

EDUCATION

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Overview of the Education Major

The Education major prepares people to be highly qualified, reflective, licensed teachers. The major supports students in integrating the liberal arts, their subject matter, and professional education. Reflective teacher candidates assess their options and make sound professional decisions based on practical, pedagogical, and ethical criteria. Teacher candidates develop leadership skills and contribute to the profession and to society. The Education major is sequential and culminates with the 14-week student teaching semester — EDUC 389 Student Teaching (3.0 credits) and the capstone course — EDUC 381 Senior Seminar (.5 credits). To ensure depth, breadth, and mastery in their licensure areas, students majoring in Education must also major in their content licensure areas. If students elect an Education major, they must also major in one of the following teaching content areas: English, Mathematics, Biology, Chemistry, or Physics.

The Education Department also supports two stand-alone majors: a B.A. in Social Studies Education and a B.M. in Music Education.

Most Education majors choose employment as educators in K-12 (kindergarten through grade 12) classrooms in the U.S. or abroad. Many also attend graduate school in special education, counseling, or related human services fields. From 2013-2022, among baccalaureate - liberal arts institutions, St. Olaf ranks third in the nation in the number of graduates who earn Ph.D.'s in teaching and teacher education and fourth in educational administration.

Intended Learning Outcomes for the Major

Overview of the Educational Studies Concentration/TEFL certification

The Educational Studies Concentration leads to a Teaching English as a Foreign Language (TEFL) certificate and offers students from all areas of the liberal arts an opportunity to strengthen their program of study with selected courses that focus on issues of education, particularly education for multilingual learners. The concentration does not lead to teaching licensure. Educational Studies provides important foundational work toward achieving a number of post-baccalaureate goals including various vocations (e.g., management, arts education, coaching, environmental education, youth ministry, classroom teaching, teaching English abroad) and service opportunities (e.g., Peace Corps, Lutheran Volunteer Corps, AmeriCorps, Fulbright, etc.).

NOTE that proof of obtaining the TEFL "certificate" is listed on student transcripts. There is no actual "certificate" generated.

The requirements for the concentration include core courses within the Education Department and interdisciplinary elective options.

Intended Learning Outcomes for the Concentration

Overview of the Teacher Education Program

The St. Olaf Teacher Education Program is approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB) to recommend its graduates for teaching licensure in Minnesota. To be eligible for a teaching license through St. Olaf, students must meet the PELSB requirements of their teaching content area (English, mathematics, music, social studies, and science), complete a major in this same content area, complete all B.A. or B.M. requirements, and complete all required Education courses and experiences (see requirements tab).

The Higher Education Act, Title II, Section 207, requires all institutions that prepare teachers to report pass rates on state licensing tests. In Minnesota, teacher candidates are no longer required to pass tests in pedagogy and content area. Testing requirements may differ for students seeking licensure in other states; students should contact Nancy Veverka, Director of Field Experiences and Licensure, for assistance in working with the teacher licensure agency in those states.

Note: Because of periodic changes in licensure requirements, students should maintain frequent contact with the Education Department regarding their program.

The requirements of the social studies education major and music education major are described elsewhere in this catalog.

St. Olaf offers teaching licensure programs in:

1. Kindergarten-grade 12:
 - a. music (vocal/classroom, instrumental/classroom)
2. Grades 5-8:
 - a. general science
3. Grades 5-12:
 - a. communication arts and literature (English, communications)
 - b. mathematics
 - c. social studies (economics, history, geography, political science, psychology, sociology/anthropology)
4. Grades 9-12:
 - a. biology
 - b. chemistry
 - c. physics

St. Olaf does not offer an elementary (K-6) classroom teaching license. Students interested in elementary education may take a few education courses at St. Olaf but must complete requirements for the license after graduation at a different institution.

Student Teaching Opportunities

Student Teaching Locally

Students indicate preferences for student teaching placement areas that are within a 60-mile radius of St. Olaf. The college has collaborative arrangements with over a dozen school districts in urban, suburban, and rural settings. A vehicle (or access to public transportation) is needed for transportation to student teaching sites. Students are not permitted to student teach in their home schools.

Student Teaching in Chicago

Students may apply to student teach in Chicago, IL through the Chicago Semester program. Students participating in the Chicago Semester are placed with mentor teachers in Chicago Public Schools who are committed to urban education. Applicants must carry a minimum overall and content area GPA of 3.3. Contact Nancy Veverka, Director of Field Experiences and Licensure, for further information.

Student Teaching Abroad: India and Mexico

Students may apply to student teach at international schools in Mussoorie or Kodaikanal, India and Cuernavaca, Mexico. Students must apply for a student teaching abroad placement by Oct. 1 one year in advance of the academic year in which the placement will be made. Applicants are screened by the Director of Student Teaching Abroad. Applicants must carry a minimum overall and content area GPA of 3.3, and in addition to all other requirements for student teaching, students must be recommended by the chairs of their content area department(s) and the Education Department. Mexico applicants are expected to have completed the St. Olaf language requirement in Spanish or to have equivalent Spanish proficiency. Final acceptance to the student teaching abroad program is dependent upon approval from the international school and the availability of an appropriate placement. These placements meet all the requirements for Minnesota licensure. India and Mexico placements are offered annually in the fall semester. Contact Elizabeth Leer, Director of Student Teaching Abroad, for further information.

Requirements Requirements for the Education Major

Code	Title	Credits
EDUC 231	Understanding Substance Abuse (0 credit)	0.00
EDUC 295	Foundations of Education	1.00
EDUC 330	Planning, Instruction, and Assessment	1.00
Plus lab section for EDUC 330 (0 credit)		
EDUC 340	Differentiating Instruction	1.00
EDUC 345-EDUC 365	Special Methods (varies by content area)	1.00
EDUC 374	Reading in the Content Area (0.50) ¹	0.50
or EDUC 321	Teaching of Reading, 5-12 (0.50)	
EDUC 378	Multicultural Education in Hawaii: Seminar and Practicum (study away) (offered even years)	1.00
or EDUC 379	Urban Education Practicum and Seminar (study away)	
EDUC 381	Senior Seminar (0.50)	0.50
EDUC 382	Human Relations (0 Cr)	0.00
EDUC 389	Student Teaching (3.0)	3.00
Total Credits		9

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Students seeking licensure in Communication Arts/Literature or English as a Second Language should take EDUC 321.

**By completing this major, the student also satisfies the OLE Core Writing in the Major requirement.*

Requirements for the Educational Studies Concentration/ TEFL Certification

Up to a maximum of two courses either taken off-campus with non-St. Olaf faculty or transferred from other institutions may be included in the concentration. No more than one course graded S/U may count toward the concentration. A minimum overall GPA of 2.7 is required for this concentration to be awarded.

TEFL Certificate Track

Code	Title	Credits
Core Courses		2.50
EDUC 245	Teaching and Learning English Grammar (0.50)	
EDUC 250	Second Language Acquisition	
EDUC 295	Foundations of Education	
Extensive January Term Field Experience		1.00
EDUC 270	Exploring Teaching (offered odd years)	
Electives		
Select 2 credits of the following with an educational or social/cultural theme:		2.00
ENGL 205	American Racial and Multicultural Literatures	
ENGL 242	Children's and Young Adult Literature	
FAMST 242	Family Relationships	
GSS 121	Introduction to Gender and Sexuality Studies	
LNGST 250	English Language and Linguistics	
MUSIC 237	Local and Global Musicking	
PHIL 255	Race and Social Justice	
PSCI 111	American Politics	
PSCI 244	Race and American Politics	
PSYCH 125	Principles of Psychology	
PSYCH 236	Conditioning and Learning	
PSYCH 241	Developmental Psychology	
PSYCH 350	Parenting and Child Development in Diverse Families	
RACE 121	Introduction to Race and Ethnic Studies	
SOAN 121	Introduction to Sociology	
SOAN 128	Introduction to Cultural Anthropology	

SOAN 264

Race and Class in American
Culture**Total Credits****5.5**

Teacher Education Program Requirements and Procedures

Overall Requirements for a Teaching License and Admission Criteria

Education courses and field experiences have been aligned to meet all of the Minnesota Professional Education Licensing and Standards Board (PELSB) standards of effective practice (SEP) for teacher licensure. In order to be recommended for licensure by St. Olaf College, students must meet all of the requirements and make regular progress through transition points in the program, which are verified by Education Department faculty.

The licensure process and criteria are described below. Consult Education Department faculty for further information and clarification.

Overview of Licensure Process and Assessment Model Transition Points

1. Applicant to Candidate:

- Carry a minimum overall and content area GPA of 2.7 to enter Teacher Education Program
- Complete Teacher Education Application and participate in interviews with education and content area faculty
- Earn a **B** or better and meet Standards of Effective Practice (SEP) in EDUC 295
- Successfully complete 20 hours field experience in EDUC 295 and receive rating of "Basic" or better on Disposition Assessments and Field Experience Evaluations
- Successfully complete other content-area requirements (e.g., entrance into music program)

2. Candidate to Student Teacher:

- Maintain a minimum overall and content area GPA of 3.0
- Earn a **B** or better and meet SEP standards embedded in all education courses
- Successfully complete advanced field experience(s) in EDUC 330 and other courses (totaling a minimum of 120 hours)
- Complete a January term field experience in a diverse classroom setting (minimum of 80 hours)
- Receive rating of "Basic" or better on all Disposition Assessments and Field Experience Evaluations
- Successfully complete Candidate Portfolio and present readiness to education faculty members

3. Student Teacher to Minnesota teaching license:

- Successfully complete student teaching and receive rating of "Basic" or better on all Disposition Assessments and Field Experience Evaluations

- Earn a **B** or better and meet SEP standards embedded in student teaching courses
- Present evidence demonstrating competency in Minnesota content area standards
- Successfully complete other tasks required by the Professional Educator Licensing and Standards Board
- Participate in exit interview with the Director of Field Experiences and Licensure
- Complete Minnesota teaching license application

Students at each transition point must also meet the following requirements:

- Receive approval of the Dean of Students Office
- Demonstrate speech and writing proficiency in English
- Pass criminal background checks as needed

Courses

EDUC 170: Urban Schools and Communities (study away)

In this course, students examine how schools and communities in the Twin Cities interact to provide support and developmental opportunities for school-age children. Through lectures, readings, discussions, field trips, and in-school and co-curricular placements, students gain an understanding and awareness of how race, class, ethnicity, national origin, and gender shape the complex character of urban youth and schools. Students spend one week in orientation activities on campus and two weeks in the Twin Cities. During the time in the Twin Cities, St. Olaf students participate as tutors and classroom assistants during the school day and then assist in various after-school and community programs. The last week of January Term is spent back on campus discussing the experience. P/N only. Preference given to first-year students, but all students may apply. Offered during January Term.

EDUC 210: Topics in Education and Ethics

In this course, students examine and evaluate ethical issues faced in school and other educational settings by K-12 students, teachers, administrators, and parents. Students explore historical and contemporary issues, including ethical considerations that continue to influence teaching, learning, and policy today. The course encourages students to critically reflect on their own ethical views related to the issues presented and how they might have changed over the course of the semester.

EDUC 231: Understanding Substance Abuse (0 credit)

Students examine issues related to chemical use/abuse in our society. The course, required of all candidates for a teaching license, enhances problem identification and helping skills in students' professional and personal lives. Students develop an understanding of enabling and intervening behaviors and gain knowledge about the role of schools in addressing these and other chemical abuse concerns. P/N only. Offered each semester, evenings.

EDUC 245: Teaching and Learning English Grammar (0.50)

Research clearly shows that labeling isolated sentence components with grammatical terms, drilling workbook exercises, and diagramming sentences are ineffective classroom practices. What can teachers do to help their students gain mastery of standard written English? In this half-credit course, students explore both the theory and practice of contextual grammar instruction. Students also hone their own grammatical knowledge, applying their new knowledge of both content and pedagogy through in-class micro-teachings. Offered annually during the second half of the spring semester.

EDUC 250: Second Language Acquisition

Students examine how humans learn language as well as how they learn more than one language, as is the case for the vast majority of people. Students also explore the factors that enable or hinder language learning and whether bilinguals are smarter. These are just some of the fascinating issues addressed in the course that combines study of theory, fieldwork-based analysis of learner language, and pedagogical considerations, including a focus on both English and World Language learners. Offered annually in the fall semester. Required for ESL licensure and TEFL certificate.

Prerequisite: WRIT 120 or equivalent.

EDUC 270: Exploring Teaching

This course provides a significant placement in a school setting for students wanting to explore a career in teaching or gain greater understanding of teaching as a profession. Directed by host teachers, students may observe, assist within the classroom, tutor, teach, coach, attend faculty meetings and functions, and meet with school personnel. Students attend orientation sessions on campus before placements begin, complete assigned readings and reflective writings, and present on their school experience during on-campus sessions following the placements. Offered alternate January terms, odd years. Counts as the January term requirement for the TEFL certificate education concentration.

Prerequisite: EDUC 295.

EDUC 294: Academic Internship**EDUC 295: Foundations of Education**

This course explores educational experiences in the United States from political, historical, sociological and philosophical lenses. Students also explore their own intersecting identities, cultivate racial literacy, and develop the mindsets and skills of antiracist and culturally responsive-sustaining educators. Students gain practical experience in an educational setting through a required 20-hour field experience. Strongly recommended to be taken fall of sophomore year to begin the licensure sequence; not open to first-year students. Offered during fall semester.

Prerequisite: Not open to first-year students.

EDUC 298: Independent Study**EDUC 321: Teaching of Reading, 5-12 (0.50)**

This course provides a theoretical and practical foundation for assisting secondary readers. Students learn the essentials of good reading instruction and apply them in the development of a literature unit. Required 10-hour field experience. Offered annually during the first half of the spring semester.

Prerequisites: EDUC 330 or permission of instructor.

EDUC 330: Planning, Instruction, and Assessment

In this course, students learn and practice principles of effective instruction and develop their own teaching style as they prepare to become full-time teachers. Topics include learning theory, teacher roles and responsibilities, planning, methods of instruction, assessment, and classroom management. Students apply skills in a required 20-hour field experience and concurrent enrollment in a lab section. Course should be taken in the spring of sophomore year. Offered during spring semester.

Prerequisites: EDUC 295 and acceptance into the teacher education program.

EDUC 340: Differentiating Instruction

In this course, teacher candidates learn how to meet the academic, physical, emotional, and developmental needs of all K-12 students, including students with disabilities, multilingual learners, gifted students, and other diverse learners. Participants apply principles of differentiated instruction and assessment in class and field experiences. Additional topics include mental health, historical perspectives, service delivery models, and legal requirements. Required 20-hour field experience. Open to juniors and seniors only. Offered fall semester.

Prerequisites: EDUC 295 and EDUC 330.

EDUC 345: Teaching of Communication Arts/Literature, 5-12

This course prepares pre-service communication arts/literature teachers to share their love of the English language with secondary students. Attention is given to the theory and techniques of teaching writing, literature, reading, speech, listening, and media literacy. In addition, students explore topics including multicultural literature, adolescent literature, responding to and evaluating writing, unit planning in the language arts, and the Common Core State Standards for Literacy. Required 20-hour field experience component. Offered annually in the spring semester.

Prerequisite: EDUC 330.

EDUC 346: Who is My Neighbor? Ethics of Refugee and Immigrant Education

This course addresses the reception of migrants in relationship to education and ethics. Students interrogate laws, policies, practices, and foundational belief systems involved in immigration while learning about normative perspectives in ethics. They interrogate best practices for teaching and interacting with refugees, immigrants and immigrant communities that reflect moral responsibility. Required for ESL licensure, and highly relevant for all educators and those interested in immigration. 10-hour service component working with migrants in the community. Open to juniors and seniors. Offered periodically.

EDUC 347: Teaching ESL, K-12

The course includes strategies and materials for teaching English to speakers of other languages. Students learn strategies that focus on the development of listening, speaking, reading, and writing skills in English language learners. Students review materials appropriate for non-native English speakers and create their own materials and lesson plans. Required field experience component. Offered periodically during spring semester.

Prerequisites: EDUC 246 and EDUC 330.

EDUC 348: Assessment of ESL, K-12

This course provides students with theoretical and practical knowledge about assessing the language proficiency of English Language Learners. Students learn how to construct and administer appropriate and non-discriminatory assessment and evaluation tools. Students administer several assessments and write a formal report. Required field experience component. Should be taken concurrently with EDUC 347. Offered periodically during spring semester.

Prerequisite: EDUC 330.

EDUC 350: Teaching of Mathematics, 5-12

Students act as a "community of scholars" to examine current issues and trends in mathematics education. They learn strategies for engaging pupils in active mathematical investigation, using appropriate technology and other mathematical tools and for emphasizing communication, problem solving, reasoning and mathematical connections in their teaching. Includes reliance on the National Council of Teachers of Mathematics Standards documents. Required 20-hour field experience component. Offered annually in the spring semester.

Prerequisite: EDUC 330.

EDUC 355: Teaching of Music in the Elementary School

The goal of the course is to acquire the knowledge, skills, and understandings necessary to develop, implement and assess a K-5 general music program. The course emphasizes current approaches such as those of Orff, Dalcroze and Kodaly as well as intercultural and interdisciplinary learning. Required 10-hour field experience component. Offered annually in the spring semester.

Prerequisite: EDUC 330.

EDUC 356: Teaching of Music in the Middle and High School (0.50)

The goal of the course is to acquire the knowledge, skills, and understandings necessary to develop, implement and assess a general music program for grades 5-12. Optional field experience component. Offered annually in the first-half of the fall semester.

Prerequisite: EDUC 330 and EDUC 355.

EDUC 358: Teaching of Vocal Music in the Secondary School (0.50)

This course focuses on the many aspects involved in coordinating and teaching a secondary choral program. It includes discussions on extra-curricular activities, grading and record keeping, curriculum, repertoire and program planning, professional development, and other pertinent and related topics. Students gain practical knowledge and skills necessary to successfully manage a vocal music program. Offered annually in the fall semester.

Prerequisite: EDUC 330.

EDUC 359: Teaching of Instrumental Music (0.50)

Prospective band and orchestra teachers study the skills and knowledge necessary for successfully conducting instrumental music. The course includes teaching philosophy and strategies, repertoire and program planning, budgeting and scheduling, musical materials and scoring, recruiting and evaluation and specialized topics such as jazz ensemble and marching band. Offered annually in the fall semester.

Prerequisite: EDUC 330.

EDUC 364: Teaching of Science, 5-12

Prospective science teachers learn strategies for the practical application of learning theory to secondary school science classrooms. Topics include: the national science standards movement and No Child Left Behind; inquiry learning in the science classroom; lesson planning; teaching in the classroom and in the laboratory; technology; managing a science laboratory; and continuing professional development. Required 20-hour field experience component. Offered annually in the spring semester.

Prerequisite: EDUC 330.

EDUC 365: Teaching of Social Studies, 5-12

Students acquire the skills, knowledge and attitudes to become successful teachers in the secondary social studies classroom. They use the curriculum standards of the National Council for Social Studies and those identified by the State of Minnesota to develop goals, outcomes, and assessments for the various content areas. Students acquire the knowledge, skills, and understandings necessary to address appropriate skills development in 5-12 social studies classrooms. Required 20-hour field experience component. Offered annually in the spring semester.

Prerequisite: EDUC 330.

EDUC 374: Reading in the Content Area (0.50)

This course focuses on evidence-based best practices in reading instruction that can be used across the curriculum by secondary teachers. Students acquire the necessary knowledge, skills, and strategies to teach reading in the teaching candidate's content area(s). Required 10-hour field experience. Offered each semester.

Prerequisite: EDUC 330 or permission of the instructor.

EDUC 378: Multicultural Education in Hawaii: Seminar and Practicum (study away)

Students examine the influence of race, class, and multiculturalism in American schools by participating as teachers' assistants and tutors in Honolulu schools. Students discover the challenges and benefits associated with teaching in a diverse racial, cultural, and socio-economic environment. Through guest lectures, readings, field trips, and seminars, students learn about the truly unique geographic and cultural setting of the Hawaiian Islands. This environment makes an excellent framework for examining race, ethnicity, power, and privilege in U.S. schools. P/N only. Intended for education major/licensure students; cannot fulfill the January term requirement for TEFL certification. Offered alternate January terms, even years.

Prerequisite: EDUC 330.

EDUC 379: Urban Education Practicum and Seminar (study away)

This program provides an opportunity for students to gain direct teaching experience by serving as an intern for a teacher in a Minneapolis/St. Paul public school. The January Term will heighten students' sensitivities to the complexities of multicultural, urban education and provide exposure to models used to foster educational and personal success in diverse student populations. On/off-campus orientation will be followed by four weeks of full-time work in a classroom with a host teacher and participation in weekly seminars with the college instructor. Reading assignments, reflective journals, and guest speakers will complement the experience. Intended for education major/licensure students. P/N only. Offered during January term. Apply through the Education Department by Oct.15.

Prerequisites: EDUC 330.

EDUC 381: Senior Seminar (0.50)

Offered concurrently with student teaching, this course meets during student teaching. It focuses on professional development, including personal philosophies of teaching/education, professional ethics, and portfolio development. Seminar sessions also address specific issues pertaining to the student teacher experience including classroom management, differentiated instruction, assessment, and planning. Student teachers only. Offered each semester.

EDUC 382: Human Relations (0 Cr)

All candidates must have a multicultural field experience to help develop their competence in teaching in multicultural environments. A minimum of 80 hours of field experience in a multicultural school environment (an January Term or its equivalent) is required prior to student teaching. All field experiences must be pre-approved. Below is a summary of options: EDUC 378: *Multicultural Education in Hawaii*; EDUC 379: *Urban Education Seminar and Practicum*; or pre-approved internships in multicultural schools. See Education Department faculty and website for advice and information. EDUC 382 is not a course. Rather it is a recording mechanism indicating St. Olaf students who have completed their multicultural education requirement. Students register for EDUC 382 during their professional semester. P/N only. Offered each semester.

EDUC 389: Student Teaching (3.0)

Students are assigned to a full-time internship in schools under the guidance of a competent cooperating teacher and supervised by faculty from both the content area department and the Education Department. Student teaching provides the best possible introduction to the teaching experience. Student teachers practice all classroom teaching skills required to assure competency to begin their first year of teaching. Minimum of 14 full-time weeks teaching, including orientation sessions and required seminars. Only student teachers may enroll: seniors or college graduates. Offered each semester.

EDUC 391: Student Teaching: Additional License (0.50)

Students are assigned to a full-time internship in schools under the guidance of a competent cooperating teacher and supervised by faculty from both the content area department and the Education Department. Minimum of 6-12 full-time weeks teaching. Only student teachers may enroll: seniors or college graduates seeking an additional license. Offered each semester and during January Term. Cannot be taken concurrently with EDUC 389.

Prerequisite: completion of EDUC 389 or equivalent.

EDUC 394: Academic Internship**EDUC 396: Directed Undergraduate Research**

This course provides a comprehensive research opportunity, including an introduction to relevant background material, technical instruction, identification of a meaningful project, and data collection. The topic is determined by the faculty member in charge of the course and may relate to their research interests. Offered based on department decision. May be offered as a 1.00 credit course or .50 credit course.

Prerequisite: determined by individual instructor.

EDUC 398: Independent Research

Plan of Study

Education Major - Plan of Study

This is a sample first-year plan that meets the requirements for the Education major at St. Olaf. This tool is meant as a guide and does not replace working closely with the student's academic advisor.

Required Courses, Clinical Field Experiences, and Sequence

Content area requirements for individual licensure areas can be accessed at this link on the Education Department website: <http://wp.stolaf.edu/education/licenses/>

Informational sessions are offered during New Student Orientation. Students are encouraged to focus on their OLE Core curriculum requirements during their first year at St. Olaf.

Students should begin the education major/licensure sequence in the fall of sophomore year. Waiting until fall of junior year will necessitate student teaching in a 9th semester.

Course	Title	Credits
First Year		
Fall Semester		
FYS 120 or WRIT 120	First-Year Seminar (or Conversation Program) or Writing and Rhetoric	1.00
World Language		1.00
Credits		2
January Term		
EDUC 170	Urban Schools and Communities (study away) ¹	1.00
Credits		1
Spring Semester		
WRIT 120 or FYS 120	Writing and Rhetoric (or Conversation Program) or First-Year Seminar	1.00
World Language		1.00
Credits		2
Sophomore Year		
Fall Semester		
EDUC 231	Understanding Substance Abuse (0 credit)	0.00
EDUC 295	Foundations of Education	1.00
Candidates are encouraged to focus on their OLE Core curriculum requirements, their content area major, and multicultural experiences. Students generally apply to the teacher education program in fall of their sophomore year when enrolled in EDUC 295. Planning with faculty members of the Education Department and the content area is required.		
Credits		1
Spring Semester		
EDUC 330	Planning, Instruction, and Assessment (and EDUC 330 Lab)	1.00
Credits		1
Junior Year		
Fall Semester		
EDUC 340	Differentiating Instruction	1.00
Credits		1
January Term		
EDUC 378 or EDUC 379	Multicultural Education in Hawaii: Seminar and Practicum (study away) or Urban Education Practicum and Seminar (study away)	1.00
Credits		1
Spring Semester		
EDUC 374 or EDUC 321	Reading in the Content Area (0.50) (also offered in fall) or Teaching of Reading, 5-12 (0.50)	0.50
Credits		1.5
Senior Year		
Fall Semester		
EDUC 381	Senior Seminar (0.50)	0.50

EDUC 382	Human Relations (0 Cr)	0.00
EDUC 389	Student Teaching (3.0)	3.00

Students may register for student teaching (EDUC 381, EDUC 382, EDUC 389) in fall or spring semester; no other courses may be taken during student teaching. Students may also student teach post graduate, in which case EDUC 345-EDUC 365: Special Methods of Teaching should be taken senior year.

	Credits	3.5
January Term		
EDUC 379 or EDUC 378	Urban Education Practicum and Seminar (study away) (if not taken in the junior year) or Multicultural Education in Hawaii: Seminar and Practicum (study away)	1.00
	Credits	1
	Total Credits	15

Students are eligible for a reduced tuition charge for an additional semester to complete student teaching.²

1

Does not count as EDUC January term requirement for licensure.

2

The student's baccalaureate degree from St. Olaf must be completed in advance. See the Education Department or the registrar for guidelines.

Students must successfully complete the equivalent of 35 St. Olaf credits through a combination of full-credit and fractional-credit courses to earn the Bachelor of Arts.

Visit the Education department webpage for more information.

Faculty

Department Chair, 2025-2026

Elizabeth A. Leer

Professor of Education

English education; reading; curriculum and instruction

Program Director, 2025-2026

Nancy Veverka

Visiting Instructor of Education; Education Director of Field Experience and Licensure 2025-26

Eric Becklin

Instructor of Asian Studies

Chinese Christianity; republican China; religion and place

Anne Breckbill

Adjunct Instructor of Education; Licensed Independent Clinical Social Worker and Licensed Alcohol and Drug Counselor

Heather Campbell

Professor of Education; Education Director of Assessment 2025-26
reading; special education

Daniel Forstner

Instructor of Education

education; first year writing

Leigh Ann Garner

Assistant Professor of Music
music education

Courtney A. Humm

Social Studies Educator in Residence and Director of Social Studies Education 2025-26

social studies education; urban and multicultural education

Dana L. Maeda

Instructor of Music

oboe; historic winds; woodwind techniques; chamber music

Ryota Matsuura

Professor of Mathematics, Statistics, and Computer Science
mathematics education; algebraic number theory

Emily K. Mohl

Associate Professor of Biology and Education

evolutionary ecology; plant-insect interactions; science education

Natalia Romero Arbeláez

Adjunct Instructor of Education

vocal music education