SCHOOL OF EDUCATION

Teaching Learning and Leading in Schools and Communities

Blake Chambliss, Senior Academic Advisor
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
  - Secondary Education majors also earn a degree in their content

→ Endorsements
  - Reading Teacher
  - 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
    - 2.5 minimum GPA
  - 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
  • 36 total credits
LEVEL OF ACADEMIC CHALLENGE

- 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 15-16.

- 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
  - COMPLETE NOW!
- Virtus Training
- DCFS Training (Online)
- Loyola Email Account
- Advisor Assignments
SUPPORTIVE CAMPUS ENVIRONMENT

- Advising Offices
- Tutoring Center
- Writing Center
- Career Center
- Wellness Center
- FERPA
- Services for Students with Disabilities (SSWD)
IMPORTANT DATES: SPRING 2018

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

Important Dates

- Before School Starts Complete Background Check
- August 27 (Monday) Fall Semester classes begin
- August 27 (Monday) SOE New Student Convocation - MANDATORY
- First week of School Complete Virtus & DCFS Trainings
- September 4 (Tuesday) Late Registration ends
- October 8 - 9 Fall Break
- November 2 (Friday) Last day to withdraw from a non-education class with a “W” grade
- November 21 – 24 Thanksgiving Break
- December 10 - 15 Final Examinations (Monday-Saturday)