDU-221: Learning Environment & Collaborations	3
9	L.EDU-230: Children's & Young Adult Literature-AA	3
10	L.EDU-232: Curriculum & Instruction in PE, Health & Wellness	1
11	L.EDU-233: Curriculum & Instruction in Performing Arts	1
12	L.EDU-234: Curriculum & Instruction in Visual Arts	1
13	L.EDU-335: Social Studies Curriculum & Instruction	3
14	L.EDU-336: Science Curriculum & Instruction	3
15	L.EDU-331: Curriculum & Instruction in Language Arts	3
16	L.EDU-332: Beginning Reading	3
17	L.EDU-333: Curriculum & Instruction in Mathematics	3
18	L.EDU-334: Intermediate Clinical	1
19	L.EDU-337: Reading Across the Curriculum	3
20	L.EDU-340: Differentiated Instruction, Grades K-6	3
21	L.EDU-432: Student Teaching in the Elementary School	10
22	L.EDU-490: Capstone Seminar & Portfolio-PJ	2
66 total required credits		

Requirements for the major in Secondary Education (B.A.):

Req	Course	Cr's
1	LEDU-200: Foundations of Education	3
2	LEDU-205: Foundations of Inclusive Education	3
3	LPSY-121: Lifespan Development	3
Select one from Req 4		
4	LEDU-203: Teaching for Social Justice	3
4	LEDU-265: Multicultural Education-AC, EI	3
5	LEDU-339: Differentiated Instruction, Grades 5-12	2
6	LEDU-350: General Secondary Curriculum & Instruction	3
7	LEDU-350L: Intermediate Clinical, Grades 5-12	1
Select one from Req 8		
8	LEDU-352: Special Secondary Curriculum/Methods-English	3
8	LEDU-353: Special Secondary Curriculum/Methods-Mathematics	3
8	LEDU-354: Special Secondary Curriculum/Methods-Science	3
8	LEDU-355: Special Secondary Curriculum/Methods-Social Studies	3
8	LEDU-356: Special Methods Spanish, K-8 & 5-12	3
9	LEDU-357: Reading in the Middle & Secondary School	3
10	LEDU-452 : Student Teaching in Secondary School	10
11	LEDU-490: Capstone Seminar & Portfolio-PJ	2
36 total required credits		