SCHOOL OF EDUCATION

Teaching Learning and Leading in Schools and Communities

Robbie Jones, Assistant Dean
THREE PHASES OF TEACHER PREPARATION

Phase 1: Exploration

Diverse experiences across birth to grade 12 schools and community settings focus on:

➔ Exploring the fundamentals of teaching and learning
➔ The importance of understanding communities’ role in the education of children
➔ Collaboration with university faculty, teachers, and community professionals supporting the development of students.
Phase 2: Concentration

Students choose and delve deeply into an area of concentration, developing their knowledge, skills, and dispositions in:

- Teaching reading and literacy skills across grade levels and content areas
- Using data to inform instruction
- Broadening the scope of teaching to incorporate a global framework and engage students in service to the community
THREE PHASES OF TEACHER PREPARATION

Phase 3: Specialization

- Year-long school-based internship.
- First Semester: Part-time immersion in the school, classroom instruction
- Second Semester: Assuming the role of a full-time teacher
LEVEL OF ACADEMIC CHALLENGE

➡ Majors
  - Teaching Fields
  - B.S./B.A., M.Ed.

➡ Endorsements
  - Reading Teacher (Elementary)
  - Special Education
  - Bilingual
  - English as a Second Language

➡ Core
  - Specifics for the School of Education
  - Licensure Requirements met by Core
LEVEL OF ACADEMIC CHALLENGE

- **Testing**
  - Licensure Testing ([www.icts.nesinc.com](http://www.icts.nesinc.com))
  - ACT/SAT

- **Grading Scale**
  - GPA requirements for Teachers
  - Minimum grade for licensure

- **Academic Probation**
  - Dismissal
  - Abilities and Educational Dispositions
  - Plagiarism
    - [http://www.luc.edu/education/academics_policies_ugrad.shtml#Academic%20Stand](http://www.luc.edu/education/academics_policies_ugrad.shtml#Academic%20Stand)
LEVEL OF ACADEMIC CHALLENGE

Academic Advising Notes

- Calculus/math placement for education majors
- Double major or minor
- AP, IB, or dual/college credit
To graduate with a degree from Loyola University Chicago students must have at least 120 hours.

Students must have at least 12 hours per semester in order to be a full time student.

Average hours per semester is 15.

Students cannot take more than 18 hours per semester without permission from the dean of their school/college.
ENRICHING EDUCATIONAL EXPERIENCES

- Study Abroad Experiences
- Alternative Break Immersions
- Student Organizations
  - Future Teachers and IEA
- Campus Employment
- Foreign Language Requirement
- Writing Intensive Requirement
ENRICHING EDUCATIONAL EXPERIENCES

- LiveText Software
- Chicago Public Schools Clearance
- Virtus Training
- Social Media
- Loyola Email Account
- Advisor Assignments
SUPPORTIVE CAMPUS ENVIRONMENT

- Advising Offices
- Tutoring Center
- Writing Center
- Career Center
- Wellness Center
- FERPA
- Services for students with Disabilities
IMPORTANT DATES: FALL 2017

Official Academic Calendar and Final Exam Dates available online: LUC.edu/academics/schedules

Important Dates

- August 28 (Monday) Fall Semester classes begin
- August 28 (Monday) New student orientation-education majors
- First week of School Virtus Training
- September 5 (Tuesday) Late Registration ends
- October 9-10 Mid-Semester Break
- November 3 (Friday) Last day to withdraw from a non-education class* with a “W” grade
- December 11-16 Final Examinations (Monday-Saturday)
- January 16, 2018 Spring Semester classes begin
LUC.edu/orientation

Contact us:
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This presentation can also be found at
http://luc.edu/orientation/fallprefall-programs/

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Preparing people to lead extraordinary lives