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 a student elects an Education major, a major in one of the following content areas is also required: English, Mathematics, Biology, Chemistry, or Physics.

The Education Department also supports two stand-alone majors: a BA in Social Studies Education and a BM 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. Among baccalaureate - liberal arts institutions, St. Olaf ranks sixth in the nation in the number of graduates who earn Ph.D.'s in education.

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 language education. 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, etc.), complete a major in this same content area (except for ESL licensure candidates who can complete any major at the College), 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 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 these licenses in education:

1. Secondary school teaching (grades 5-12) in the following academic areas: communication arts and literature (English, communications); mathematics; 9-12 science (biology, chemistry, physics) and 5-8 general science; social studies (economics, history, geography, political science, psychology, sociology/anthropology).
2. Kindergarten-grade 12 in the following academic areas: English as a second language (ESL); music (vocal/classroom, instrumental/classroom).

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 the school. 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 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 Kodiakanal, 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 placements are offered annually in the fall semester and Mexico placements are offered in both fall and spring semesters. 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
NEW lab section for EDUC 330 (0 credit)		
EDUC 340	Differentiating Instruction	1.00
EDUC 349-EDUC 367	Special Methods (varies by content area)	1.00
EDUC 374	Reading in the Content Area (0.50)	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**

**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. Not 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 PELSB standards for 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. Transitions require approval by the 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
   - Participate in initial interviews with education and content area faculty
   - Obtain approval of Teacher Education Application
   - Earn a **B** or better in EDUC 295
   - Receive rating of "Basic" or better on Disposition Assessments and Field Experience Evaluations
   - Successfully complete 20 hours field experience in EDUC 295
   - Meet Standards of Effective Practice (SEP) standards in EDUC 295
   - Successfully complete other content-area requirements (e.g., entrance into music program, interview with world language faculty member)
2. Candidate to Student Teacher:
   - Maintain a minimum overall and content area GPA of 3.0
   - Earn a **B** or better in all education courses
   - Receive rating of "Basic" or better on all Disposition Assessments and Field Experience Evaluations
   - Successfully complete advanced field experience(s) in EDUC 330 and other courses
   - Complete a January term field experience in a diverse classroom setting (minimum of 80 hours)
   - Complete a minimum 120 hours total of field experience
   - Meet SEP standards embedded in all education courses
   - Successfully complete Candidate Portfolio and Presentation, which provides evidence of meeting SEP standards, to education faculty members
   - Take all Pedagogy and Content licensure tests
3. Student Teacher to Minnesota teaching license:
   - Earn a **B** or better in all education courses
   - Receive rating of "Basic" or better on all Disposition Assessments and Field Experience Evaluations
   - Successfully complete student teaching
   - Successfully complete the edTPA assessment
   - Present evidence demonstrating competency in all Minnesota content area standards to education faculty members
   - Meet SEP and content standards embedded in student teaching
   - Participate in exit interview with the Director of Field Experiences
   - Complete Minnesota teaching license application
   - Pass all licensure tests

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
- Maintain a satisfactory health record
- Pass criminal background checks as needed

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/

Code	Title	Credits
First Year		
Informational sessions are offered during New Student Orientation and in April prior to registration in the spring. Students are encouraged to focus on their OLE Core curriculum requirements and their prospective teaching major.		
EDUC 170	Urban Schools and Communities (study away) (recommended elective course; offered during January term) [1]	1.00
Sophomore Year		
Candidates are encouraged to focus on their OLE Core curriculum requirements, their content area major, a second teaching area, such as ESL (English as a Second Language), and multicultural experiences. Students generally apply to the teacher education program in their sophomore year, and planning with faculty members of the Education Department and their content area is required.		

EDUC 170	Urban Schools and Communities (study away) (if not taken in first year; offered during January Term)	1.00
EDUC 231	Understanding Substance Abuse (0 credit)	0.00
EDUC 295	Foundations of Education	1.00
EDUC 330	Planning, Instruction, and Assessment	1.00
Junior Year		
Most students apply to the teacher education program prior to their junior year. Courses are sequenced.		
EDUC 231	Understanding Substance Abuse (0 credit) (if not taken in sophomore year)	0.00
EDUC 295	Foundations of Education (if not taken in sophomore year)	1.00
EDUC 330	Planning, Instruction, and Assessment (after EDUC 295, before special methods; if not taken in sophomore year)	1.00
EDUC 340	Differentiating Instruction	1.00
EDUC 374	Reading in the Content Area (0.50) (after EDUC 330)	0.50
an EDUC January term course		1.00
EDUC 349-EDUC 367: Special Methods of Teaching (in content area) (after EDUC 330, before student teaching)		1.00
Senior Year		
Students may register for student teaching (EDUC 381, 382, 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 349-EDUC 367: Special Methods of Teaching should be taken senior year.		
EDUC 340	Differentiating Instruction (if not taken in junior year)	1.00
EDUC 374	Reading in the Content Area (0.50) (if not taken in junior year)	0.50
an EDUC January term course (if not taken in junior year)		1.00
EDUC 349-EDUC 367: Special Methods of Teaching (in content area) (if student teaching post graduate)		1.00
EDUC 381	Senior Seminar (0.50)	0.50
EDUC 382	Human Relations (0 Cr) (experiential component met in required January term course)	0.00
EDUC 389	Student Teaching (3.0)	3.00
Post Graduate		
Students are eligible for a reduced tuition charge for an additional semester to complete student teaching. [2]		
EDUC 381	Senior Seminar (0.50)	0.50
EDUC 382	Human Relations (0 Cr) (experiential component met in required January term course)	0.00
EDUC 389	Student Teaching (3.0)	3.00

[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.

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. Also counts toward race and ethnic studies major and concentration.

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 in the first half of the spring semester. Also counts toward applied linguistics concentration.

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. Also counts toward applied linguistics concentration.
Prerequisite: WRIT 120 or equivalent.

EDUC 270: ***Exploring Teaching***
This course provides full-time 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 weekly seminars and complete assigned readings and reflective writings. Offered alternate January Terms, odd years. Counts as the January Term requirement for the non-licensure and TEFL certificate education concentration.
Prerequisite: EDUC 260 or EDUC 290 or EDUC 295.

EDUC 293: ***Refugee and Immigrant Experiences in Faribault, MN***
Students explore the challenges and opportunities that have occurred in Faribault for people with refugee and immigrant backgrounds and educators and community members working with those communities to create supportive contexts (including educational, social, economic, political) that meet the needs and aspirations of those communities. Offered periodically. Also counts toward race and ethnic studies major and concentration.
Prerequisites: EDUC 260 or EDUC 290 or EDUC 295 or permission of instructor.

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. Recommended to be taken fall of sophomore year to begin the licensure sequence; not open to first-year students. Offered both semesters, annually. Also counts toward the social studies education major and the educational studies concentration - TEFL certificate track.
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 in the second half of the spring semester. Also counts toward applied linguistics concentration.
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. Open to juniors and seniors. Offered each semester.
Prerequisites: EDUC 295 and acceptance into the teacher education program.

EDUC 334: ***Social Studies Perspectives***
This course examines basic assumptions about social science, primal thought, feminism, humanities, history, post-modernism, and thematic social studies. Students pursue methodologies of structuring knowledge and the means of advancing knowledge in each discipline. Students learn how to relate their social studies subject matter to the total social studies curriculum. Offered annually in the spring semester.
Prerequisite: EDUC 295 or permission of instructor.

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. Also counts toward applied linguistics concentration.
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 annually in the fall semester.

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 352. Offered annually in the spring semester. Also counts toward applied linguistics concentration.
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 352: ***Methods in EAL and World Language Instruction***
This course provides a foundation in language education methods for K-12 ESL and K-12 World Language licensure. It is designed to provide the necessary knowledge base for students preparing to teach ESL and/or world languages in the schools. This base includes both theoretical background and practical strategies for planning and carrying out an effective language education program in ESL or World Languages. Required 20-hour field experience component. Offered annually in the spring semester. Also counts toward applied linguistics concentration.
Prerequisites: EDUC 250 and 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. Fulfills EDUC 382: Human Relations requirement. P/N only. Intended for education major/licensure students; cannot fulfill the January Term requirement for TEFL certification. Offered alternate January Terms, even years. Also counts toward race and ethnic studies major and concentration.
Prerequisite: EDUC 295 or 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. Fulfills EDUC 382: *Human Relations* requirement. Intended for education major/licensure students. P/N only. Offered during January Term. Apply through the Education Department by Oct.15. Also counts toward race and ethnic studies major and concentration.
Prerequisites: EDUC 330 or permission of instructor.

EDUC 381: *Senior Seminar (0.50)*
Offered concurrently with student teaching, this course meets during and after 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*

Faculty

Chair, 2023-2024
Elizabeth A. Leer
Professor of Education
English education; reading; curriculum and instruction

Eric Becklin
Visiting 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
Associate Professor of Education and Director of First-Year Seminar
ESL; reading; special education

Daniel Forstner
Instructor of Education
education; first year writing

Leigh Ann Garner
Assistant Professor of Music
music education

Courtney A. Humm
Instructor of Education
social studies education; urban and multicultural education

Dana L. Maeda
Instructor of Music
oboe; historic winds; woodwind techniques; chamber music

Ryota Matsuura (On leave fall 2023)
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

Nancy Veverka
Visiting Instructor of Education

Jill A. Watson
Associate Professor of Education
ESL; SLIFE education