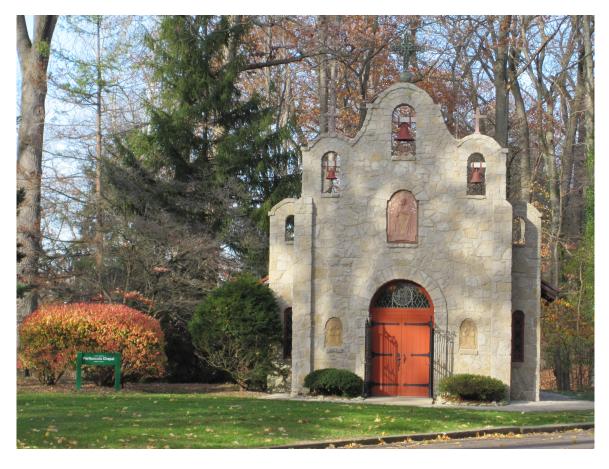


# **DIVISION OF EDUCATION**

## Student Handbook



Division of Education Office Assisi Hall Room 150A 6832 Convent Blvd. Sylvania, OH 43560

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Updated Fall 2019

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Dear education students:

We are honored you have chosen Lourdes University to prepare you for your future career as an educator. Teachers are one of the most important members of society as they prepare the future leaders of the world to create, think, examine different approaches, and learn.

The faculty and staff of the Lourdes University education division are prepared to help you meet the challenge of becoming a successful educator. Your personal, academic, and spiritual success are our prime interests.

Take the opportunities the members of the division of education provide to flourish and grow into the educator you always wanted to become. We are here to help.

Please use the following Division of Education Student Handbook as a tool to guide you through your journey of educator preparation.

We are excited to be a part of your journey.

Sincerely,

Vince Laverick, Ed.D.

## **Division of Education - Administration, Faculty, and Staff**

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## DIVISION OF EDUCATION OVERVIEW Introduction

Reflecting on the traditions and philosophy of the Sisters of Saint Francis of Sylvania, Ohio, the Lourdes University Division of Education is committed to preparing teacher candidates with the knowledge, skills and professional dispositions necessary to be caring, competent and qualified educators for all students.

Lourdes University education graduates will

- understand the processes and strategies students use to construct knowledge and use this understanding to create learning activities appropriate for students of all ages, abilities and learning styles.
- connect instruction to students' needs, interests and prior knowledge so that all students will achieve to their full potential.
- respect students from diverse cultures, language skills and experiences.
- know the content they teach and use content-specific strategies to effectively plan instruction.
- connect content to relevant life experiences and career opportunities.
- select, develop and use a variety of diagnostic, formative and summative assessments.
- analyze data to monitor student progress and use the data to plan, differentiate and modify instruction
- collaborate and communicate student progress with students and parents.
- involve learners in self-assessment and goal setting to address gaps between performance and potential.
- plan and deliver effective instruction that advances the learning of each individual student.
- communicate clear learning goals and explicitly link learning activities to those defined goals.
- differentiate instruction to support the learning needs of all students, including students with disabilities.
- create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- create a learning environment where all students feel physically and emotionally safe, valued and enjoy a sense of belonging.
- motivate students to work productively and assume responsibility for their own learning.
- communicate clearly and effectively so as to foster, inquiry, and collaborative and supportive interaction in and out of the classroom.
- share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- collaborate with their colleagues within the school learning community and in the larger community to share responsibility for the development and learning of all students.
- understand, uphold and follow professional ethics, policies and legal codes of professional conduct practicing the highest standards of integrity, honesty and fairness.
- serve as change agents by thinking and acting critically and addressing concerns related to inequities among students.

The Lourdes University education program reflects established, contemporary and emerging principles and practices that provide a solid foundation and the most current knowledge and research to prepare caring, competent and qualified educators. The program is authorized by the Ohio Department of Higher Education and is accredited by the Council for the Accreditation of Education Preparation

## DIVISION OF EDUCATION OVERVIEW Mission and Guiding Principles

## **Mission Statement**

The Lourdes University Division of Education facilitates the *preparation of teachers, provides professional development opportunities for educators, and offers educational experiences and outreach for learners of all ages.* We provide holistic learning rooted in Franciscan values: reverence, service, and learning. Our graduates make a positive difference in our world.



## **Guiding Principles**

The following Division of Education Guiding Principles articulate our philosophy, beliefs, goals, and commitments and provides direction to the Division of Education and its programs.

Lourdes University Division of Education commits to:

- Promoting the Franciscan values of *reverence, service, and learning*.
- Promoting reflective and efficacious practitioners engaged in their own professional development and personal growth.
- Emphasizing developmentally appropriate teaching practices and learning strategies that recognize all students as unique gifts from God.
- Valuing and respecting the diversity of individuals to provide inclusive and responsive education.
- Integrating liberal arts education and professional education that includes meaningful clinical and field experiences.
- Promoting the use of a variety of innovative, research-based instructional practices that incorporate the use of technology to support student learning.
- Promoting effective and professional communication and collaboration with students, families, school personnel, and community to support student learning and development.

## **DIVISION OF EDUCATION**

## **Degrees and Programs**

The Lourdes University Division of Education offers the following degrees and programs, which have been approved by the Ohio Department of Higher Education.

#### Degree

### **Program**

B.A.	Bachelor of Arts	Early Childhood Education
B.A.	Bachelor of Arts	Dual Elementary Education Program
B.A.	Bachelor of Arts	Middle Childhood Education
B.S.	Bachelor of Science	Adolescence to Young Adult Education
B.S.	Bachelor of Science	Education Intervention Specialist Program
		:K-12 Mild to Moderate
M.Ed.	Master of Education	Teaching and Curriculum
M.Ed.	Master of Education	Reading
M.Ed.	Master of Education	Educational Leadership
M.Ed.	Master of Special Education	Special Education

## **Endorsement and Certificate Programs**

Lourdes University Division of Education offers the following endorsement programs and certificates. The Ohio Department of Higher Education approved the endorsements for licensed teachers. The Catholic School Department of Education approved the Elementary Religion Teacher Certificate and the Catholic High School Religion Teacher Certificate.

### **Endorsements**

Early Childhood Generalist 4/5 Endorsement (Early Childhood licensed teachers only)

Middle Childhood Generalist 4-6 Endorsement (Middle Childhood licensed teachers only)

### **Certificates**

Elementary Religion Teacher Certificate Catholic High School Religion Teacher Certificate



## ... Preparation of Teachers

### **Lourdes University**

The Lourdes University Division of Education provides students with the necessary knowledge, skills and dispositions to become caring, competent and qualified teachers.

The early childhood period is a specific field of study with a body of knowledge and research that recognizes the distinct developmental stage from birth to age 10, PreK to grade 5. The Lourdes University Division of Education in cooperation with the College of Arts and Sciences prepares teacher candidates in these areas of study: Mathematics, Language Arts, Science, Social Studies, Art and Music. In addition, The Lourdes University Division of Education has a dual endorsement program at the Prek-5 grade level. Students are able to graduate with dual licensure in special education in mild to moderate as well as Pre-K-5 teaching license. Teacher candidates will be able to effectively educate all students within a mainstream classroom.

The middle childhood period is a specific field of study with a body of knowledge and research that recognizes the distinct developmental stage between early childhood and adolescence, from ages 8-14 in grades 4-9. The Lourdes University Division of Education in cooperation with the College of Arts and Sciences prepares teacher candidates in these areas of concentration: Mathematics, Language Arts, Science and Social Studies.

The adolescent to young adult period, ages 12-21, is a specific field of study with a body of knowledge and research that is developmentally responsive to the diverse and unique needs of adolescents and young adults, from ages 12-21 in grades 7-12. The Lourdes University Division of Education in cooperation with the College of Arts and Sciences prepares teacher candidates in these areas of concentration: Language Arts, Life Science, Integrated Science, Mathematics and Social Studies. Finally, The Lourdes University Division of Education prepares Intervention Specialists for grades K-12 in the mild to moderate category.

#### **Tiffin University**

Lourdes University and Tiffin University work collaboratively to provide Tiffin teacher candidates the opportunity to earn a bachelor's degree from Tiffin University and a license to teach in the state of Ohio from Lourdes University. Lourdes University prepares teacher candidates with the professional education courses needed for licensure. The teacher candidates take all education courses as required by the Ohio Department of Higher Education (ODHE) from Lourdes University.

Tiffin University teacher candidates take the required courses for licensure in Adolescence to Young Adult Integrated Language Arts or Integrated Social Studies. Teacher candidates in middle childhood education take required courses to receive a license in two of the four content areas: Mathematics, Language Arts, Science and Social Studies.



#### Professional Education Courses, Seminars and Workshops

The Lourdes University Division of Education Graduate and Professional Studies program provides graduate-level courses and various professional development opportunities throughout the year. Such professional development opportunities assist professionals with upgrading and advancing their knowledge and skills. They often serve to meet requirements for continued licensure, certification and continuing education.

Lourdes University partners with Learners Edge in extending professional development graduate credit in association with distance learning (printbased and online) continuing education courses. Registration information may be found at <u>http://www.learnersedge.com.</u>

## State of Ohio Middle Childhood Generalist Endorsement (Undergraduate Level)

The Middle Childhood Generalist Endorsement is added to the Ohio Department of Education Middle Childhood Teaching License. This endorsement can *only* be added to an existing Middle Childhood License and is limited to grade levels 4–6. It broadens the teaching spectrum to include all of the four areas of concentration (Language Arts, Social Studies, Science, and Math).

#### State of Ohio Early Childhood Generalist Endorsement (Graduate Level)

Lourdes University offers a 9-credit, threecourse certificate program at the 600 level that qualifies the educator who holds the State of Ohio Early Childhood License, and who passes the Elementary Education Content, Ohio Assessment for Educators 18 & 19 test to receive an Elementary Generalist Grades 4-5 Endorsement. This endorsement program requires 50 clinical hours.

## State of Ohio Reading Endorsement (Graduate Level)

Lourdes University offers five literacy courses that qualify the educator for a State of Ohio Endorsement in Reading, P-12. Candidates must complete the courses and pass the Ohio Assessment for Educators 38 & 39 Reading (Subtests I&II) to be eligible for the endorsement. Those successfully completing the courses will receive a certificate from the University. This endorsement program includes 100 clinical hours.

## Master of Education Degree in Teaching and Curriculum

The Master of Education Degree in Teaching and Curriculum for classroom teachers (K-12) provides relevant enriching professional development for teachers.

### **State of Ohio Reading Endorsement**

The Master of Education degree with a Major in Reading includes the P-12 Endorsement in Reading, and is designed for teachers wishing to become more expert in teaching reading in classroom and resource settings. Graduates must pass the Ohio Assessment for Educators 38 & 39 Reading (Subtests I&II) to be eligible for a P-12 Ohio Reading Endorsement. This degree program includes 100 clinical hours.

### Master of Education Degree in Special Education

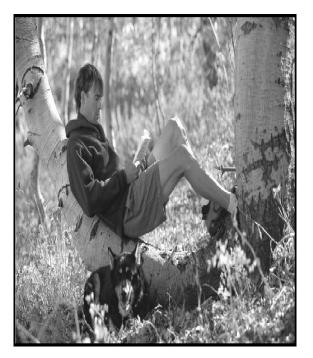
The Master of Education degree in Special Education is designed to address the growing demand for special education teachers in this region. The Lourdes program prepares graduates to meet the educational needs of K-12 students with exceptionalities. The distinctive program is a holistic collaboration between the education and behavioral sciences divisions. This degree program requires a minimum of 50 clinical hours.

## Master of Education Degree in Educational Leadership —The Principal Academy

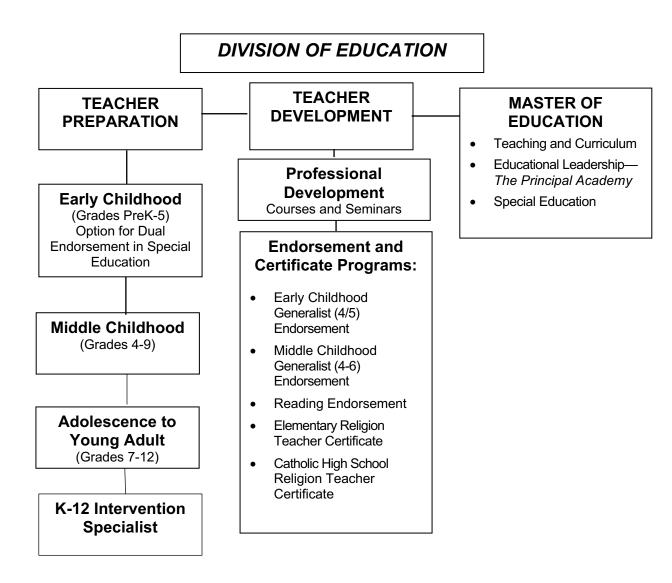
The Master of Education in Educational Leadership program is designed for educators seeking leadership experience and licensure as a principal in Ohio. The program integrates professional experience, clinical practice, and classroom activities Students develop knowledge, skills and attributes relevant to the current dynamic educational environment and draw on the strength of professionals as mentors.

The Principal Academy prepares educators to become transformational leaders at both public and faith-based schools who can meet the challenges of today's education environment. Coursework and field experiences develop leaders who will create school cultures that support student learning, lead school reform initiatives and engage key stakeholders in promoting learning and success for all students.

Completion of the MED in Educational Leadership meets the requirements for the State of Ohio Principal License. (Note: Candidates must pass the Ohio Assessment for Educators test, 015.) In addition, graduates of the program receive mentors and professional development support into their first year beyond graduation.



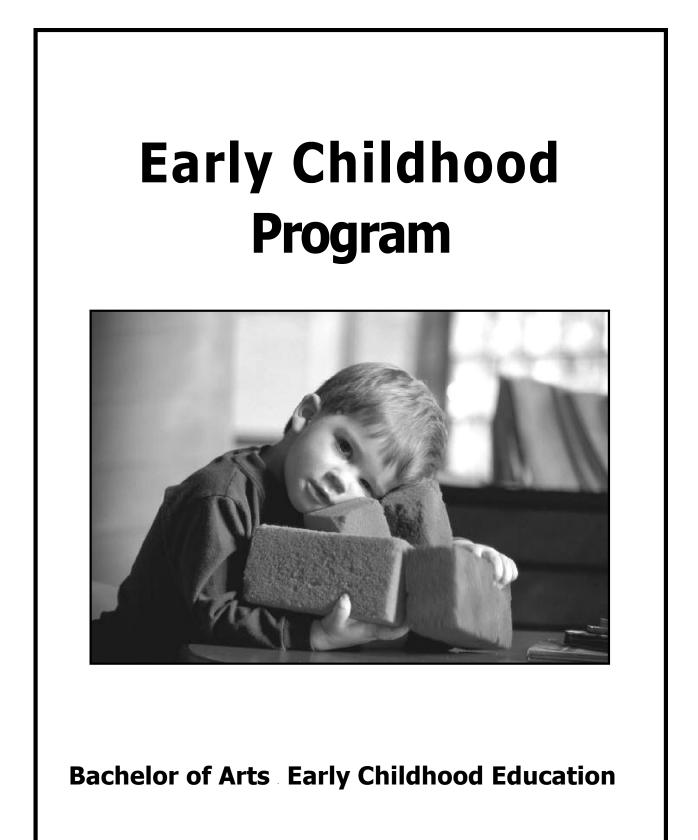
## DIVISION OF EDUCATION ORGANIZATIONAL OVERVIEW



# Division of Education Programs



# Early Childhood Education Middle Childhood Education Adolescence to Young Adult Education



## DIVISION OF EDUCATION Early Childhood Program

## *Overview* Early Childhood Program

The Early Childhood Program is based on research on the development and education of young children. This program provides teacher candidates with the knowledge and skills to understand the specific needs of young children, in grades PreK-5. Teacher candidates learn to help children thrive physically, benefit from learning experiences, cooperate and get along with each other in safe and secure environments. The curriculum promotes learning and development in each of the following areas: social, emotional, physical, language and cognitive. The program includes appropriate developmental, cultural and linguistic concepts and effective teaching approaches that enhance each child's learning. Teacher candidates learn how to use, collect assessment data and plan appropriately challenging curriculum and tailor instruction that responds to each child's strengths and needs, identifying children with disabilities and ensuring that they receive needed services. The program employs and supports a teaching staff with the educational qualifications, knowledge and professional commitment necessary to promote children's learning and development. (NAEYC Standards)

#### Early Childhood Program Curriculum Overview

The Early Childhood Program is based on contemporary research and the current standard requirements of the Council for the Accreditation of Educator Preparation (CAEP); Ohio Department of Higher Education (ODHE); Ohio Department of Education (ODE); National Association for the Education of Young Children (NAEYC); International Society for Teaching in Education (ISTE); and the Council for Exceptional Children (CED).

The curriculum reflects well-established and contemporary principles and practices in order to offer teacher candidates the necessary knowledge, skills and dispositions to be caring, competent, qualified educators. Specifically, the Ohio Standards for the Teaching Profession serve as the criteria for assessment of the competencies and skills of effective teaching. The Early Childhood Program curriculum is divided into three sections: the Core Curriculum Requirements, Professional Education and the Curriculum Content.



## DIVISION OF EDUCATION Early Childhood Program

#### **Core and General Education Curriculum**

The Core and General Education provide students with the skills and competencies essential for all college-educated adults.

#### **Professional Education Curriculum**

Professional education courses provide teacher candidates with the knowledge, skills and dispositions necessary to become an effective teacher as reflected in the Ohio Standards for the Profession. The Professional Teaching Education curriculum places special emphasis on meeting the needs of diverse learners through differentiated instruction, as well as multicultural education, the teaching of reading, the integration of technology in the classroom and embracing the importance of family, school and community relations.

Professional education courses are divided into three groups: Foundation Courses, Strand Courses, and Reading Courses. The Foundation Courses provide a comprehensive understanding of education theory, as well as concepts, and skills that are essential for all teacher candidates.

Childhood Strand is the second group of the professional education courses. These courses provide theory, concepts, methods and pedagogy that are appropriate for Early Childhood majors. Emphasis is placed on the teaching of reading, planning, implementing, and assessing developmentally responsive instruction based on the Ohio Learning Standards.

Several of these courses include clinical or field experiences where Lourdes teacher candidates have an opportunity to observe and/or work with children in the classroom.

#### **Curricular Content Course**

The Curricular Content courses provide teacher candidates with the necessary content to create effective learning experiences for children.

Early Childhood teachers are considered as "generalists" and as such, the content knowledge that must be mastered is broad in nature. College level courses in Language Arts, Mathematics, Science, Social Studies, Art, and Music are required as part of the Early Childhood course of study.



The Early

#### Lourdes University Early Childhood Program (for students enrolled Fall 2019 and prior)

Lou	Lourdes University Early Childhood Program (for students enrolled Fall 2019 and prior)					
Degree: Ba	chel	or of Arts Major	r: Early	Childho	od Educati	on
Required			_ /	-		
		m Requirements				
First Year E			(3 sh)	FYE 101		
English	I		(6 sh)		AND 102	
Mathematic	cs		(3 sh)	MTH 112	2	
Ethics			(3 sh)	PHL 103	OR ALL FIVE	E of the courses with a $\Delta$
Enduring Q	uesti	on Seminar	(2-3 sh)	Any 399 o		•
Capstone in	n the r	najor	(varied)	EDE 490		
Service Lea	arning		(20 hrs. p	prior to Gat	e II)	
Cultural Div	versit	y course or experience	(3 sh)	EDU 216		
General E	duca	tion				
History			(3 sh)	HST 121	OR HST 219	
Literature			(3 sh)	ENG 200		
Philosophy			(3 sh)	Any PHL	course	
Theology			(6 sh)	THS 101,	125, 218, 220	), 221, 235, 312 OR 316, AND a 200 level and above THS
Art/Music			(3 sh)		and MUS 113	3
Natural Sci			(3-4 sh)			
Social Scien		ucation-Foundation Cours	(3 sh)	EDU 250		Semester Hours
EDU 100* 2		Foundations of Education		$01(1_{ch})$		
FYE 101	7	College Connections		01 (1511)		3 3
EDU 151		Technology for Learning				1
EDU 251		Technology & Pedagogy f	or Learnin	ισ		1
EDU 351		Technology, Pedagogy, &				1
EDU 216**	۸	Multicultural & Social Issu				3
EDU 230 Δ		Survey of Special Needs H				3
EDU 250**		Educational Psychology	Jaucation			3
EDU $317 \Delta$	•	Classroom Management for	or Early C	hildhood F	Education	3
EDU 329 Δ		Differentiated Instruction				3
Early Chil	dhoa					-
EDE 210 ♦		Child Growth & Developn	nent			3
EDE 235	•	Integrated Curriculum & I		in Early C	Childhood	3
EDE 250*		Early Childhood Methods				3
EDE 307		Special Needs Assessment				3
EDE 315		Family, School, and Comn	nunity Rel	lations		3
EDE 350*		Early Childhood Methods	& Field E	experience	II	3
EDE 490*/*	*	Early Childhood Student T	eaching			12
Reading St	tranc					
EDU 220		Reading Comprehension	Skills & S	trategies		3
EDU 221		Content Area Reading				3
EDU 324		The Role of Phonics and the	ne Founda	tions of Re	eading	3
EDU 335		Reading Diagnosis, Assessm	ent & Instr	uctional Imp	olications	3
Curriculun		ntent				
Language A					Mathemat	
COM 100		Communications (3)				Mathematical Principles for Teachers of Young Children (3)
ENG 101**		nposition I: Essay Writing (3)			MTH 224	Math for Teachers of Young Children I (3)
ENG 102**		nposition II: Research & Writin	ıg (3)		MTH 225	Math for Teachers of Young Children II (3)
ENG 200**	Intr	oduction to Literature (3)			Geold G	d'
Science BIO 253	Uar	Ith Science for Toosham of Early	Childhaad	(3)	Social Stue	
BIO 253 SCI 170**		Ith Science for Teachers of Early vey of Science (3)	Childhood	(3)	HST 121** HST 219**	Survey of United States History I (3) Ohio History (3)
SCI 170 SCI 370		grated Science for Teachers (3)			PLS 122	American National Government (3)
501570	inte	$\sum_{i=1}^{n} \sum_{j=1}^{n} \sum_{i=1}^{n} \sum_{j=1}^{n} \sum_{j$			GEO 250	World Cultural Geography (3)
Art and M	usic				220 200	······································

Art and Music

ART 117\*\* Art for Teachers of Young Children (3)

MUS 113\*\* Integrating Music Into the Early Childhood Classroom (3)

## Lourdes University Early Childhood Program (for students enrolled Fall 2020)

Degree:         Bachelor of Arts         Major:         Farly Childhood Education Prek-Grade 5           Required Curriculum         Corr Curriculum Requirements         First Year Experience         (3 sh)         LUC 101           English         (6 sh)         FNG 101 AND 313         Mathematics         (3 sh)         PUL 103           Endicing Question Seminiar         (2 sh)         PMI 102         PLI 200         PLI 200           Capstone in the major         (2 a) sh)         Any 399 course         Quartum Diversity course or experience         (3 sh)         HST 121 OR HST 219           Literature         (3 sh)         HST 121 OR HST 219         Literature         (3 sh)         HST 121 OR HST 219           Literature         (3 sh)         HST 121 OR HST 219         Literature         (3 sh)         HST 121 OR HST 219           Literature         (3 sh)         HST 121 OR HST 219         Literature         (3 sh)         EDU 200           Professional Education         (3 sh)         HST 117 and MUS 113         Status Science         (3 sh)         EDU 205           Professional Education or FDU 101 (1sh)         3         Generater 10 are 100 are 1	Lou	Lourdes University Early Childhood Program (for students enrolled Fall 2020)					
Required Curriculum         Core Curriculum Requirements         First Year Experience       (3 sh)       LUC 101         Fingt Year Experience       (3 sh)       PHX 101 AND 313         Mathematics       (3 sh)       NTH 112         Ethics       (3 sh)       NTH 112         Capston in the major       (varied)       EDE 490         Contractual Diversity course or experience       (3 sh)       EDU 216         General Education       (3 sh)       EDU 210 (R BTZ 12)         Literature       (3 sh)       EDU 101 (D S 2, 12, 20, 221, 235, 312 OR 316, AND a 200 level and above THS         Art/Mais       (3 sh)       EDU 250       Semester Hours         FDU 100* Δ       Foundations of Education or EDU 101 (1 (1 sh)       3         LUC 101       Collage Cameetions       3         EDU 2151       Technology & Pedagogy & Conterning       1         EDU 216* Δ       Multicultural & Social Bastes in Education       3         EDU 216       Co	Degree: Bachelo	r of Arts Majo	or: Early	y Childhe	ood Educa	tion PreK-Grade 5	
Core         Curriculum Requirements           First Year Perperince         (3 sh)         LUC 101           Finghon         (6 sh)         FNG 101 AND 313           Mathematics         (3 sh)         MTH 112           Enduring Question Seminar         (2-3 sh)         Any 399 course           Capstone in the major         (2-3 sh)         Any 399 course           Curitum Diversity course or experience         (3 sh)         ENG 200           Service Learning         (20 hrs. prior to Gate II)         Curitum Diversity course or experience           Curitum Diversity course or experience         (3 sh)         ENG 200           Philosophy         (3 sh)         Sist PH Loonsore           Theology         (6 sh)         THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level and above THS           ArrMusic         (3 sh)         ART 117 and MUS 113         Stand Science           Professional Education or EDU 101 (1sh)         3         3           Stand Science         (3 sh)         EDU 250         Semester Hours           EDU 100* Δ         Foundations of Education or EDU 101 (1sh)         3         3           EDU 2151         Technology, Pedagogy for Learning         1           EDU 230 Δ         Survey of Special Needs Education         3     <				v			
First Year Experience       (3 sh)       LUC 101         English       (6 sh)       ENG 101 AND 313         Mathematics       (3 sh)       PHL 103 OR ALL FIVE of the courses with a ∆         Enduring Question Seminar       (2 sh)       Any 399 course         Capstone in the major       (varied)       EDF 490         Service Learning       (2 bms, prior to Gate II)       Cultural Diversity course or experience       (3 sh)         Candemating       (3 sh)       EDU 216       General Education         History       (3 sh)       EDU 210 R IST 210       Education         History       (3 sh)       Any PHL course       Fill         Philosophy       (3 sh)       Any PHL course       Semester Hours         Theology       (6 sh)       THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level and above THS         AraMusic       (3 sh)       ANT 17 and MUS 113       Semester Hours         Social Science       (3 sh)       SCI 170       Social Science         Social Science       (3 sh)       SCI 170       Social Science         Social Science       (3 sh)       SCI 170       Social Science         DU 101       College Connections       3       EDU 151         EDU 210       Feenhology & Pediogogy f							
Engin         (6 sh)         ENG 101 AND 313           Mahematics         (3 sh)         MITL 112           Enduring Question Seminar         (2 sh)         Any 390 course           Capstone in the major         (2 sh)         Any 390 course           Service Learning         (20 hrs. prior to Care II)         (21 sh)           Cultural Diversity course or experience         (3 sh)         ENG 200           Finderature         (3 sh)         ENG 200           Philosophy         (3 sh)         Any PH Leourse           Theology         (6 sh)         T17 11 and MUS 113           Natural Science         (3 sh)         EDU 250           Theology         (6 sh)         T17 11 and MUS 113           Natural Science         (3 sh)         EDU 100           Coll Science         (3 sh)         FDU 250           Professional Education or EDU 101 (1sh)         3         Science           Science         (3 sh)         EDU 250         Science           EDU 100° A         Foundations or Education or EDU 101 (1sh)         3         Science           EDU 216 Hourdations or Education or EDU 101 (1sh)         3         Science         Science           EDU 216 Hourdations or Educatinon & Aspreser Hours         Science         S			(3 sh)	LUC 101			
Mahrmadies       (3 sh)       MTH 112         Ethies       (3 sh)       MTH 1103 OR ALL FIVE of the courses with a ∆         Enduring Question Seminar       (2-3 sh)       Any 399 course         Capstone in the major       (Varied)       FDE 490         Service Learning       (20 lars, prior to Gate II)          Cultural Diversity course or experience       (3 sh)       EDU 216         General ELfucation           History       (3 sh)       ANY PIIL.course         Literature       (3 sh)       ANY PIIL.course         Theology       (3 sh)       ANY PIIL.course         Cold science       (3 sh)       ANY PIIL.course         Theology       (3 sh)       ANY PIIL.course         Professional Education-Foundation Courses       Semester Hours         EDU 100 <sup>4</sup> A       Foundations of Education or EDU 101 (1sh)       3         LUC 10       College Connections       3         EDU 250       Technology R Pedagogy, K Content Knowledge       1         EDU 250*       Education       3         EDU 250*       Education       3         EDU 250*       Education       3         EDU 250*       Education Projeolal Needs Education       3			· /				
Ehies       (3 sh)       PHL 103 OR ALL FIVE of the courses with a ∆         Enduring Question Seminar       (2-3 sh)       Any 399 course         Capsione in the major       (20 hs>, prior to Gate II)         Service Learning       C20 hs>, prior to Gate II)         Cultural Diversity course or experience       (2-3 sh)       EDU 216         General Education       IEDU 216       IEDU 216         Hatory       (3 sh)       ENG 200         Phalosophy       (3 sh)       ANY 172 and MUS 113         Natural Science       (3 sh)       ANY 171 and MUS 113         Natural Science       (3 sh)       EDU 250         Professional Education - Foundation Ourse       Semester Hours         EDU 100* A       Foundations of Education or EDU 101 (1sh)       3         Science       (3 sh)       Education and Psychology & Content Knowledg       1         EDU 216       Technology for Learning       3       1         EDU 2351       Technology, Pedagogy, & Content Knowledg       3       3         EDU 2304       Survey of Special Needs Education       3       3         EDU 2304       Survey of Special Needs Education       3       3         EDU 2304       Survey of Special Needs Education       3       3      <	-		. ,				
Enduring Question Seminar         (2-3 sh)         Any 399 course           Capstone in the major         (varied)         EDE 490           Service Learning         (20 hrs. prior to Gate II)           Callural Diversity course or experience         (3 sh)         EDE 197           General Education         Iterative         (3 sh)         IST 121 OR IIST 219           Literature         (3 sh)         Any PHL course         Iterative           Theology         (6 sh)         TH3 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level and above THS           ArtMusi         (3 sh)         EDU 200         Semester Hours           Professional Education-Foundation Courses         Semester Hours         Semester Hours           FDU 100 * A         Foundations of Education or EDU 101 (1sh)         3         Semester Hours           EDU 210* A         Foundations of Education or EDU 101 (1sh)         3         Semester Hours           EDU 210* A         Foundational & Social Secondation         3         Seminary           EDU 210* A         Mutical Lauses in Education         3         Seminary           EDU 210* A         Mutical Lauses in Education         3         Seminary           EDU 250* H         Education         3         Semester Hours           EDU 250* Educ			· /	PHL 103	OR ALL FIV	E of the courses with a $\Delta$	
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Curriculum Content         Mathematics         Language Arts       Mathematics         COM 100       Oral Communications (3)       MTH 112**       Mathematical Principles for Teachers of Young Children (3)         ENG 101**       Composition I: Essay Writing (3)       MTH 224       Math for Teachers of Young Children I (3)         ENG 313**       Theoretical Approaches to Writing, Reading, & the Teaching of Writing (3)       MTH 225       Math for Teachers of Young Children II (3)         ENG 200**       Introduction to Literature (3)       HST 121**       Survey of United States History I (3)         ENG 220       Structures of the English Language (3)       HST 219**       Ohio History (3)         Science       PLS 122       American National Government (3)         SCI 170**       Survey of Science (3)       GEO 250       World Cultural Geography (3)						c	
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& the Teaching of Writing (3)       Social Studies         ENG 200**       Introduction to Literature (3)       HST 121**         ENG 220       Structures of the English Language (3)       HST 219**         Science       PLS 122         SCI 170**       Survey of Science (3)			Reading.				
ENG 200**Introduction to Literature (3)HST 121**Survey of United States History I (3)ENG 220Structures of the English Language (3)HST 219**Ohio History (3)SciencePLS 122American National Government (3)SCI 170**Survey of Science (3)GEO 250World Cultural Geography (3)							
ENG 220Structures of the English Language (3)HST 219**Ohio History (3)SciencePLS 122American National Government (3)SCI 170**Survey of Science (3)GEO 250World Cultural Geography (3)							
SciencePLS 122American National Government (3)SCI 170**Survey of Science (3)GEO 250World Cultural Geography (3)			ge (3)				
SCI 170** Survey of Science (3) GEO 250 World Cultural Geography (3)					PLS 122		
					GEO 250		
SCI 370 Integrated Science for Teachers (3)	SCI 370 Integr	rated Science for Teachers (3)					

#### Art and Music

ART 117\*\* Art for Teachers of Young Children (3)

MUS 113\*\* Integrating Music Into the Early Childhood Classroom (3)

## Lourdes University Early Childhood Program (for students enrolled Fall 2020)

	Lourdes University Early Childhood Program (for students enrolled Fall 2020)						
Degree: Ba	Degree: Bachelor of Arts         Major: Dual Elementary Education Program						
	Curriculum	_		J. The second se	5		
	culum Requirements						
First Year E		(3 sh)	LUC 101				
English	I.	(6 sh)	ENG 101	AND 313			
Mathematic	S	(3 sh)	MTH 112	2			
Ethics		(3 sh)	PHL 103	OR ALL FIVE	E of the courses with a $\Delta$		
Enduring Q	uestion Seminar	· /	Any 399				
Capstone in		(varied)	EDE 490				
Service Lea		(20 hrs. j	prior to Gat	te II)			
Cultural Div	versity course or experience	(3 sh)	EDU 216	)			
General E	ducation						
History		(3 sh)	HST 121	OR HST 219			
Literature		(3 sh)	ENG 200	)			
Philosophy		(3 sh)	Any PHL	course			
Theology		(6 sh)	THS 101,	, 125, 218, 220	, 221, 235, 312 OR 316, AND a 200 level and above THS		
Art/Music		(3 sh)		and MUS 113	5		
Natural Scie		(3-4 sh)					
Social Scier		(3 sh)	EDU 250	)	S ( 11		
	Education-Foundation Cour		(1, 1, 1)		Semester Hours		
EDU 100* A		or EDU I	01 (1sh)		3		
LUC 101 EDU 151	College Connections Technology for Learning				3		
EDU 151 EDU 251	Technology & Pedagogy	for Loornir	20		1		
EDU 251 EDU 351	Technology, Pedagogy, &				1		
EDU 216** 4				·	3		
EDU 230 Δ					3		
EDU 250**		Laucation			3		
EDU 317 $\Delta$	Classroom Management f	for Early C	hildhood H	Education	3		
EDU 329 $\Delta$	Differentiated Instruction				3		
	lhood Strand				-		
EDE 235 ♦		Instruction	in Early (	Childhood	3		
EDE 250*	Early Childhood Methods				3		
EDE 307	Special Needs Assessmen				3		
EDE 315	Family, School, and Com			1	3		
EDD 350*	Dual Elementary Education			rience II	3		
EDD 490*/*					12		
Reading Strand							
EDU 220	Reading Comp Skills, St	rategies &	the Writin	g Process in I	inclusive Settings 3		
EDU 221	Content Area Reading &	Writing			3		
EDU 324	The Role of Phonics and t	he Founda	tions of Re	eading & Writ	ting 3		
EDU 335	Reading Diagnosis & Asses	sment			3		
Curriculum							
Language A	ts			Mathemati			
COM 100	Oral Communications (3)				Mathematical Principles for Teachers of Young Children (3)		
ENG 101**	Composition I: Essay Writing (3)			MTH 224	Math for Teachers of Young Children I (3)		
ENG 313**	Theoretical Approaches to Writing	g, Reading,		MTH 225	Math for Teachers of Young Children II (3)		
	& the Teaching of Writing (3)			Social Stud			
ENG 200**	Introduction to Literature (3)	(2)		HST 121**	Survey of United States History I (3)		
ENG 220	Structures of the English Langua	ige (3)		HST 219**	Ohio History (3)		
Science SCI 170**	Survey of Science (3)			PLS 122 GEO 250	American National Government (3) World Cultural Geography (3)		
SCI 170** SCI 370	Integrated Science for Teachers (3)			GEO 230	World Cultural Geography (3)		
501570	Integrated Science for Teachers (5)						

#### Art and Music

ART 117\*\* Art for Teachers of Young Children (3)

MUS 113\*\* Integrating Music Into the Early Childhood Classroom (3)

## Lourdes University Early Childhood Program

## Elementary Religion Teacher Certificate Program

The Division of Theological Studies offers the Elementary Religion Teacher Certificate for Early Childhood and Middle Childhood Education majors who wish to teach religion in Toledo Diocesan Catholic Elementary Schools. The Toledo Diocese will certify the teacher candidates who successfully complete the courses listed below and the Diocesan Orientation Program.

- THS 218 Celebrating the Sacraments (3)
- THS 220 Intro to the Old Testament (3) or
- THS 221 Intro to the New Testament (3)
- THS 235 Survey of Catholic Belief (3)
- THS 265 Christian Ethics (3)



Lourdes University Division of Education reserves the right to make changes to the courses of study and program requirements due to the frequent changes in national and state standards and regulations.

# Middle Childhood Education



## Bachelor of Arts in Middle Childhood Education

## DIVISION OF EDUCATION Middle Childhood Program

## **Overview** Middle Childhood Program

Middle Childhood education is a specific field of study with a body of knowledge and research that recognizes the distinct developmental stage between early childhood and adolescence, in grades 4-9. The program helps teacher candidates learn how to engage young adolescents in active and purposeful learning, which is challenging, exploratory, integrative and relevant in an environment that is safe, inclusive and supportive of all. Teacher candidates learn how to use, collect assessment data and plan appropriately challenging curriculum and tailor instruction that responds to the strengths and needs of each student. The program employs and supports a teaching staff with the educational qualifications, knowledge and professional commitment necessary to promote young adolescent's learning and development.

### Middle Education Program Curriculum Overview

The Middle Childhood Program is based on contemporary research and the most current standard requirements of the Council for the Accreditation of Educator Preparation (CAEP); Ohio Department of Higher Education (ODHE); Ohio Department of Education (ODE); International Society for Teaching in Education (ISTE); the National Middle School Association (NMSA); the National Council of Teachers of English (NCTE); the National Council of Teachers of Mathematics (NCTM); the National Council for the Social Studies (NCSS); and the National Science Teachers Association (NSTA).

The curriculum reflects well-established and contemporary principles and practices in order to offer teacher candidates the necessary knowledge, skills and dispositions to become caring, competent, qualified educators. Specifically, the Ohio Standards for the Teaching Profession serve as the criteria for assessment of the competencies and skills of teaching. curriculum effective The comprising the Middle Childhood Program is divided into three divisions, each serving specific curricular goals. The divisions are the Core Curriculum Requirements, Professional Education and the Curriculum - Areas of Concentration.



## DIVISION OF EDUCATION Middle Childhood Program

## **Core and General Education Curriculum**

The Core and General Education courses provide the skills and competencies essential for all college-educated adults.

### **Professional Education Curriculum**

Professional education courses provide teacher candidates with the knowledge, skills, and dispositions necessary to become an effective teacher as reflected in the Ohio Standards for the Teaching Profession. In addition, teacher candidates observe, learn, and practice the gift of teaching so they will become caring competent qualified educators. The Professional Education curriculum places special emphasis on meeting the needs of diverse learners through differentiated instruction. as well as multicultural education, the teaching of reading, the integration of technology in the classroom and embracing the importance of family, school and community relations.

Professional education courses are divided into two groups: Foundation Courses and Strand Courses. The Foundation Courses provide a comprehensive understanding of education theory, as well as concepts, and skills that are essential for all teacher candidates.

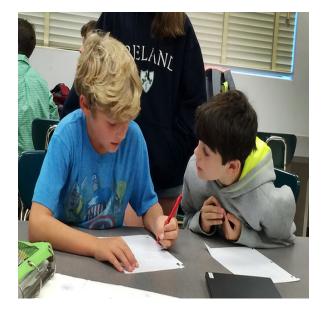
The Middle Childhood Strand is the second group of the professional education courses. These courses provide theory, concepts, methods pedagogy that and are developmentally appropriate for Middle Childhood majors. Emphasis is placed on the teaching of reading, planning, implementing, and assessing developmentally responsive instruction based on the Ohio Learning Standards.

Several of these courses include clinical or field experiences where Lourdes teacher candidates have an opportunity to observe and/or work with children in the classroom.

### **Curricular Content Course**

The Curricular Content courses provide teacher candidates with content to create effective learning experiences for young adolescents.

Middle Childhood teachers are required to concentrate in two of four curricular area: Language Arts, Mathematics, Science, and Social Studies. College level courses in Language Arts, Mathematics, Science, and Social Studies, Art, and Music and the designated Specialized Professional Associations (SPA) are required as part of the Middle Childhood course of study.



## Lourdes University Middle Childhood Program (for students enrolled Fall 2019 and prior)

Lourd	es University Mido	lle Child	lhood F	<b>'rogram</b>	(for students enrolled Fall 2019 and prior)
Degree: Bachelor		ijor: Middle			
<b>Concentration</b> A	reas: Language Arts, Social S	Studies, Matl	hematics, S	cience (two o	f four) Core
Curriculum Req					
First Year Experie	ence	(3 sh)	FYE 10		
English		(6 sh)		1 AND ENG	
Mathematics		(3 sh)			1TH course above 114
Ethics		(3 sh)			WE of the courses with a $\Delta$
Enduring Question		(2-3 sh)	Any 399		
Capstone in the m	ajor	(varied)	EDM 49		
Service Learning			prior to Gat		
Cultural Diversity General Educati	course or experience	(3 sh)	EDU 21	6	
History	ion -	(3 sh)	HST 121	1 OR HST 2	19
Literature		(3  sh)		0,211,212,	
Philosophy		(3  sh)		L course	213, 217
Theology		(5  sh)			20, 221, 235, 312 OR 316, AND a 200 level or above THS
Art/Music		(3  sh)			Music course
Natural Science		(3  sh) (3-4 sh)	SCI 170		Wusie course
Social Science		$(3-4 \sin)$ (3 sh)	EDU 25		
	ducation-Foundation Cour		EDU 23	0	Semester Hours
EDU 100* Δ	Foundations of Education		1sh)		3
FYE 101	College Connections	(	)		3
EDU 151	Technology for Learning				1
EDU 251	Technology & Pedagogy f	or Learning			1
EDU 351	Technology, Pedagogy, &		wledge		1
EDU 216**Δ	Multicultural & Social Issu		U		3
EDU 230 $\Delta$	Survey of Special Needs E		1011		3
	Educational Psychology	ducation			3
EDU 250** ♦		Middle Chi	Idhaad & A	V A	3
EDU 319 $\Delta$	Classroom Management fo			ТА	
EDU 329 Δ	Differentiated Instruction	x Assessmen	l		3
Middle Childho					2
EDM 210 ♦	Education for Young Adol				3
EDM 235♦	Integrated Curriculum and		F' 11F	· •	3
EDM 250*	Middle School Methods, S				3 3
EDM 351-356*	Middle School Methods, S		Field Experi	lence II	
EDM 490*/**	Middle Childhood Student	Teaching			12
Reading Strand		·11 1.04 4			2
EDU 220	Reading Comprehension Sk	ills and Strateg	gies		3
EDU 221	Content Area Reading				3
EDU 324	The Role of Phonics and the		e		3
EDU 335	Reading Diagnosis, Assess	nent & Instru	ctional Impl	lications	3
	ntent—Areas of Concentrat	tion (Select 2	of 4 areas		
Language Arts				Mathemat	
COM 100**	Oral Communications (3 sh)				*Mathematical Principles for Educators II (3 sh)—
	Young Adolescent to Young				/SAT, 520, OR Any MTH course about 114
ENG 101**	Composition I: Essay Writing				Math Pedagogy for Middle Childhood & AYA Teachers (3 sh)
ENG 102** ENG 200**	Composition II: Research and				College Algebra (3 sh)
ENG 200** ENG 313	Introduction to Literature (3 sh Theoretical Approaches to R		riting(3 ch)		Elementary Analysis (3 sh) Calculus for the Managerial Sciences (3 sh)
ENG 220	Structures of the English Lang		fitting(3 sil)		Geometry (3 sh)
ENG 300	Foundations of Western Litera				Statistics (3 sh)
Science				Social Stu	
BIO/L 201	Principles of Biology I/Lab (4	sh)			History of World Civilizations I (3 sh)
BIO 215**	Basic Ecology (3 sh)	,			Survey of U.S. History I (3 sh)
CHM/L 130	Intro to General Chemistry (3 s	h)		HST 122	Survey of U.S. History II (3 sh)
SCI 370	Integrated Science for Teacher				Ohio History (3 sh)
PHS 112	Introduction to Earth Science			PLS 122	American National Government (3 sh)
PHS 113	Principles of Physical Science			GEO 260	World Regional Geography (3 sh)
BIO 254	Health Science for Teachers o				Introduction to Economics (3 sh) eral Education requirements $\Delta$ Courses that meet partial Ethics
mencates cou	ises that require meta Experience	mulcales cou	ises that mee	a cone or Gen	erai Education requirements 🛆 Courses that meet partial Ethics

## Lourdes University Middle Childhood Program (for students enrolled Fall 2020)

Lourdes University Middle Childhood Program (for students enrolled Fall 2020)					
Degree: Bachelor	of Arts <u>Ma</u>	njor: Middle	Childhood	Education	I
	Areas: Language Arts, Social S				
Curriculum Re					
First Year Experi	ence	(3 sh)	LUC 10	1	
English		(6 sh)	ENG 10	1 AND EN	G 313
Mathematics		(3 sh)	MTH 114	4 OR Any I	MTH course above 114
Ethics		(3 sh)			TVE of the courses with a $\Delta$
Enduring Questic	on Seminar	(2-3 sh)	Any 399		
Capstone in the n	najor	(varied)	EDM 49	0	
Service Learning		(20 hours	prior to Gat	te II)	
Cultural Diversit	y course or experience	(3 sh)	EDU 21	6	
<b>General Educat</b>	ion				
History		(3 sh)	HST 121	OR HST 2	219
Literature		(3 sh)	ENG 20	0,211,212	,213, 214
Philosophy		(3 sh)	Any PH	L course	
Theology		(6 sh)	THS 101,	, 125, 218, 2	20, 221, 235, 312 OR 316, AND a 200 level or above THS
Art/Music		(3 sh)	Any app	roved Art o	or Music course
Natural Science		(3-4 sh)	SCI 170		
Social Science		(3 sh)	EDU 25	0	
	ducation-Foundation Cour				Semester Hours
EDU 100* Δ	Foundations of Education	or EDU 101 (	1sh)		3
LUC 101	College Connections				3
EDU 151	Technology for Learning				1
EDU 251	Technology & Pedagogy f				1
EDU 351	Technology, Pedagogy, &				1
EDU 216**Δ	Multicultural & Social Iss		ion		3
EDU 230 ∆ ♦	Survey of Special Needs E				3
EDU 250**♦	Educational Psychology &				3
EDU 319 $\Delta$	Classroom Management for			YA	3
EDU 329Δ	Differentiated Instruction	& Assessmen	t		3
Middle Childh					
EDM 235♦	Integrated Curriculum and				3
EDM 250*	Middle School Methods, S				3
EDM 351-356*	Middle School Methods, S		Field Experi	ence II	3
EDM 490*/**	Middle Childhood Student	Teaching			12
Reading Strand					
EDU 220	Reading Comp Skills, Str		Writing Pro	ocess in Incl	
EDU 221	Content Area Reading &	-			3
EDU 324	The Role of Phonics and	the Foundati	ons of Read	ding & Wri	ting 3
EDU 335	Reading Diagnosis & Assess	ment			3
Curriculum Co	ontent—Areas of Concentrat	tion (Select 2	of 4 areas	listed)	
Language Arts				Mathema	tics
COM 100**	Oral Communications (3 sh)				*Mathematical Principles for Educators II (3 sh)—
	Young Adolescent to Young				2/SAT, 520, OR Any MTH course about 114
ENG 101**	Composition I: Essay Writing	(3sh)			Math Pedagogy for Middle Childhood & AYA Teachers (3 sh)
ENG 200**	Introduction to Literature (3 sh	)			College Algebra (3 sh) Elementary Analysis (3 sh)
ENG 200 ENG 313	Theoretical Approaches to F		riting(3 sh)		Calculus for the Managerial Sciences (3 sh)
ENG 220	Structures of the English Lang		11111 <u>6</u> (5 511)		Geometry (3 sh)
ENG 300	Foundations of Western Litera				Statistics (3 sh)
Science		( )		Social Stu	
BIO/L 201	Principles of Biology I/Lab (4	sh)		HST 103	History of World Civilizations I (3 sh)
BIO 215**	Basic Ecology (3 sh)				* Survey of U.S. History I (3 sh)
CHM/L 130	Intro to General Chemistry (3 s			HST 122	Survey of U.S. History II (3 sh)
SCI 370	Integrated Science for Teacher				* Ohio History (3 sh)
PHS 112 PHS 113	Introduction to Earth Science			PLS 122 GEO 260	American National Government (3 sh)
PHS 113 BIO 254	Principles of Physical Science Health Science for Teachers o		escents	BUS 200	World Regional Geography (3 sh) Introduction to Economics (3 sh)
					neral Education requirements A Courses that meet partial Ethics

\*Indicates courses that require Field Experience \*\*Indicates courses that meet Core or General Education requirements  $\Delta$  Courses that meet partial Ethics

requirement Indicates courses that include clinical experience Lourdes University Division of Education reserves the right to make changes to the courses of study and program requirements due to the frequent changes in national and state standards and regulations.

## Lourdes University Middle Childhood Program

## Elementary Religion Teacher Certificate Program

The Division of Theological Studies offers the Elementary Religion Teacher Certificate for Early Childhood and Middle Childhood Education majors who wish to teach religion in Toledo Diocesan Catholic Elementary Schools. The Toledo Diocese will certify the teacher candidates who successfully complete the courses listed below and the Diocesan Orientation Program.

THS 218	Celebrating the Sacraments (3)
THS 220	Intro to the Old Testament (3) or
THS 221	Intro to the New Testament (3)
THS 235	Survey of Catholic Belief (3)
THS 265	Christian Ethics (3)

### Middle Childhood Generalist Endorsement

The Ohio Department of Education will add the Middle Childhood Generalist Endorsement, limited to grades 4-6, to an existing Middle Childhood license provided the additional course work, 50 clinical hours, and OAE content tests are successfully completed. Candidates obtain this license from an approved institution that has an approved generalist program in the four concentration areas: Language Arts, Social Studies, Science, and Math.



Lourdes University Division of Education reserves the right to make changes to the courses of study and program requirements due to the frequent changes in national and state standards and regulations.

# Adolescence to Young Adult Program



# Bachelor of Science Adolescence to Young Adult Education

## DIVISION OF EDUCATION Adolescence to Young Adult Program

## *Overview* Adolescence to Young Adult Overview

Adolescence to Young Adult education is a specific field of study with a body of knowledge that is developmentally responsive to the diverse and unique needs of adolescents and young adults, in grades 7-12. The program helps teacher candidates focus on higher-order skills where students need to think critically, solve real-world problems and be successful in meeting the 21<sup>st</sup> century skills. Teacher candidates learn how to use, collect assessment data and plan appropriately challenging curriculum and tailor instruction that responds to the strengths and needs of each student. The program employs and supports a teaching staff with the educational qualifications, knowledge and professional commitment necessary to promote young adolescent's learning and development.

#### Adolescence to Young Adult Program Curriculum Overview

The Lourdes Division of Education has designed the curriculum based on contemporary research and the most current standards of the Council for the Accreditation of Educator Preparation, (CAEP); Ohio Department of Higher Education (ODHE); Ohio Department of Education (ODE); International Society Teaching in for Education (ISTE); The National Council of Teachers of English (NCTE); The National Council of Teachers of Mathematics (NCTM); The National Council for the Social Studies (NCSS); and the National Science Teachers Association (NSTA).

The curriculum reflects well-established and contemporary principles and practices in order to offer teacher candidates the necessary knowledge, skills and dispositions to be caring, competent, qualified educators.

Specifically, the Ohio Standards for the Teaching Profession serve as the criteria for assessment of the competencies and skills of effective teaching. The curriculum comprising the AYA Program is divided into three divisions, each serving specific curricular goals. The divisions are the Core Curriculum Requirements, Professional Education and Content Specialization.



## DIVISION OF EDUCATION Adolescence to Young Adult Program

## **Core and General Education Curriculum**

The Core and General Education Curriculum provide students with the skills and competencies essential for all college-educated adults.

### **Professional Education Curriculum**

The Professional Education Curriculum provides a teacher candidate with the courses to become an effective teacher as reflected in the Ohio Standards for the Teaching Profession. In addition, teacher candidates observe, learn, and practice the gift of teaching so they will become caring competent qualified educators. The Professional Education curriculum places special emphasis on meeting the needs of learners through diverse differentiated instruction, as well as multicultural education, the integration of technology in the classroom and embracing the importance of family, school and community relations.

Professional education courses are divided into two groups: Foundation Courses and Strand Courses. The Foundation Courses provide a comprehensive understanding of education theory, as well as concepts, and skills that are essential for all teacher candidates.

The Adolescence to Young Adult (AYA) Strand is the second group of the professional education courses. These courses provides theory, concepts, methods, and pedagogy that are developmentally appropriate for AYA majors. Emphasis is placed on planning, implementing, and assessing developmentally responsive instruction based on the Ohio Learning Standards. Several of these courses include clinical or field experiences where Lourdes teacher candidates have an opportunity to observe and/or work with children in the classroom.

## **Curricular Content Course**

The Curricular Content courses provide teacher candidates with the content to create effective learning experiences for adolescents.

Adolescent to Young Adult teachers are required to concentrate on one of the five curricular areas: Language Arts, Life Science, Integrated Science, Social Studies or Mathematics. College level courses in Language Arts, Mathematics, Science, Social Studies, Art, or Music and the designated Specialized Professional Associations (SPA) are required as part of the Adolescence to Young Adult course of study



## Lourdes University - Adolescence to Young Adult (for students enrolled Fall 2019 and prior)

## Course of Study

The Adolescence to Young Adult Program prepares teachers to work with learners from ages 12-21 and grades 7-12, in one of the following teaching fields:

- Integrated Language Arts
- Integrated Social Studies
- Integrated Science
- Life Sciences
- Integrated Mathematics

The exact number of credit hours needed for graduation is dependent upon the teaching field selected. In some fields, students may be able to obtain a dual major.

#### Required Curriculum

Itequileu Cuil	icululli		
Core Curriculur	n Requirements		
First Year Experier	ice	(3 sh)	FYE 101
English		(6 sh)	ENG 101 AND ENG 102
Mathematics		(3 sh)	MTH 114 OR Any MTH course above 114
Ethics		(3 sh)	PHL 103 OR ALL FIVE of the courses with a $\Delta$
Enduring Question	Seminar	(2-3 sh)	
Capstone in the ma	jor		) EDA 450
Service Learning			rs in Gate I and 20 hours in Gate II)
	course or experience	(3 sh)	EDU 216
General Educati	on		
History		(3 sh)	Any HST course
Literature		(3 sh)	ENG 200, 211, 212,213 or 214
Philosophy		(3 sh)	Any PHL course
Theology		(6 sh)	THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS
Art/Music		(3 sh)	Any approved Art or Music course
Natural Science		· /	Any approved Natural Science course
Social Science			
	cation-Foundation Cour		Semester Hours
EDU 100* Δ	Foundations of Education	on or EDU	
FYE 101	College Connections		3
EDU 151	Technology for Learning		1
EDU 251	Technology & Pedagogy		
EDU 351	Technology, Pedagogy, &		
EDU 216** A	Multicultural & Social Is		
EDU 230 ∆ ♦	Survey of Special Needs	Educatio	
EDU 250**♦	Educational Psychology		3
EDU 319 <b>D</b>	Classroom Management	for Midd	dle Childhood & AYA 3
EDU 329 <b>d</b>	Differentiated Instruction	n & Asse	essment 3
Adolescence to	Young Adult Strand Co	urses	
EDA 210♦	Teaching Adolescents to	Young Ac	dults 3
EDA 235 ♦	Curriculum & Instruction		
EDA 250*	General Teaching Method		
EDA 351-354*	Methods and Field Experi	ience II	3
EDA 490*	Adolescent & Young Adu	ilt Studen	nt Teaching 12
<b>Reading</b> Core			
EDU 221	Content Area Reading		3
<b>Content Speciali</b>	zation (Semester hours I	required)	
Integrated Langua	ge Arts 51	• •	, ,
Integrated Social			
Integrated Scienc			
Life Sciences	49		
Integrated Mather	natics 45		
		e **Indic	cates courses that meet Core or General Education requirements $\Delta$ Indicates courses

Lourdes University Adolescence to Young Adult Program					
Degree: Bachelor (	of Science <u>Major</u>	<u>r:</u> Adole	escence to Young Adult Education		
<u>Teaching Field:</u> I	ntegrated Language Arts				
<b>Required Curric</b>	ulum				
Core Curriculun	n Requirements				
First Year Experie	nce (3	sh)	FYE 101		
English		sh)	ENG 101 AND ENG 102		
Mathematics	(3	sh)	MTH 114 OR Any MTH course above 114		
Ethics	(3	sh)	PHL 103 OR ALL FIVE of the courses with a $\Delta$		
Enduring Question	n Seminar (2	-3 sh)	Any 399 course		
Capstone in the ma	ajor (v	aried)	EDA 490		
Service Learning	(2	0 hours	prior to Gate II)		
Cultural Diversity	course or experience (3	sh)	EDU 216		
General Educati	on				
History	(3	sh)	Any HST course		
Literature	(3	sh)	ENG 200, 211, 212, 213 or 214		
Philosophy	(3	sh)	Any PHL course		
Theology	(6	sh)	THS 101,125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS		
Art/Music	(3	sh)	Any approved Art or Music course		
Natural Science	(3	-4 sh)	Any approved Natural Science course		
Social Science		sh)	EDU 250		
	lucation-Foundation Courses		Semester Hours		
EDU 100* Δ	Foundations of Education Collee Connections	or EDU	101 (1sh) 3 3		
FYE 101 EDU 151	Technology for Learning		5		
EDU 251	Technology & Pedagogy for Learning	ing	1		
EDU 351	Technology, Pedagogy, & Content	Knowle	dge 1		
EDU 216** A	Multicultural & Social Issues in Ed				
EDU 230 ∆ ♦ EDU 250** ♦	Survey of Special Needs Education Educational Psychology		3 3		
EDU 319 Δ	Classroom Management for Middle	e Childho	ood & AYA 3		
EDU 329 Δ	Differentiated Instruction & Assess		3		
	oung Adult Strand Courses		2		
EDA 210 ♦	Teaching Adolescents to Young Ad		to Young Adults 3		
EDA 235 ♦ EDA 353*	Curriculum & Instruction for Adol Language Arts Methods and Field				
EDA 490*/**	Adolescent & Young Adult Studen				
Reading Core		G4	2		
EDU 220 EDU 221	Reading Comprehension Skills & Content Area Reading	Strategie	es 3 3		
	ation: Integrated Language Arts		5		
ENG 101**	Composition I: Essay Writing		3		
ENG 102**	Composition II: Research and Writ	ing	3		
ENG 200** ENG 220	Introduction to Literature Structures of the English Language		3 3		
ENG 313	Theoretical Approaches to Writing				
ENG 316	Foundations of Rhetoric		3		
ENG 390	Approaches to Criticism		3 3 3		
ENG 405 ENG 490	Shakespeare Senior Research Project		3		
Select One	Senior Research Project		5		
ENG 211	Postcolonial Literature		3		
ENG 212	Gender and Literature		3		
ENG 213 ENG 214	Multicultural U.S. Literature Ecology and Literature		3 3		
Select Three	Leology and Enclature		5		
ENG 300	Foundations of Western Literature		3		
ENG 301	Studies in English Literature I		3		
ENG 302 ENG 303	Studies in English Literature II Studies in American Literature I		3 3		
ENG 304	Studies in American Literature II		3		
ENG 315	Non-Western Literature		3		
Select Two					
ENG 401 ENG 402	Studies in Fiction		3 3		
ENG 402 ENG 403	Studies in Drama Studies in Poetry		3		
ENG 405	Studies in Film		3		
ENG 411	Single Author Study		3		
ENG 440	Studies in Rhetoric		3		
"malcates course	s man require rield Experience **Indica	ates cours	ses that meet Core or General Education requirements $\Delta$ Indicates courses that meet partial		

Lourdes University Adolescence to Toung Adult Hogram						
	or of Science <u>Major:</u> Adolesce	ence	to Young Adult Education			
	Integrated Social Studies					
<b>Required</b> Curri	culum					
Core Curriculu	m Requirements					
First Year Experien	ice (3	sh)	FYE 101			
English	(6 s	sh)	ENG 101 AND ENG 102			
Mathematics	(3 s	sh)	MTH 114 OR Any MTH course above	114		
Ethics	(3 s		PHL 103 OR ALL FIVE of the courses	with $a \Delta$		
Enduring Question		3 sh)	Any 399 course			
Capstone in the ma			EDA 490			
Service Learning		hour	s prior to Gate II)			
	course or experience (3 s	h)	EDU 216			
General Educat	ion					
History	(3 s	sh)	Any HST course			
Literature	(3		ENG 200, 211, 212, 213, or 214			
Philosophy	(3 s	sh)	Any PHL course			
Theology	(6 s	sh)	THS 101, 125, 218, 220, 221, 235, 312	OR 316, AND a 200 level or above THS		
Art/Music	(3 s	sh)	Any approved Art or Music course			
Natural Science	(3-4	4 sh)	Any approved Natural Science course			
Social Science	(3 sl	h)	EDU 250			
Professional Ed	ucation-Foundation Courses			Semester Hours		
EDU 100* Δ	Foundations of Education OR E	DU 1	01 (1sh)	3		
FYE 101	College Connections			3		
EDU 151	Technology for Learning			1		
EDU 251	Technology & Pedagogy for Lea	arning		1		
EDU 351	Technology, Pedagogy, & Conte	ent Kı	nowledge	1		
EDU 216**Δ	Multicultural & Social Issues in	Educ	cation	3		
EDU 230 ∆ ♦	Survey of Special Needs Educat	ion		3		
EDU 250**♦	Educational Psychology			3		
EDU 319 Δ	Classroom Management for Middle Childhood & AYA			3		
EDU $329 \Delta$ Differentiated Instruction & A			lent	3		
Adolescence to	Young Adult Strand Courses	5				
EDA 210 ♦	Teaching Adolescents to Young	Adul	ts	3		
EDA 235♦	Curriculum & Instruction for Ac	doles	cents to Young Adults	3		
EDA 250*♦	General Teaching Methods and			3		
EDA 351*	Social Studies Methods and Fiel			3		
EDA 490*/**	Adolescent & Young Adult Stu	dent ]	Feaching	12		
<b>Reading</b> Core						
EDU 221	Content Area Reading			3		
Content Specia	lization: Integrated Social Stu	udies	8			
HST 301	Ancient History			3		
HST 302	Medieval & Renaissance Europe	e		3		
HST 303	Modern Europe			3		
HST 307	The American Revolution and the	he Ea	rly Republic	3		
HST 308	Civil War & Reconstruction			3		
HST 309	United States in the 20th Century	,		3		
GEO 250	World Cultural Geography			3		
GEO 260	World Regional Geography			3		
PLS 122	American National Governmen	t		3		
PLS 201	Modern Political Thought			3		
BUS 254	Macroeconomics			3		
BUS 255	Microeconomics			3		
HST 490	Capstone: Historical Methods			3		
Select Three						
HST 411	History of Latin America			3		
HST 413	History of the Middle East			3		
HST 417	History of the Far East			3		
HST 419	History of Africa			3		
*Indicates courses that require Field Experience **Indicates courses that meet Core or General Education requirements $\Delta$ Indicates courses that meet partial Ethics						

	Lourdes Univer	sity Ad	olescence to Young	Adult Program	
Degree: Bachelor of Se	cience <u>Major</u> :	Adolesce	nce to Young Adult Educa	tion	
<b>Teaching Field:</b> Integ	grated Science		_		
Required Curriculu					
Core Curriculum Re					
First Year Experience	1 1 1 1	(3 sh)	FYE 101		
English		(6 sh)	ENG 101 AND ENG 102		
Mathematics		(3 sh)	MTH 114 OR Any MTH c	ourse above 114	
Ethics		(3 sh)	PHL 103 OR ALL FIVE of		
Enduring Question Semin	nar	(2-3 sh)	Any 399 course		
Capstone in the major		(varied)	EDA 490		
Service Learning		(20 hours i	n Gate I and 20 hours in Gate II	)	
Cultural Diversity course	e or experience	(3 sh)	EDU 216		
<b>General Education</b>	_				
History		(3 sh)	Any HST course		
Literature		(3 sh)	ENG 200, 211, 212, 213	, or 214	
Philosophy		(3 sh)	Any PHL course		
Theology		(6 sh)		235, 312 OR 316, AND a 200 level or above THS	
Art/Music		(3 sh)	Any approved Art or Music		
Natural Science		(3-4 sh)	Any approved Natural Scier	ice course	
Social Science		(3 sh)	EDU 250		
	on-Foundation Courses			Semester Hours	
EDU 100* $\Delta$	Foundations of Education		101 (1sh)	3	
EDU 151	Technology for Learning			1	
EDU 251	Technology & Pedagogy			1	
EDU 351	Technology, Pedagogy, &			1	
EDU 216**Δ	Multicultural & Social Is		cation	3	
EDU 230 ∆ ♦	Survey of Special Needs	Education		3	
EDU 250** ♦	Educational Psychology	C ) ( 111		3	
EDU 319 $\Delta$	Classroom Management			3 3	
EDU 329 $\Delta$	Differentiated Instruction		ient	3	
	oung Adult Strand Cou		1.	2	
EDA 210 ♦	Teaching Adolescents to			3 3	
EDA 235♦	Curriculum & Instruction			3	
EDA 250* ♦ EDA 352*	General Teaching Metho Science Methods and Fie	ds and Field	ce II	3	
EDA 490*/**	Adolescent & Young Ad			12	
Reading Core		un student	reaching	12	
EDU 221	Content Area Reading			3	
	ation: Integrated Scien	ce		5	
Biology/Life Scier					
BIO 201/BIL 201	Principles of Biology I/La	ah		4	
BIO 202/BIL 202	Principles of Biology II/I Principles of Biology II/I			4	
BIO 202*BIE 202 BIO 204**	Basic Human Anatomy a	nd Physiolo	σv	3	
BIO 307/BIL 307	Cell Biology/Lab		87	4	
BIO 308/BIL 308	Genetics/Lab			4	
BIO 335/BIL 335	General Microbiology/La	ıb		4	
Chemistry					
CHM 181/CHL 181	General College Chemist	ry I/Lab		4	
CHM 182/CHL 182	General College Chemist	ry II/Lab		4	
CHM 301/CHL 301	Organic Chemistry I/Lab			4	
CHM 302/CHL 302	Organic Chemistry II/Lab			4	
CHM 306/CHL 306	Environmental Chemistry	/Lab		4	
Physics					
PHS 111	Introduction to Astronom	ny		3	
PHS 201/PLA 301	College Physics I			5	
PHS 202/PLA 302	College Physics II			5	
Physical Science					
PHS 114	Introduction to Geology			3	
PHS 112	Introduction to Earth Sci	ence		3	
BIO 317	Principles of Ecology			3	
*Indicates courses that require Field Experience **Indicates courses that meet Core or General Education requirements $\Delta$ Indicates courses that meet partial					

Lourdes University Adolescence to Young Adult Program					
Degree: Bachelor of Sc			ence to Young Adult Education –	8	
Life Science	<u></u>	1001050			
Core Curriculum Re	auirements				
First Year Experience		(3 sh)	FYE 101		
English		(6  sh)	ENG 101 AND ENG 102		
Mathematics		(3 sh)	MTH 114 OR Any MTH course above	114	
Ethics		(3  sh)	PHL 103 OR ALL FIVE of the courses v		
Enduring Question Semir	ar	(2-3 sh)	Any 399 course		
Capstone in the major			EDA 490		
Service Learning		(20 hour	s prior to Gate II)		
Cultural Diversity course	or experience	(3 sh)	EDU 216		
<b>General Education</b>					
History		(3 sh)	Any HST course		
Literature		(3 sh)	ENG 200, 211, 212, 213, or 214		
Philosophy		(3 sh)	Any PHL course		
Theology		(6 sh)	THS 101, 125, 218, 220, 221, 235, 312 OR	316, AND a 200 level or above	
Art/Music		(3 sh)	Any approved Art or Music course		
Natural Science		(3-4 sh)	Any approved Natural Science course		
Social Science		(3 sh)	EDU 250	G	
	on-Foundation Courses			Semester Hours	
EDU 100*Δ	Foundations of Education	NOR EDI	J 101 (1sh)	3	
FYE 101	College Connections			3	
EDU 151	Technology for Learning			1	
EDU 251	Technology & Pedagogy			1	
EDU 351	Technology, Pedagogy, & Multicultural & Social Iss			3	
EDU 216**∆				3	
EDU 230 ∆ ♦	Survey of Special Needs I	Education	l	3	
EDU 250** ♦ EDU 319 Δ	Educational Psychology Classroom Management	for Middl	a Childhood & AVA	3	
EDU 329 $\Delta$	Differentiated Instruction		3		
	ng Adult Strand Courses		sment	5	
	e		1.14	3	
EDA 210 ♦	Teaching Adolescents to			3	
EDA 235♦	Curriculum & Instruction			3	
EDA 250* ◆ EDA 352*	General Teaching Method Science Methods and Fiel			3	
EDA 490*/**	Adolescent & Young Adu			12	
Reading Core			it reaching	12	
EDU 221	Content Area Reading			3	
Content Specializat				5	
Biology/Life Science					
BIO 201/BIL 201	Principles of Biology/Lab	0		4	
BIO 202/BIL 202	Principles of Biology II/L			4	
BIO 204**	Basic Human Anatomy an		logy	3	
BIO 215	Basic Ecology	5		3	
BIO 307/BIL 307	Cell Biology/Lab			4	
BIO 308/BIL 308	Genetics /Lab			4	
BIO 335/BIL 335	General Microbiology/La	b		4	
BIO 402	Introduction to Research			1	
BIO 410	Biology Seminar			2	
Select One					
BIO 306/BIL 306	Vertebrate Zoology/Lab			4	
BIO 311/BIL 311	Invertebrate Zoology/Lab	,		4	
<b>Chemistry/Physical</b>	/Earth Science				
	General, Organic and Bio	logical C	hemistry	4	
PHS 112	Introduction to Earth Scie			3	
PHS 113	Principles of Physical Science 3				
SCI 370	Integrated Science for Tea	achers		3	
Select One					
PHS 111	Introduction to Astronomy	7		3	
PHS 114	Introduction to Geology			3	
1115 114	introduction to Geology			5	

 PHS 114
 Introduction to Geology
 3

 \*Indicates courses that require Field Experience \*\*Indicates courses that meet Core or General Education requirements Δ Courses that meet partial Ethics
 3

requirement Indicates courses that include clinical experience Lourdes University Division of Education reserves the right to make changes to the courses of study and program requirements due to the frequent changes in national and state standards and regulations.

Lourdes University Adolescence to Young Adult Program						
Degree: Bachelor	r of Science <u>Major:</u> Adolescence to You	ing Adult Education				
	Integrated Mathematics	8				
<b>Required</b> Curri						
-	um Requirements					
First Year Experie						
English		AND ENG 102				
Mathematics		OR Any MTH course above 114				
Ethics		OR ALL FIVE of the courses with a $\Delta$				
Enduring Question						
Capstone in the m						
Service Learning	(20 hours)					
Cultural Diversity	y course or experience (3 sh) EDU 216	<u>,</u>				
<b>General Educat</b>	tion					
History	(3 sh) Any HST	course				
Literature		), 211, 212, 213, or 214				
Philosophy	(3 sh) Any PHL					
Theology		25, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS				
Art/Music		oved Art or Music course				
Natural Science		oved Natural Science course				
Social Science	(3 sh) EDU 250					
Professional Ed						
Foundation Cou		Semester Hours				
EDU 100* Δ	Foundations of Education or EDU 101 (1sh)	3				
EDU 151	Technology for Learning	1				
EDU 251	Technology & Pedagogy for Learning	1				
EDU 351	Technology, Pedagogy, & Content Knowledge	1				
EDU 216**Δ	Multicultural & Social Issues in Education	33				
EDU 230 ∆ ♦	Survey of Special Needs Education	3				
EDU 250** ♦	Educational Psychology Classroom Management for Middle Childhood					
EDU 319 Δ EDU 329 Δ	Differentiated Instruction & Assessment	3				
	Young Adult Strand Courses	5				
EDA 210♦	0	3				
EDA 210 $\checkmark$ EDA 235 $\blacklozenge$	Teaching Adolescents to Young Adults Curriculum & Instruction for Adolescents to Yo					
EDA 250*♦	General Teaching Methods and Field Experience	6				
EDA 354*	Mathematics Methods and Field Experience II	3				
EDA 490*/**	Adolescent & Young Adult Student Teaching	12				
Reading Core						
EDU 221	Content Area Reading	3				
	alization: Integrated Mathematics					
MTH 116	Math Pedagogy for Middle Childhood and A	YA Teachers 3				
MTH 122**	College Algebra					
MTH 130	Elementary Analysis	3				
MTH 135	Analytical Geometry & Calculus I	4				
MTH 136	Analytical Geometry & Calculus II	4				
MTH 204	Geometry	3				
MTH 212	Statistics	3				
MTH 215	Linear Algebra	3				
MTH 235	Calculus III	4				
MTH 242	Introduction to Mathematical Reasoning	3				
MTH 256	Discrete Mathematics	3				
MTH 301	Abstract Algebra	3				
MTH 305	Differential Equations	3				
MTH 490	History of Mathematics	3				
	-	et Core or General Education requirements A Courses that meet partial Ethics				

## Lourdes University - Adolescence to Young Adult (for students enrolled Fall 2020)

## Course of Study

The Adolescence to Young Adult Program prepares teachers to work with learners from ages 12-21 and grades 7-12, in one of the following teaching fields:

- Integrated Language Arts
- Integrated Social Studies
- Integrated Science
- Life Sciences
- Integrated Mathematics

The exact number of credit hours needed for graduation is dependent upon the teaching field selected. In some fields, students may be able to obtain a dual major.

## Required Curriculum

ruqui cu Curr	icululli					
Core Curriculur	n Requirements					
First Year Experier	ice	(3 sh)	LUC 101			
English		(6 sh)	ENG 101 AND ENG 313			
Mathematics		(3 sh)	MTH 114 OR Any MTH course abo	ve 114		
Ethics		(3 sh)	PHL 103 OR ALL FIVE of the cours	es with a $\Delta$		
Enduring Question		(2-3 sh)				
Capstone in the ma	jor		(varied) EDA 450			
Service Learning			(20 hours in Gate I and 20 hours in Gate II)			
	course or experience	(3 sh)	3 sh) EDU 216			
<b>General Educati</b>	on					
History		(3 sh)	Any HST course			
Literature		(3 sh)	ENG 200, 211, 212,213 or 214			
Philosophy		(3 sh)	Any PHL course			
Theology		(6 sh)		OR 316, AND a 200 level or above THS		
Art/Music		(3 sh)	Any approved Art or Music course			
Natural Science			Any approved Natural Science course			
Social Science			EDU 250			
	cation-Foundation Cours			Semester Hours		
EDU 100* Δ	Foundations of Educatio	n or EDI	U 101 (1sh)	3		
LUC 101	College Connections			3		
EDU 151	Technology for Learning			1		
EDU 251	Technology & Pedagogy	for Learni	ing	1		
EDU 351	Technology, Pedagogy, &	Content	Knowledge	1		
EDU 216**Δ	Multicultural & Social Is	sues in E	Education	3		
EDU 230 ∆ ♦	Survey of Special Needs	Educatio	on	3		
EDU 250**♦	Educational Psychology	& Huma	n Development	3		
EDU 319Δ	Classroom Management			3		
EDU 329 Δ	Differentiated Instruction	n & Asse	ssment	3		
Adolescence to Young Adult Strand Courses						
EDA 235 ♦	Curriculum & Instruction		escents to Young Adults	3		
EDA 250*	General Teaching Method			3		
EDA 351-354*	Methods and Field Experi		1	3		
EDA 490*	Adolescent & Young Adu		t Teaching	12		
Reading Core						
EDU 221	Content Area Reading & V	Writing		3		
Content Specialization (Semester hours required)						
Integrated Langua		- 1)	,			
Integrated Social	Studies 48					
Integrated Science						
Life Sciences	49					
Integrated Mather	natics 45					

## Lourdes University Adolescence to Young Adult Program (Fall 2020)

Degree Bachkor UrScene         Majer: Adversere to Young Adult Education           Reaching Edu/t Interpretof Language Arts         Interpretof Language Arts           Cere Curriculum Requirements         UC 101           Finglish         (3 sh)         LUC 101 AND ENG 313           Matemanias         (3 sh)         MITH 114 0R Any MTH course above 114           Unities         (3 sh)         MITH 0007 ADD 2001 ARD ENG 313           Capatone in the major         (2.3 sh)         Any 399 course           Capatone in the major         (3 sh)         MITH 114 0R Any MTH course above 114           Caluma Diversion y course or experience         (3 sh)         Any 399 course           Caluma Diversion y course or experience         (3 sh)         MITH 114 0R Any MTH course above 114           History         (3 sh)         Any HST course         Interpretof 114           History         (3 sh)         Any approved Art or Music course         Interpretof 114           History         (3 sh)         Any approved Art or Music course         Interpretof 114           Natual Science         (3 sh)         Any approved Art or Music course         Interpretof 114           Di looping	Lourdes University Adolescence to Young Adult Program (Fall 2020)					
Required Curriculum         Second           Core Curriculum Requirements         (3 sh)         LUC 101           First Year Experience         (3 sh)         LUC 101           Finst Year Experience         (3 sh)         Multicum           Constant         (3 sh)         MUL 103 OR ALL FIVE of the courses with a ∆           Enduring Question Seminar         (2-3 sh)         Any 399 course above 114           Enduring Question Seminar         (2-3 sh)         Any 1157 course           Cultural Diversity course or experience         (3 sh)         Any 1157 course           Literature         (3 sh)         Any 1157 course           Theology         (6 sh)         THS 101.1252,118, 220, 221, 235, 312.0R 316, AND a 200 level or above THS           ArriMusis         (3 sh)         Any approved Ant are Musis course           Social Science         (3 sh)         Any approved Ant are Musis course           Nature         Social Science         (3 sh)         Any approved Ant are Musis course           Nature <t< th=""><th>Degree: Bachelor of</th><th>of Science <u>M</u></th><th><u>ajor:</u> Adol</th><th>escence to Young Adult Education</th><th></th></t<>	Degree: Bachelor of	of Science <u>M</u>	<u>ajor:</u> Adol	escence to Young Adult Education		
Required Curriculum         Second           Core Curriculum Requirements         (3 sh)         LUC 101           First Year Experience         (3 sh)         LUC 101           Finst Year Experience         (3 sh)         Multicum           Constant         (3 sh)         MUL 103 OR ALL FIVE of the courses with a ∆           Enduring Question Seminar         (2-3 sh)         Any 399 course above 114           Enduring Question Seminar         (2-3 sh)         Any 1157 course           Cultural Diversity course or experience         (3 sh)         Any 1157 course           Literature         (3 sh)         Any 1157 course           Theology         (6 sh)         THS 101.1252,118, 220, 221, 235, 312.0R 316, AND a 200 level or above THS           ArriMusis         (3 sh)         Any approved Ant are Musis course           Social Science         (3 sh)         Any approved Ant are Musis course           Nature         Social Science         (3 sh)         Any approved Ant are Musis course           Nature <t< td=""><td><b>Teaching Field:</b> I</td><td>ntegrated Language Arts</td><td></td><td></td><td></td></t<>	<b>Teaching Field:</b> I	ntegrated Language Arts				
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ENG 440 Studies in Rhetoric 3						
			ndicates cour	ses that meet Core or General Education requirement		

## Lourdes University Adolescence to Young Adult Program (Fall 2020)

	Lourdes University	Auoi	lescence to Young Adult Program (Fan 2020)	
Degree: Bachelo	or of Science <u>Major:</u> Adol	escence	e to Young Adult Education	
<b>Teaching Field:</b>	Integrated Social Studies			
<b>Required</b> Curr	iculum			
	m Requirements			
First Year Experier		(3 sh)	LUC 101	
English		(6 sh)	ENG 101 AND ENG 313	
Mathematics		(3 sh)	MTH 114 OR Any MTH course above 114	
Ethics		(3  sh)	PHL 103 OR ALL FIVE of the courses with a $\Delta$	
Enduring Question	Seminar		) Any 399 course	
Capstone in the ma			) EDA 490	
Service Learning	5		rs prior to Gate II)	
	course or experience	(3 sh)	EDU 216	
General Educat				
History		(3 sh)	Any HST course	
Literature		(3  sh)	ENG 200, 211, 212, 213, or 214	
Philosophy		(3 sh)	Any PHL course	
Theology		(6 sh)	THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS	
Art/Music		(3 sh)	Any approved Art or Music course	
Natural Science			Any approved Natural Science course	
Social Science		(3 sh)	EDU 250	
<b>Professional Ed</b>	ucation-Foundation Cours		Semester Hours	
EDU 100* Δ	Foundations of Education O			
LUC 101	College Connections		3	
EDU 151	Technology for Learning		1	
EDU 251	Technology & Pedagogy for	r Learning	ng 1	
EDU 351	Technology, Pedagogy, & C			
EDU 216**Δ	Multicultural & Social Issue		e	
EDU 230 ∆ ♦	Survey of Special Needs Ed	ucation	3	
EDU 250**♦	Educational Psychology &			
EDU 319Δ	Classroom Management for Middle Childhood & AYA 3			
EDU 329 <b>A</b>	Differentiated Instruction & Assessment 3			
Adolescence to	Young Adult Strand Cou	rses		
EDA 235♦	Curriculum & Instruction for		scents to Young Adults 3	
EDA 250*♦	General Teaching Methods		-	
EDA 351*	Social Studies Methods and	Field Ex	xperience II 3	
EDA 490*/**	Adolescent & Young Adult Student Teaching 12		Teaching 12	
<b>Reading Core</b>				
EDU 221	Content Area Reading &	Writing	3	
<b>Content Specia</b>	lization: Integrated Social		S	
HST 301	Ancient History		3	
HST 302	Medieval & Renaissance Eu	irope	3	
HST 303	1		3	
HST 307	The American Revolution a	nd the Ea		
HST 308	Civil War & Reconstruction		3	
HST 309	United States in the 20th Cer		3	
GEO 250	World Cultural Geography3			
GEO 260	World Regional Geography 3			
PLS 122	American National Government 3			
PLS 201	Modern Political Thought 3			
BUS 254	Macroeconomics 3			
BUS 255			3	
HST 490				
Select Three	-			
HST 411	History of Latin America		3	
HST 413	History of the Middle East 3			
HST 417	History of the Far East 3			
HST 419	19 History of Africa 3			
*Indicates courses that	t require Field Experience **Indic	ates cours	ses that meet Core or General Education requirements $\Delta$ Indicates courses that meet partial Ethic	

\*Indicates courses that require Field Experience \*\*Indicates courses that meet Core or General Education requirements ∆ Indicates courses that meet partial Ethics requirement ◆Indicates courses that include clinical experience Lourdes University Division of Education reserves the right to make changes to the courses of study and program requirements due to the frequent changes in national and state standards and regulations

## Lourdes University Adolescence to Young Adult Program (Fall 2020)

Lour	des University A	aolesce	ence to Young Adult Program (Fall 2020)			
Degree: Bachelor of Science Major: Adolescence to Young Adult Education						
<b>Teaching Field: Integ</b>		-	5			
Required Curriculu						
Core Curriculum Re						
First Year Experience	equitements	$(2 \mathbf{a}\mathbf{b})$	LUC 101			
1		(3 sh)				
English		(6 sh)	ENG 101 AND ENG 313			
Mathematics		(3  sh)	MTH 114 OR Any MTH course above 114			
Ethics		(3  sh)	PHL 103 OR ALL FIVE of the courses with a $\Delta$			
Enduring Question Semin	nar	(2-3 sh)	Any 399 course			
Capstone in the major		(varied)	EDA 490			
Service Learning			in Gate I and 20 hours in Gate II)			
Cultural Diversity course	e or experience	(3 sh)	EDU 216			
General Education						
History		(3 sh)	Any HST course			
Literature		(3 sh)	ENG 200, 211, 212, 213, or 214			
Philosophy		(3 sh)	Any PHL course			
Theology		(6 sh)	THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS			
Art/Music		(3 sh)	Any approved Art or Music course			
Natural Science		(3-4 sh)	Any approved Natural Science course			
Social Science		(3 sh)	EDU 250			
Professional Educati	on-Foundation Courses		Semester Hours			
EDU 100* $\Delta$	Foundations of Educatio	n OR EDU				
EDU 151	Technology for Learning		1			
EDU 251	Technology & Pedagogy					
EDU 351	Technology, Pedagogy,					
EDU 216** $\Delta$	Multicultural & Social Is					
EDU 230 $\Delta \blacklozenge$	Survey of Special Needs		3			
EDU 250** ◆	Educational Psychology		-			
EDU 230 $\checkmark$	Classroom Management		·			
EDU 329 $\Delta$	Differentiated Instruction					
	oung Adult Strand Co					
	0		cents to Young Adults 3			
EDA 235 Curriculum & Instruction for						
EDA 250* ♦ EDA 352*	General Teaching Methor Science Methods and Fie					
EDA 490*/**	Adolescent & Young Ad					
	Adolescent & Toung Ad	iun studem	1 caching 12			
Reading Core	Contant Ana Dadina	<b>9 W</b>	2			
EDU 221	Content Area Reading	& writing	3			
	ation: Life Science					
Biology/Life Scier						
BIO 201/BIL 201	Principles of Biology I/L		4			
BIO 202/BIL 202	Principles of Biology II/	Lab	4			
BIO 204**	Basic Human Anatomy a	and Physiolo	gy 3			
BIO 307/BIL 307	Cell Biology/Lab		4			
BIO 308/BIL 308	Genetics/Lab		4			
BIO 335/BIL 335	General Microbiology/Lab 4					
Chemistry						
CHM 181/CHL 181	General College Chemis	try I/Lab	4			
CHM 182/CHL 182	General College Chemis		4			
CHM 301/CHL 301	Organic Chemistry I/Lab		4			
CHM 302/CHL 302	Organic Chemistry II/La		4			
CHM 306/CHL 306	Environmental Chemistr		4			
Physics						
PHS 111	Introduction to Astronor	nv	3			
PHS 201/PLA 301 College Physics I			5			
PHS 202/PLA 302	College Physics II		5			
	8 5					
Physical Science	Introduction to C 1		2			
PHS 114	Introduction to Geology		3			
PHS 112	Introduction to Earth Sci	ence	3			
BIO 317 *Indicates courses that	Principles of Ecology	dicates course	es that meet Core or General Education requirements $\Delta$ Indicates courses that meet partial			
mulcales courses that	require racia issperienceIn	inicaits touis	es mai meet core of Ocheral Education requirements & indicates courses that meet partial			

\*Indicates courses that require Field Experience \*\*Indicates courses that meet Core or General Education requirements ∆ Indicates courses that meet partial Ethics requirement ◆Indicates courses that include clinical experience Lourdes University Division of Education reserves the right to make changes to the courses of study and program requirements due to the frequent changes in national and state standards and regulations

Lourd	es University Ac	lolesce	nce to Young Adult P	rogram (Fall 2020)
Degree: Bachelor of S			ence to Young Adult Education	
Life Science		_	-	
<b>Core Curriculum R</b>	equirements			
First Year Experience	1	(3 sh)	LUC 101	
English		(6 sh)	ENG 101 AND ENG 313	
Mathematics		(3 sh)	MTH 114 OR Any MTH course	above 114
Ethics		(3 sh)	PHL 103 OR ALL FIVE of the co	
Enduring Question Semi	nar	(2-3 sh)	Any 399 course	
Capstone in the major			EDA 490	
Service Learning			s prior to Gate II)	
Cultural Diversity cours	e or experience	(3 sh)	EDU 216	
General Education	1			
History		(3 sh)	Any HST course	
Literature		(3 sh)	ENG 200, 211, 212, 213, or 2	214
Philosophy		(3 sh)	Any PHL course	
Theology		(6 sh)		12 OR 316, AND a 200 level or above
Art/Music		(3 sh)	Any approved Art or Music course	
Natural Science			Any approved Natural Science co	
Social Science		(3 sh)	EDU 250	
	ion-Foundation Course			Semester Hours
EDU 100*∆	Foundations of Education	on OR ED	– U 101 (1sh)	3
LUC 101	College Connections			3
EDU 151	Technology for Learnin	ıg		1
EDU 251	Technology & Pedagog	y for Learn	ing	1
EDU 351	Technology, Pedagogy,			1
EDU 216**A	Multicultural & Social I	lssues in E	ducation	3
EDU 230 ∆♦	Survey of Special Needs	s Education	1	3
EDU 250**♦	Educational Psychology			3
EDU 319 Δ	Classroom Managemen			3
EDU 329Δ	Differentiated Instruction			3
Adolescence to Yo	ung Adult Strand Course	es		
EDA 235♦	-		lescents to Young Adults	3
EDA 250*◆	General Teaching Meth			3
EDA 352*	Science Methods and Fi	ield Experi	ence II	3
EDA 490*/**	Adolescent & Young A			12
Reading Core			C	
EDU 221	Content Area Reading	& Writin	g	3
<b>Content Specializa</b>		•	5	-
Biology/Life Science				
BIO 201/BIL 201	Principles of Biology/L	ab		4
BIO 202/BIL 202	Principles of Biology II			4
BIO 204**	Basic Human Anatomy		ology	3
BIO 215	Basic Ecology	<i>j</i>		3
BIO 307/BIL 307	Cell Biology/Lab			4
BIO 308/BIL 308	Genetics /Lab			4
BIO 335/BIL 335	General Microbiology/Lab			4
BIO 402	Introduction to Researc			1
BIO 410				2
Select One	Diology Demina			-
BIO 306/BIL 306	Vertebrate Zoology/Lal	h		4
BIO 311/BIL 311	Invertebrate Zoology/Lab			4
Chemistry/Physica		aU		т.
		iological C	homistry	4
	General, Organic and B		nemistry	4
PHS 112	Introduction to Earth Sc			3
PHS 113	Principles of Physical S			3
SCI 370	Integrated Science for T	eachers		3
Select One				
PHS 111	Introduction to Astronon	ny		3
PHS 114	Introduction to Geology			3
		ndicates con	rses that meet Core or General Educatio	n requirements $\Delta$ Courses that meet partial Ethics

\*Indicates courses that require Field Experience \*\*Indicates courses that meet Core or General Education requirements ∆ Courses that meet partial Ethics requirement ◆Indicates courses that include clinical experience Lourdes University Division of Education reserves the right to make changes to the courses of study and program requirements due to the frequent changes in national and state standards and regulations.

## Lourdes University Adolescence to Young Adult Program (Fall 2020)

	Durdes University A	Adoles	cence to Young Adu	lit Program (Fall 2020)
Degree: Bachelor	of Science <u>Major:</u>	Adolesce	nce to Young Adult Educa	tion
<b>Teaching Field:</b>	Integrated Mathematics		_	
<b>Required Curr</b>	culum			
Core Curriculu	m Requirements			
First Year Experie		(3 sh)	LUC 100	
English		(6 sh)	ENG 101 AND ENG 102	
Mathematics		(3 sh)	MTH 114 OR Any MTH co	ourse above 114
Ethics		(3  sh)	PHL 103 OR ALL FIVE of	
Enduring Question	n Seminar	(2-3 sh)		
Capstone in the m			EDA 490	
Service Learning	5	(20 hou		
	course or experience	(3 sh)	EDU 216	
General Educa		· /		
History		(3 sh)	Any HST course	
Literature		(3 sh)	ENG 200, 211, 212, 213,	or 214
Philosophy		(3 sh)	Any PHL course	
Theology		(6 sh)		235, 312 OR 316, AND a 200 level or above THS
Art/Music		(3 sh)	Any approved Art or Music	
Natural Science		(3-4 sh)	Any approved Natural Scien	ce course
Social Science		(3 sh)	EDU 250	
Professional Ed	ucation			
Foundation Cou				Semester Hours
EDU 100* Δ	Foundations of Education	or EDU	101 (1sh)	3
EDU 151	Technology for Learning			1
EDU 251	Technology & Pedagogy			1
EDU 351	Technology, Pedagogy, &			1
EDU 216**Δ	Multicultural & Social Iss	ues in Edu	ication	3
EDU 230 ∆ ♦	Survey of Special Needs Education 3			
EDU 250** ♦	Educational Psychology & Human Development		3	
EDU 319Δ	Classroom Management for Middle Childhood & AYA			3
EDU 329Δ	Differentiated Instruction & Assessment 3			
Adolescence to	Young Adult Strand Cou			
EDA 235♦	Curriculum & Instruction			3
EDA 250* ♦	General Teaching Method			3
EDA 354*	Mathematics Methods and			3
EDA 490*/**	Adolescent & Young Adu	It Student	Teaching	12
Reading Core	~			
EDU 221	Content Area Reading &			3
	lization: Integrated Math		1 1 4 77 4 1	2
	Math Pedagogy for Mide	ile Childh	ood and AYA Teachers	3
MTH 122**	College Algebra			
MTH 130	Elementary Analysis			3
MTH 135	Analytical Geometry & C			4
MTH 136	Analytical Geometry & C	alculus II		4
MTH 204	Geometry			3
MTH 212	Statistics			3
MTH 215	Linear Algebra			3
MTH 235	Calculus III 4			
MTH 242	Introduction to Mathematical Reasoning 3			
MTH 256	Discrete Mathematics 3			
MTH 301	Abstract Algebra 3			
MTH 305	Differential Equations			3
MTH 490	History of Mathematics			3
*Indicates cours	es that require Field Experience *	*Indicates co	surses that meet Core or General Ed	ucation requirements A Courses that meet partial Ethics

\*Indicates courses that require Field Experience \*\*Indicates courses that meet Core or General Education requirements ∆ Courses that meet partial Ethics requirement ◆Indicates courses that include clinical experience Lourdes University Division of Education reserves the right to make changes to the courses of study and program requirements due to the frequent changes in national and state standards and regulations.

# Education Intervention Specialist Program



Bachelor of Science Education Intervention Specialist: K-12 Mild to Moderate

## Lourdes University Education Intervention Specialist Program

Lourdes University Education Intervention Specialist Program					
Degree: Bache	elor of Science <u>Majo</u>	r: Educa	ation Inte	ervention S	Specialist: K-12 Mild to Moderate
<b>Required</b> Cu		-			-
	um Requirements				
First Year Expe		(3 sh)	LUC 101		
English		(6 sh)	ENG 101	AND 313	
Mathematics		(3 sh)	MTH 112	2	
Ethics		(3 sh)	PHL 103	OR ALL FIVE	E of the courses with a $\Delta$
Enduring Quest	tion Seminar	· /	Any 399 o		
Capstone in the			(varied) EIS 490		
Service Learnin		· · ·	(20 hrs. prior to Gate II)		
	ity course or experience	(3 sh)	EDU 216		
General Educ		(0)			
History		(6 sh)	HST 121	AND HST 21	19
Literature		(3 sh)	ENG 200		
Philosophy		(3  sh)	Any PHL		
Theology		(6 sh)	-		0, 221, 235, 312 OR 316, AND a 200 level and above THS
Art/Music		(3  sh)		and MUS 113	
Natural Science		(3-4 sh)			5
Social Science		(3 sh)	EDU 250		
<b>Professional E</b>	ducation-Foundation Cour				Semester Hours
EDU 100* Δ	Foundations of Education	or EDU 1	01 (1sh)		3
LUC 101	College Connections				3
EDU 216** A	Multicultural & Social Iss	ues in Edu	les in Education		3
EDU 230 ∆ ♦	Survey of Special Needs I	Education	lucation		3
EDU 250**♦	Educational Psychology and		Human Development 3		3
	AClassroom Management f				3
Early Childho	ood Strand	-			
EDE 235 ♦ Integrated Curriculum & Integrated Curriculum			n in Early C	Childhood	3
EDE 307		ctional Áda		3	
EDE 315	Family, School, and Comr			1	3
EIS 203	Positive Behavior Interventions				3
EIS 204	Instruction Interventions				3
EIS 206	Transitions & Students wit	h Exceptio	onalities		3
EIS 250*	Methods & Field Experien	ce I			3
EIS 304	Law & Policy				3
EIS 306	Assistive Technology				3
EIS 350 *	Field Experience for Special				3
EIS 401	Math, Science & Social St		uction		3
EIS 402	Adapting Curriculum & In				3
EIS 490* Student Teaching Internship & Seminar Special Education K-12 12					
Reading Stran					
EDU 220 Reading Comp Skills, Strategi			the Writin	g Process in l	
	EDU 221 Content Area Reading & Writing				3
EDU 324	The Role of Phonics and the Foundations of Reading & Writing 3				
EDU 335	DU 335 Reading Diagnosis & Assessment 3				
Curriculum Content					
Language Arts Mathematics					
COM 100 Oral Communications (3) MTH 112** Mathematical Principles for Teachers of Young Childre				* Mathematical Principles for Teachers of Young Children (3)	
	omposition I: Essay Writing (3)			Science	
	neoretical Approaches to Writing	, Reading,		SCI 170**	Survey of Science (3)
	& the Teaching of Writing (3) Social Studies				
Art and Musi	e			HST 219**	Ohio History (3)

#### Art and Music

ART 117\*\* Art for Teachers of Young Children (3)

MUS 113\*\* Integrating Music Into the Early Childhood Classroom (3)

\*Indicates courses that require Field Experience \*\*Indicates courses that meet Core or General Education requirements Δ Courses that meet partial Ethics requirement ◆Indicates courses that include clinical experience Lourdes University Division of Education reserves the right to make changes to the courses of study and program requirements due to the frequent changes in national and state standards and regulations.

# Endorsement & Certificate Programs



Early Childhood Generalist Endorsement Middle Childhood Generalist Endorsement Reading Endorsement Elementary Religion Teacher Certificate Catholic High School Religion Teacher Certificate

## DIVISION OF EDUCATION Endorsement and Certificate Programs

## Elementary Religion Teacher Certificate Program

The Division of Theological Studies offers the Elementary Religion Teacher Certificate for Early Childhood and Middle Childhood Education majors who wish to teach religion in Toledo Diocesan Catholic Elementary Schools. The Toledo Diocese will certify the teacher candidates who successfully complete the courses listed below and the Diocesan Orientation Program.

- THS 218 Celebrating the Sacraments
- THS 220 Intro to the Old
- Testament or
- THS 221 Intro to the New Testament
- THS 235 Survey of Catholic Belief
- THS 265 Christian Ethics



## Catholic High School Religion Teacher Certificate Program

The Division of Theological Studies offers the High School Religion Teacher Certificate to Adolescence to Young Adult (AYA) Education majors, Theological Studies majors, or by individuals who already hold a Bachelor's degree. Teacher candidates are prepared with the content knowledge in Theological studies and the educational skill needed to be successful religion teacher at the high school level.

Theological Studies majors wishing to earn the certificate need to complete the requirements for the Bachelor of Arts degree in Theological Studies and include the following courses in their program: EDU 250 Educational Psychology ◆

- EDO 230 Educational Psychology 
  EDA 235 Curriculum & Instruction for
  - Adolescents & Young Adults ♦
- EDA 250 General Teaching Methods and Field Experience I \*
- EDU 216 Multicultural & Social Issues in Education
- EDU 319 Classroom Management for Middle Childhood and Adolescence to Young Adult Education
- THS 211 History of Christianity: Origins to the Renaissance
- THS 212 History of Christianity: Reformation to the Present
- THS 218 Celebrating the Sacraments
- THS 220 Introduction to the Old Testament
- THS 221 Introduction to the New Testament
- THS 235 Survey of Catholic Belief
- THS 244 Great Religions of the East, or
- THS 246 Great Religions of the West
- THS 265 Christian Ethics
- THS 312 Jesus, The Christ
- THS 435 Peace, Justice and Forgiveness
- \* Indicates courses that require Field Experience
- ♦ Indicates courses that require Clinical Experience

## DIVISION OF EDUCATION Certificate and Endorsement Programs

#### Middle Childhood Generalist Endorsement

The Middle Childhood Generalist Endorsement is added to the Ohio Department of Education Middle Childhood Teaching License. This endorsement can only be added to an existing Middle Childhood License and is limited to grade levels 4 - 6. It broadens the teaching spectrum to include all of the four areas of concentration: Language Arts, Social Studies, Science, and Math. Candidates are only allowed to obtain this license from an approved institution that has an approved generalist program in any of the four concentration areas: Language Arts, Social Studies, Science, and Math. The course requirements are an additional OAE content test for each area and fifty hours of field experience in the new field.

### Middle Childhood Endorsement for Language Arts

In addition to the following Core Curriculum and General Education Requirements:

- ENG 101 Composition I Essay Writing
- ENG 102 Research & Writing
- ENG 200 Introduction to Literature

The candidate completes these two courses:

- ENG 313 Theoretical Approaches to Writing and Reading.
- EDU 221 Content Area Reading

The candidate must also pass the OAE test 28 for Middle Childhood Language Arts, **or** pass the OAE Elementary Education Content Knowledge Subtests18 & 19.

## Middle Childhood Endorsement for Social Studies

The candidate must take the following courses:

- PLS 122 American National Government
- GEO 260 World Regional Geography
- HST 121 Survey of the United States

- History I\*
- HST 219 Ohio History\*

\*Either HST 121 or HST 219 are taken to fulfill a General Education requirement. The candidate must also pass the OAE test 31 for Middle Childhood Social Studies, **or** pass the OAE Elementary Education Content Knowledge Subtests 18 & 19.

#### Middle Childhood Endorsement for Mathematics

The candidate must take the following courses:

- MTH 114 Mathematical Principles for Educators II\*
- MTH 116 Math Pedagogy for Middle Childhood & AYA Teachers
- MTH 114 can be taken to fulfill a Core Curriculum Requirement

The candidate must also pass the OAE test 30 for Middle Childhood Mathematics, **or** pass the OAE Elementary Education Content Knowledge Subtests 18 & 19.

Middle Childhood Endorsement for Science The candidate must take the following courses:

- SCI 170 Survey of Science\*
- SCI 370 Integrated Science for Teachers

\*SCI 170 can be taken to fulfill a General Education requirement.

The candidate must also pass the OAE test 29 for Middle Childhood Science, **or** pass the OAE Elementary Education Content Knowledge Subtests 18 & 19.

## DIVISION OF EDUCATION Certificate and Endorsement Programs

## Early Childhood Generalist Endorsement (Graduate Level)

Lourdes University offers a nine-credit, three-course certificate program at the 600 level that qualifies the educator who holds the State of Ohio Pre-K3 Early Childhood License and who passes the OAE Elementary Education Content Knowledge Subtests 18 & 19 to receive an Elementary Generalist Grades 4-5 Endorsement.

The courses included in this sequence are:

- EDU 675 Pedagogy and Development in Young Adolescence (3)
- EDU 676: Content and Pedagogy: Mathematics and Science in Grades 4 and 5 (3)
- EDU 677: Content and Pedagogy: Social Studies and Language Arts in Grades 4 and 5. (3)

## State of Ohio Reading Endorsement (Graduate Level)

Lourdes University offers five literacy courses that qualify the educator for a State of Ohio Endorsement in Reading, P-12. In addition to completing the courses listed below, candidates must pass the OAE Reading Subtests 38 & 39 to be eligible for a P-12 Ohio Reading Endorsement. Those successfully completing these courses will receive a certificate from Lourdes University. This endorsement program requires 100 clinical hours

The P-12 Reading Endorsement Certificate Program will meet several practical and relevant goals:

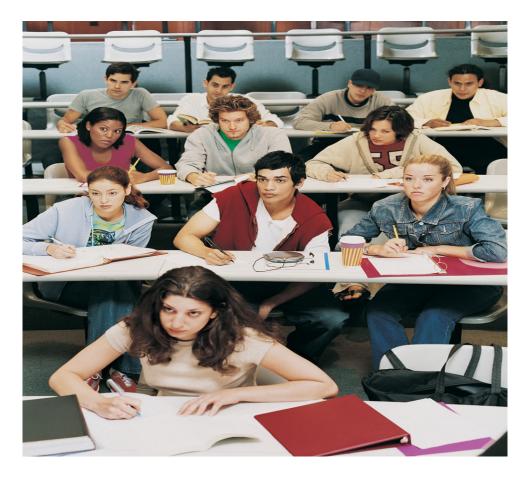
1. To provide teachers with the option of graduate coursework in reading and related literacy topics to either upgrade from the provisional to the professional license, or to renew their professional licenses.

2. To meet the needs and interests of teachers seeking the P-12 reading endorsement on their standard teaching license or provisional or professional teaching license by providing the required graduate level coursework.

The courses fulfilling the requirements for the endorsement certificate program are listed below:

- EDU 640 Literacy Foundations, Strategies, and Cultural Competencies (3)
- EDU 641 Phonics and Applied Word Study (3)
- EDU 642 Reading and Writing in the P-12 Classroom (3)
- EDU 643 Literacy Assessment, Diagnosis, and Intervention (3)
- EDU 644 Practicum: Professionalism in Clinical Literacy Practice (3)

# Graduate Education Programs



MED with an Endorsement in Reading MED in Teaching & Curriculum MED in Educational Leadership-The Principal Academy MED in Special Education

#### *Overview* Mission of Graduate Education at Lourdes University

To serve educators by providing professional opportunities that advance growth in life-long learning in an ever-changing global context. All programs—whether degree or endorsement are committed to scholarly engagement, the development of comprehensive knowledge, effective instructional skills and strategies, and the development of leadership skills and dispositions that demonstrate social responsibility and respect within the context of Franciscan values and beliefs.

The Master of Education (M.Ed.) programs provide learning opportunities that address the professional development needs of today's educators. By design, the programs lead to the advancement of knowledge and instructional and leadership skills that provide the foundation for quality classroom instruction and school leadership. Masters of Education candidates will present a capstone develop and project demonstrating proficiency in specific areas of specialization and research methodology,

In addition to the Graduate School Learning Goals, graduates will demonstrate proficiency on the following outcomes:

- Demonstrate effective oral and written communication forms, graduates will exhibit proficiency in the specific knowledge bases and dispositions, which form their areas of specialization.
- Recognize that all students are unique gifts of God, graduates will demonstrate an understanding of contemporary curriculum teaching and learning theories and will be able to apply these to promote learning for all.
- Grounded in the Franciscan values of learning, reverence and service, graduates will demonstrate a commitment to social responsibility, global diversity and the standards of their discipline.
- Promote the use of research-based instructional practices, graduates will incorporate the use of instructional technologies to support student learning and literacies, as

well as their own professional development.

• Grounded in 21st Century skills and dispositions, graduates will demonstrate values and respect for global diversity in order to promote inclusive and responsive educational practices.

### Admission

Students seeking admission to the Master of Education in Teaching and Curriculum must:

- Possess a Bachelor degree from a regionally accredited institution with a minimum 2.75 cumulative GPA.
- Submit a completed Graduate Application for Admission.
- Request an official copy of all college transcripts.
- Provide a current resume and three (3) letters of recommendation.

In addition:

- Applicants holding AYA, multiage, or career technical licenses must have completed 9 semester hours of undergraduate level reading coursework before being admitted. Lourdes courses: EDU 220, EDU 324, EDU 335.
- All other applicants must have completed 12 semester hours of undergraduate level reading coursework before being admitted. Lourdes courses: EDU 220, EDU 221, EDU 324, EDU 335.

Those completing reading courses from other institutions will meet with the M.Ed. Program Director as part of the admission process.

Students seeking admission to the **Master of Education in Educational Leadership** (The Principal Academy) must:

- Possess a Bachelor degree from a regionally accredited institution with a minimum 2.75 cumulative GPA.
- Submit a completed Graduate Application for Admission
- Request an official copy of all college transcripts.

• Provide a current resume and three (3) letters of recommendation.

**Please note:** Candidates for this program must also be sponsored by a school district administrator.

#### **Program Completion Requirements**

All Master degree candidates must successfully complete all Ohio and Lourdes University graduation requirements related to their program of study.

#### **Transfer of Credit**

Up to six (6) hours of credit may be transferred for strand courses only (see Graduate Transfer Policies).

For graduate school policies and procedures please see the Lourdes University Graduate School Handbook.

#### Master of Education Degree in Teaching and Curriculum

The Master of Education degree in teaching and curriculum is designed for classroom teachers (grades K-12) providing specialized and coordinated learning opportunities for teachers who are faced daily with the realities of today's world as reflected in their classrooms, their schools, and their communities.

- The program provides quality, relevant, coordinated, and enriching professional development experiences to advance, enhance, and update the knowledge and skills of teachers.
- Teachers who complete the program will be able to advance, enhance, and update the knowledge and skills of their students and the learning communities in which they work and serve.

### **Core Courses**

- EDU 600 Introduction to Graduate Studies & Applied Research (3)
- EDU 610 Learning Theory and Instruction (3)
- EDU 611 Social, Cultural and Legal Issues in Education (3)

- EDU 612 Current Trends in Curriculum and Instruction (3)
- EDU 613 Current and Emerging Technologies in Education (3)
- EDU 620 Action Research Project Design (3) EDU 621 Action Research Project (3)

#### **Strand Courses**

- EDU 610 Learning Theory and Instruction (3)
- EDU 630 Evolving Instructional Strategies (3)
- EDU 631 Multiple Approaches to Assessment (3)
- EDU 632 Accommodating Diversity in the Classroom (3)
- EDU 633 The Teacher's Leadership Role in Curriculum and Professional Development (3)

## Total 33 semester hours

## Master of Education Degree with a Major in Reading

The Master of Education degree with a Major in Reading includes the P-12 Endorsement in Reading and is designed for teachers wishing to become more expert in teaching reading in classroom and resource settings. Graduates must pass the OAE Reading Subtests 38 & 39 to be eligible for a P-12 Ohio Reading Endorsement. This program requires 100 clinical hours.

- The program provides quality, relevant, coordinated, and enriching professional development experiences to advance, enhance, and update the knowledge and skills of teachers in the areas of curriculum and literacy studies.
- Teachers who complete the program will be able to advance, enhance, and update the knowledge and literacy skills of their students and the learning communities in which they work and serve.

## **Core** Courses

- EDU 600 Introduction to Graduate Studies and Applied Research (3)
- EDU 611 Social, Cultural and Legal Issues in Education (3)
- EDU 612 Current Trends in Curriculum and Instruction (3)
- EDU 613 Current and Emerging Technologies in Education (3)
- EDU 620 Action Research Project Design (3)
- EDU 621 Action Research Project (3)

#### **Strand Courses**

- EDU 640 Literacy Foundations, Strategies, and Cultural Competencies (3)
- EDU 641 Phonics and Applied Word Study (3)
- EDU 642 Reading and Writing in the P-12 Classroom (3)
- EDU 643 Literacy Assessment, Diagnosis, and Intervention (3)
- EDU 644 Practicum: Professionalism in Clinical Literacy Practice (3)

## Total 33 semester hours

#### Master of Education Degree in Educational Leadership

The Master of Education in Educational Leadership program is designed for educators seeking leadership experience and licensure as a principal in Ohio. The program integrates professional experience, clinical practice, and classroom activities; develops knowledge, skills, and attributes relevant to the current dynamic educational environment; and draws on the strengths of professionals at various stages in their careers.

The Principal Academy prepares educators to become transformational leaders at both public and faith-based schools who can meet the challenges of today's education environment. Coursework and field experiences are designed to develop leaders with the knowledge, skills and dispositions to create school cultures that support student learning, to lead school reform initiatives, and to establish learning communities that engage key stakeholders in promoting learning and success for all students.

Completion of the MED in Educational Leadership meets the requirements for the State of Ohio Principal License. (Note: Candidates must pass OAE test 15, Educational Leadership. In addition, graduates of the program receive mentorship and professional development support into their first year beyond graduation.

It is our expectation that educators who complete the MED in Educational Leadership program will demonstrate an understanding of:

- The knowledge, skills, and dispositions necessary to be an effective school leader.
- School culture and how leadership can foster a collaborative learning community.
- Assessment theory and ability to analyze data to support decision-making, program development, and student learning.
- Educational law and legal and ethical issues related to schools.
- The knowledge, skills and dispositions needed to meet the instructional and developmental needs of all learners.
- Social, political, and legal issues facing schools and strategies to address these issues.

#### **Required Curriculum**

- EDU 660: Foundations of Effective Educational Leadership (3)
- EDU 661: Leadership and School Culture (3)
- EDU 662: Using Data in Decision Making (3)
- EDU 663: Instructional Leadership to Support Student Learning (3 with field)
- EDU 664: Transforming Schools through Effective Leadership (3 with field
- EDU 665: Legal and Ethical Aspects of Educational Leadership (3)
- EDU 667: Educational Leadership to Support Special Education & Diversity (3 with field)
- EDU 668: Community Engagement in the Educational Process (3)
- EDU 669: Resource Management to Support School Effectiveness (3)
- EDU 670: School Leadership: Social, Political, and Legal Issues (3)
- EDU 671: Principal Internship and Capstone Portfolio (6)

#### **Total 36 semester hours**

### Master of Education Degree in Special Education

The Master of Education degree in Special Education is designed to address the growing demand for special education teachers in this region. The Lourdes program prepares graduates to meet the educational needs of K-12 students with exceptionalities. The distinctive program is a holistic collaboration between the education and behavioral sciences divisions.

## **Required Curriculum**

- EDU 678: Foundations of Education of Individuals with Exceptionalities (3)
- EDU 679: Collaboration between School, Families, and Community Support Service (3)
- EDU 680: Positive Behavioral Interventions for Individuals with Exceptionalities (3)
- EDU 681: Instructional Interventions for Individuals with Exceptionalities (3)
- EDU 682: Reading Diagnoses and Assessment (3)
- EDU 683: Special Education Law and Policy (3)
- EDU 684: Assessment and Diagnosis (3)
- EDU 685: Reading Comprehension Skills, Strategies and the Writing Process in Inclusive Classrooms (3)
- EDU 686: The Role of Phonics and the Foundations of Reading and Writing (3)

#### **Initial Licensure Students**

EDU 690: Student Teaching (6)

**Those with current teaching license** Graduate Elective Courses (6)

## **Total 33 semester hours**

### **Professional Development**

Lourdes University offers educators quality professional development opportunities. Professional Development Courses (EDU 599 level) are graduate classes and can be used for license renewal in Ohio, or certification renewal in Michigan. These courses are scheduled through-out the year and are generally held on the Lourdes University campus or in area schools.

Participants desiring graduate credit must possess a valid or expired teaching license or certificate and provide documentation of an appropriate baccalaureate degree.

Participants interested in transferring the credits earned by taking Lourdes University 600 level courses to graduate degrees at other institutions should obtain approval from the institution to which the credits will be transferred in advance of registration. EDU 599 level credits may not be used to fulfill graduate program requirements at Lourdes University.

## Learner's Edge

Lourdes University partners with Learners extending Edge in professional development graduate credit in association via distance learning continuing education courses. Over 90 courses that are current and relevant to classroom teachers and school leaders on topics such as literacy. core, technology integration, common teaching content specific classes and much more are available. Information on tuition, course syllabi, and registration can be found at http://www.learnersedge.com



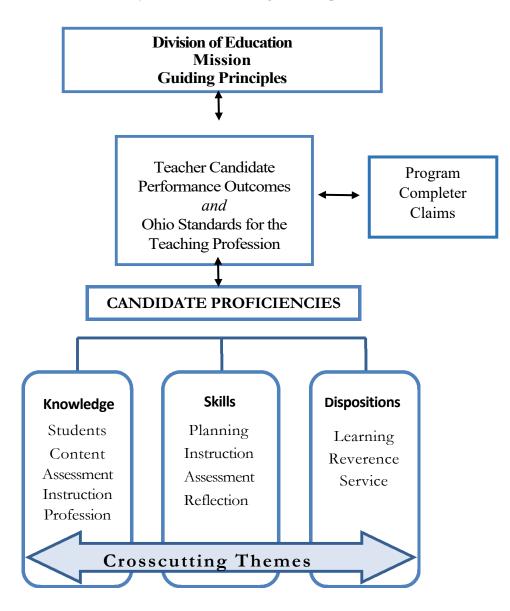
## Overview

The Lourdes University Division of Education provides students with the opportunities to acquire the necessary knowledge, skills, and dispositions in order to become caring, competent, and qualified educators.

The curriculum and experiences of the education programs provide students with the opportunity to acquire the needed competencies in order to meet the Lourdes University Division of Education (7) Performance Outcomes, which are aligned with the Ohio Standards for the Teaching Profession.

This section presents the Division of Education's Claims, Teacher Candidate Performance Outcomes, and the Ohio Standards for the Teaching Profession.

The following chart identifies the teacher candidate proficiencies needed to successfully meet the Performance Outcomes and ultimately substantiate our Program Completer Claims.



## DIVISION OF EDUCATION Teacher Candidate Proficiencies and Performance Outcomes

Teacher candidates are expected to achieve the following seven Performance Outcomes, and by doing so, also meet the Ohio Standards for the Teaching Profession.

## Ohio Standards for the Teaching Profession

### Standard # 1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

### Standard # 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

### Standard # 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

#### **Standard # 4: Instruction**

Teachers plan and deliver effective instruction that advances the learning of each individual student.

#### **Standard # 5: Learning Environment**

Teachers create learning environments that promote high levels of learning and achievement for all students.

### Standard # 6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

## Standard # 7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

## Lourdes University Division of Education Teacher Candidate Performance Outcomes

- 1. The teacher candidate will model the Franciscan values of reverence, service, and learning.
- 2. The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.
- 3. The teacher candidate will plan developmentally appropriate and inclusive lessons that articulate clear learning goals, connect prior and future learning, and include appropriate assessment strategies that advance the learning of each individual student.
- 4. The teacher candidate will use a variety of instructional strategies, which may incorporate the appropriate use of technology, to make content comprehensible; to promote high order thinking; and use varied assessments to inform instruction, evaluate and ensure student learning.
- 5. The teacher candidate will create a positive and safe learning environment, incorporating consistent and appropriate standards for behavior, which respects and celebrates the diversity of all students.
- 6. The teacher candidate will use a variety of communication methods and collaborate with students, families (parents/guardians), school personnel, and community to support student learning and development.
- 7. The teacher candidate will engage in reflective practice to improve teaching performance and assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community

Based on our Performance Outcomes and the Ohio Standards for the Teaching Profession, the Education Division faculty developed four claims that demonstrate our program completers become caring, competent, and qualified educators.

The Lourdes University Division of Education's **Program Completer Claims** are:

- 1. Program completers know their subject matter.
- 2. Program completers understand student learning and development. Program completers are able to plan and implement developmentally appropriate and inclusive lessons.
- 3. Program completers communicate clear learning goals, use a variety of

instructional strategies, accommodate individual differences, and provide appropriate formal and informal assessment.

4. Program completers are reflective practitioners who model our Franciscan values of reverence, service, and learning, and are able to create caring environments that facilitate student learning.



## **CROSS CUTTING THEMES**

**Crosscutting themes** are those specific dimensions of the teacher education curriculum that deal with subject matter knowledge, pedagogy, and effective teaching skill. Because these dimensions are essential and "cut across" the curriculum, they are integrated throughout several courses and experiences within the candidate's program. The Education Division of Lourdes University recognizes and identifies the following crosscutting themes:

#### Technology:\*

Candidates demonstrate the use and application of technological resources and strategies to facilitate and enhance student learning and to make experiences more effective and/or efficient.

#### **Diversity\***

Candidates exhibit knowledge of varied ethnic and cultural views, practices, and traditions that they may encounter in the classroom, as well as understanding of the research and implications of race, gender, individual differences in the classroom.

#### Learning to Learn\*

Candidates express an awareness of the need for

lifelong learning in their discipline and in the profession as well as the need to continually apply their knowledge to new and different situations.

#### Assessment

Candidates display an understanding of how to assess or gauge student learning. In addition to using data to verify student learning, candidates are able to use data about student learning to form and shape continued learning and instruction for individuals and for groups.

The following chart shows the alignment of our Program Completer Claims with the Teacher Candidate Performance Outcomes and the Ohio Standards for the Teaching Profession.

Lourdes University Education Performance Outcomes	OSTP Alignment	Lourdes Program Completer Claims
<ol> <li>The teacher candidate will model the Franciscan values of reverence, ser- vice, and learning.</li> </ol>	ST 1: Students ST 5: Learning Environment ST 7: Professional Responsi- bility and Growth	<ol> <li>Program completers are reflective practitioners who model our Franciscan values of reverence, service, and learning and are able to create car- ing environments that facilitate student learning.</li> </ol>
<ol> <li>The teacher candidate will demon- strate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.</li> </ol>	ST 1: Students ST 2: Content ST 3: Assessment ST 4: Instruction	<ol> <li>Program completers know their subject content.</li> <li>Program completers understand student learn- ing and development. Program completers are able to plan and implement developmentally appropriate and inclusive lessons.</li> </ol>
<ol> <li>The teacher candidate will plan devel- opmentally appropriate and inclusive lessons that articulate clear learning goals, connect prior and future learn- ing, and include appropriate assess- ment strategies that advance the learning of each individual student.</li> </ol>	ST 1: Students ST 2: Content ST 3: Assessment ST 4: Instruction	<ol> <li>Program completers understand student learn- ing and development. Program completers are able to plan and implement developmentally appropriate and inclusive lessons.</li> <li>Program completers communicate clear learning goals, use a variety of instructional strategies, accommodate individual differences, and provide appropriate formal and informal assess- ment.</li> </ol>
4. The teacher candidate will use a varie- ty of instructional strategies, which may incorporate the appropriate use of technology, to make content com- prehensible; to promote high order thinking; and use varied assessments to inform instruction, evaluate, and ensure student learning.	ST 1: Students ST 2: Content ST 3: Assessment ST 4: Instruction ST 5: Learning Environment	<ol> <li>Program completers communicate clear learning goals, use a variety of instructional strategies, accommodate individual differences, and provide appropriate formal and informal assess- ment.</li> </ol>
<ol> <li>The teacher candidate will create a positive and safe learning environ- ment, incorporating consistent and appropriate standards for behavior, which respects and celebrates the diversity of all students.</li> </ol>	ST 1: Students ST 5: Learning	<ol> <li>Program completers are reflective practitioners who model our Franciscan values of reverence, service, and learning and are able to create car- ing environments that facilitate student learning.</li> </ol>
<ol> <li>The teacher candidate will use a varie- ty of communication methods and collaborate with students, families (parents/guardians), school personnel, and community to support student learning and development.</li> </ol>	ST 6: Collaboration and Communication	<ol> <li>Program completers are reflective practitioners who model our Franciscan values of reverence, service, and learning and are able to create caring environments that facilitate student learning.</li> </ol>
<ol> <li>The teacher candidate will engage in reflective practice to improve teaching performance and assume responsibil- ity for professional growth, performance, and involvement as an individual and as a member of a learning community.</li> </ol>	ST 7: Professional Responsi- bility and Growth	<ol> <li>Program completers are reflective practitioners who model our Franciscan values of reverence, service, and learning and are able to create caring environments that facilitate student learning.</li> </ol>

LU Educatio	on: Teacher Candidate Performance Outcomes
Outcome 1	Ohio Standards for Teacher Performance 1, 5, 7
The teacher candidate will model the Franciscan values of reverence, service, and learning.	<ul> <li>ST 1: Students         Teachers understand student learning and development, and respect the diversity of the students they teach.     </li> <li>ST 5: Learning Environment         Teachers create learning environments that promote high levels for learning and achievement for all students.     </li> <li>ST 7: Professional Responsibility and Growth         Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.     </li> </ul>
Knowledge	Knows definitions of the Franciscan values Understands how values impact their teaching Understands the expectations of the profession including code of ethics and professional standards
Skills	Models appropriate behavior and practice that reflects the Franciscan values
Dispositions	Commits to understanding and using a variety of appropriate instructional and assessment practices that challenge all students to learn Values and embraces learning as a lifelong process Believes that learning takes place within an inclusive environment, which is non-threatening, engaging, and interactive and assumes responsibility for establishing such a positive learning environment Values reflective and ethical practices and a commitment to continued professional growth and development Treats students, co-operating teachers, administration and others with respect, justice and dignity Values the importance of constructive relationships with the students, families (parents/guardians), school personnel, and community Values and respects the uniqueness and diversity of all individuals Believes all students can learn at different rates and in different ways Shows reverence for self and others through professional appearance, speech and actions Values the importance of modeling and teaching service to others Renders service, when needed, with professionalism and sensitivity

## **Teacher Candidate Performance Outcomes and Proficiencies**

#### LU Education: Teacher Candidate Performance Outcomes Ohio Standards for Teacher Performance 1, 2, 3, 4 Outcome 2 The teacher candidate ST 1: Students will demonstrate an Teachers understand student learning and development, and respect the diversity of understanding of the students they teach. subject content, ST 2: Content developmentally Teachers know and understand the content area for which they have instructional appropriate teaching responsibility. practices, student ST 3: Assessment learning and Teachers understand and use varied assessments to inform instructions, evaluate and development, ensure student learning. assessment, and ST 4: Instruction respect for diversity. Teachers plan and deliver effective instruction that advances the learning of each individual student. Knowledge Knows the content Knows the academic language of the discipline Understands common misconceptions in learning content Knows the Ohio Academic Content Standards Understands the relationship of knowledge within the discipline to knowledge in other content areas Knows various research-based, content-specific instructional strategies Understands the role of language and culture as it relates to learning and teaching specific content Understands the principles of how students learn and develop Understands characteristics of special needs students Understands the unique developmental needs of students

	<ul> <li>Possesses in-depth knowledge of students</li> <li>Possesses in-depth knowledge of student diversity as it applies to content learning</li> <li>Understands how individual students' backgrounds, experiences, learning, values, and</li> <li>interactions affect the learning of content</li> <li>Understands assessment types, their purposes, and what the data generate</li> <li>Understands how to prepare learners for assessments and how to make appropriate accommodations</li> <li>Knows how to connect content to relevant life experiences and career opportunities</li> </ul>
Skills	<ul> <li>Plans, instructs, and assesses lessons that demonstrate content knowledge, use developmentally appropriate practices, and promote learning for all students</li> <li>Analyzes data to monitor student progress and learning and to plan, differentiate, and modify instruction</li> <li>Provides students with effective, descriptive feedback in order to guide progress toward quality work</li> <li>Aligns instructional goals and activities with school and Ohio Academic Content Standards Uses information about students' learning, performance, and language development to plan and deliver instruction</li> <li>Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers</li> <li>Involves learners in self-assessment and goal-setting</li> <li>Selects, develops, and uses a variety of diagnostic, formative, and summative assessments</li> </ul>
Dispositions	Commits to understanding and using a variety of appropriate instructional and assessment practices that challenge all students to learn Values and embraces learning as a lifelong process Values and respects the uniqueness and diversity of all individuals

LU Education:	Teacher Candidate Performance Outcomes
Outcome 3	Ohio Standards for Teacher Performance 1, 2, 3, 4
The teacher candidate will plan developmen- tally appropriate and inclusive lessons that articulate clear learning goals, connect prior and future learning, and include appropriate assessment strategies that advance the learn- ing of each individual student.	<ul> <li>ST 1: Students <ul> <li>Teachers understand student learning and development, and respect the diversity of the students they teach.</li> </ul> </li> <li>ST 2: Content <ul> <li>Teachers know and understand the content area for which they have instructional responsibility.</li> </ul> </li> <li>ST 3: Assessment <ul> <li>Teachers understand and use varied assessments to inform instructions, evaluate and ensure student learning.</li> </ul> </li> <li>ST 4: Instruction <ul> <li>Teachers plan and deliver effective instruction that advances the learning of each individual student.</li> </ul> </li> </ul>
Knowledge	Knows the content Knows the academic language of the discipline Understands common misconceptions in learning content Knows the Ohio Academic Content Standards Possesses in-depth knowledge of student diversity as it applies to planning, instruction, and assessment Knows various research-based instructional strategies that address students' developmental, cultural, and linguistic strengths and needs Knows how to adjust lesson plans based on assessment data Understands the role of language and culture as it relates to learning and teaching Understands the principles of how students learn and develop Understands the unique developmental needs students Understands the unique developmental needs of students Understands how to prepare learners for assessments and how to make appropriate accom- modations
Skills	Assists in appropriate identification, instruction, and interventions for special needs students Uses knowledge of content-specific concepts, assumptions, academic language, and skills to plan instruction Creates or selects teaching methods, learning activities, instructional materials, technologies, or other resources that are appropriate for all students Analyzes data to monitor student progress and learning and to plan, differentiate, and modify instruction Provides students with effective, descriptive feedback in order to guide progress toward quality work Aligns instructional goals and activities with school and Ohio Academic Content Standards Uses information about students' learning, performance, and language development to plan and deliver instruction Creates and selects activities that are designed to help students develop as independent learn- ers and complex problem-solvers Involves learners in self-assessment and goal-setting Selects, develops, and uses a variety of diagnostic, formative, and summative assessments Becomes familiar with relevant aspects of students' background, knowledge, and experiences in order to differentiate instruction for individuals and groups of students Articulates clear learning goals that are appropriate for the students Demonstrates understanding of the connections between prior learning, current content, and the content that remains to be learned in the future Prepares learners for assessments and makes appropriate accommodations
Dispositions	Commits to understanding and using a variety of appropriate accommodations Commits to understanding and using a variety of appropriate instructional and assessment practices that challenge all students to learn Values and respects the uniqueness and diversity of all individuals Believes all students can learn at different rates and in different ways

LU Education	: Teacher Candidate Performance Outcomes
Outcome 4	Ohio Standards for Teacher Performance 1, 2, 3, 4, 5
The teacher candidate will use a variety of instructional strategies, which may incorporate the appropriate use of technology, to make content comprehensi- ble; to promote high order thinking; and use varied assessments to inform instruction, evaluate, and ensure student learning.	<ul> <li>ST 1: Students <ul> <li>Teachers understand student learning and development, and respect the diversity of the students they teach.</li> </ul> </li> <li>ST 2: Content <ul> <li>Teachers know and understand the content area for which they have instructional <ul> <li>responsibility.</li> </ul> </li> <li>ST 3: Assessment <ul> <li>Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</li> </ul> </li> <li>ST 4: Instruction <ul> <li>Teachers plan and deliver effective instruction that advances the learning of each <ul> <li>individual student.</li> </ul> </li> <li>ST 5: Learning Environment <ul> <li>Teachers create learning environments that promote high levels of learning and <ul> <li>achievement for all students.</li> </ul> </li> </ul></li></ul></li></ul></li></ul>
Knowledge	<ul> <li>Knows the content</li> <li>Knows the academic language of the discipline</li> <li>Understands common misconceptions in learning content</li> <li>Knows the Ohio Academic Content Standards</li> <li>Possesses in-depth knowledge of student diversity as it applies to planning, instruction, and assessment</li> <li>Knows various research-based instructional strategies that address students' developmental, cultural, and linguistic strengths and needs</li> <li>Knows how to adjust lesson plans based on assessment data</li> <li>Understands the role of language and culture as it relates to learning and teaching</li> <li>Understands the principles of how students learn and develop</li> <li>Understands characteristics of special needs students</li> <li>Understands the unique developmental needs of students</li> <li>Understands how to prepare learners for assessments and how to make appropriate accommodations</li> <li>Understands the relationship of knowledge within the discipline to knowledge in other content areas</li> <li>Knows how to connect content to relevant life experiences and career opportunities</li> <li>Knows how to evaluate and incorporate technology and other resources to enhance instruction and engage student learning</li> </ul>
	Understands cognitive processes and instructional strategies that promote higher order thinking and creativity Understands how communication (oral, written, non-verbal, digital) contributes to student learning and expression

LU Education:	Teacher Candidate Performance Outcomes
Outcome 4	Ohio Standards for Teacher Performance 1, 2, 3, 4, 5
The teacher candidate will use a variety of instructional strate- gies, which may incorporate the appropriate use of technology, to make content comprehensi- ble; to promote high order thinking; and use varied assess- ments to inform instruction, evaluate, and ensure student learning.	<ul> <li>ST 1: Students <ul> <li>Teachers understand student learning and development, and respect the diversity of the students they teach.</li> </ul> </li> <li>ST 2: Content <ul> <li>Teachers know and understand the content area for which they have instructional responsibility.</li> </ul> </li> <li>ST 3: Assessment <ul> <li>Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</li> </ul> </li> <li>ST 4: Instruction <ul> <li>Teachers plan and deliver effective instruction that advances the learning of each individual student.</li> </ul> </li> <li>ST 5: Learning Environment <ul> <li>Teachers create learning environments that promote high levels of learning and achievement for all students.</li> </ul> </li> </ul>
Skills	<ul> <li>Uses content-specific instructional strategies and applies those strategies for differentiated instruction</li> <li>Connects knowledge within the discipline to knowledge in other content areas and to relevant life experiences and/or career opportunities</li> <li>Differentiates instruction to support the learning needs of all students</li> <li>Evaluates and incorporates technology and other resources to enhance instruction and engage student learning</li> <li>Applies knowledge of how students think and learn to instructional design and delivery to promote higher order thinking and creativity</li> <li>Selects, develops, and uses a variety of diagnostic, formative, and summative assessments Uses a variety of instructional strategies that promotes various means of communication (oral, written, non-verbal, digital)</li> </ul>
Dispositions	Values and embraces learning as a lifelong process Believes that learning takes place within an inclusive environment, which is non- threatening, engaging, and interactive and assumes responsibility for establishing such a positive learning environment Believes all students can learn at different rates and in different ways

LU Education: 7	Feacher Candidate Performance Outcomes
Outcome 5	Ohio Standards for Teacher Performance 1, 5
The teacher candidate will	ST 1: Students
create a positive and safe	Teachers understand student learning and development, and respect the diversity of
learning environment,	the students they teach.
incorporating consistent	ST 5: Learning Environment
and appropriate standards	Teachers create learning environments that promote high levels of learning and
for behavior, which re-	achievement for all students.
spects and celebrates the	
diversity of all students.	
Knowledge	Understands the essential components of an environment that is physically, socially, and
-	emotionally conducive to learning
	Possesses in-depth knowledge of student diversity as it applies to creating a positive class- room environment
	Knows how to establish, convey, and monitor clear norms and expectations for students
	Knows appropriate strategies to create appropriate relationships with students, families, and the school community
	Knows how identify, instruct, and intervene on behalf of special needs students
	Understands how individual students' backgrounds, experiences, learning, values, and
	interactions affect the learning environment
	Knows how to help students learn productively and cooperatively
	Understands behavioral theories and concepts
	Understands current social issues and how they affect students
	Knows appropriate strategies to create and manage classroom environments
	Knows how to use appropriate and culturally responsive verbal and non-verbal
	communication to maintain a positive learning environment
Skills	Identifies, instructs, and creates interventions for special needs students
	Establishes, conveys, and monitors clear norms and expectations for students Identifies and
	responds to social/emotional issues affecting students in the classroom/ school environment
	Treats all students fairly and established an environment that is respectful, supportive, and caring Creates an environment that is physically and emotionally safe
	Motivates students to work productively and assume responsibility for their own learning Creates
	learning situations in which students work independently and collaboratively and/ or as a whole class
	Maintains an environment that is conducive to learning for all students
	Collaborates with students, families, and colleagues to create a safe learning environment Makes the
	physical environment safe and conducive to learning
	Uses appropriate verbal and non-verbal communication to maintain a positive learning environment
Dispositions	Commits to understanding and using a variety of appropriate instructional and assessment practices
- <i>F</i>	that challenge all students to learn
	Believes that learning takes place within an inclusive environment, which is non-threatening, engaging, and interactive and assumes responsibility for establishing such a positive learning
	environment Treats students, co-operating teachers, administration and others with respect, justice and dignity
	Values the importance of constructive relationships with the students, families (parents/ guardians), school personnel, and community
	Values and respects the uniqueness and diversity of all individuals
	Believes all students can learn at different rates and in different ways
	Reverence for self and others through professional appearance, speech and actions

LU Education:	Teacher Candidate Performance Outcomes
Outcome 6	Ohio Standards for Teacher Performance 6
The teacher candidate will use a variety of communication methods and collaborate with students, families (parents/guardians), school personnel, and community to support student learning and development.	ST 6: <b>Collaboration and Communication</b> Teachers collaborate and communicate with students, parents, other educators, admin- istrators, and the community to support learning.
Knowledge	<ul> <li>Knows a variety of methods that effectively communicate student progress</li> <li>Knows how to use appropriate and culturally responsive verbal and non-verbal communication to support student learning</li> <li>Understands how to work collaboratively with parents, caregivers and the school and local community to support students' learning, emotional, and physical development</li> <li>Knows how to use appropriate and culturally responsive verbal and non-verbal communication to support student learning</li> <li>Understands how family, school, and community influences student learning</li> <li>Understands schools as organizations within historical, cultural, political, and social context</li> </ul>
Skills	Uses a variety of communication methods to convey student progress Uses appropriate and culturally responsive verbal and non-verbal communication to support student learning Works collaboratively with parents, caregivers and the school and local community to sup- port students' learning, emotional, and physical development Uses appropriate and culturally responsive verbal and non-verbal communication to support student learning
Dispositions	Values a passionate commitment to the teaching profession and to advocacy for all students Values the importance of modeling and teaching service to others renders service, when needed, with professionalism and sensitivity Values the importance of constructive relationships with the students, families (parents/ guardians), school personnel, and community Values and respects the uniqueness and diversity of all individuals shows reverence for self and others through professional appearance, speech and actions

LU Education: Teacher Candidate Performance Outcomes		
Outcome 7	Ohio Standards for Teacher Performance 7	
The teacher candidate will engage in reflective practice to improve teaching performance and assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.	ST 7: <b>Professional Responsibility and Growth</b> Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.	
Knowledge	Understand the meaning of reflective practitioner and self-assessment strategies Knows how to use learner data to analyze practice and differentiate instruction accordingly.* Understands how personal bias may impact instruction and interactions with others Know how to create a personal professional development plan Understand the meaning of efficacy and how it enhances teaching performance	
Skills	Uses a variety of data to evaluate and improve instruction Uses a variety of resources to engage in reflective practice Recognizes personal biases and expands understanding of diversity to enrich learning and teaching Engages in ongoing professional development activities that support personal, student, and school needs Collaborates with colleagues and engages in opportunities to improve learning and teaching	
Dispositions	Values and embraces learning as a lifelong process Values reflective and ethical practices and a commitment to continued professional growth and development Values the importance of constructive relationships with the students, families (parents/ guardians), school personnel, and community Values a passionate commitment to the teaching profession and to advocacy for all students Renders service, when needed, with professionalism and sensitivity	

## **Teacher Candidate Performance Outcomes and Proficiencies**

## **DISPOSITIONS**

Dispositions encompass the values, commitments, and ethics that influence behavior toward students, families, colleagues, communities and one's own professional growth. Our Franciscan values of learning, reverence and service serve as the foundation for the development of caring, competent and professional teachers. Specific behavioral indicators and standards support each value. These dispositions are assessed at multiple times throughout a candidates' educational program.

### **Disposition:** Learning

We believe that we are called to engage in processes and practices that foster a desire for lifelong learning, an openness to new truths for self and others, and the opportunities to obtain the skills, tools and ideas that enable students to learn on their own. We value and respect the uniqueness and diversity of all individuals. We are committed to understanding the educational significance of using a variety of appropriate instructional and assessment practices. We believe that learning takes place best within a positive learning environment, which is inclusive, non-threatening, engaging, and interactive. As teachers, we value reflective and ethical practices, and a commitment to continued professional growth and development, thereby modeling teacher efficacy.

**Standard 1**: The teacher candidate commits to understanding and using a variety of appropriate instructional and assessment practices that challenge all students to learn.

Behavioral Indicators: Teacher Candidate:

- Applies content to real-world situations and experiences
- Utilizes hands-on, real-life models and examples to make content meaningful and relevant
- Enriches classroom environment with content related resources (i.e. books, peripherals, hands-on materials, etc...)
- Uses best practice, research based pedagogy, to engage learners
- Plans lessons which accommodate all learners
- Utilizes authentic assessment providing various forms of assessment to meet the needs of all learners
- Supports students as they participate as 21<sup>st</sup> Century learners (problem solving, critical thinking, collaboration, communication, creativity, innovation)
- Believes that planning and instruction are open to adjustment and flexibility based on learner needs

Standard 2: The teacher candidate values and embraces learning as a lifelong process.

Behavioral Indicators: Teacher Candidate:

- Motivates students by showing a passion and excitement for content
- Models lifelong learning by seeking opportunities to draw upon current education policy and research
- Takes responsibility for student learning
- **Standard 3:** The teacher candidate believes that learning takes place within an inclusive environment, which is non-threatening, engaging, and interactive and assumes responsibility for establishing such a positive learning environment.

Behavioral Indicators: Teacher Candidate:

- Creates a learning environment that is physically and emotionally safe; free of threat, engaging, interactive, supportive, and positive
- Values the role of the learner and recognizes importance of peer relationships in establishing a climate of learning
- Treats all students fairly by being respectful, supportive, and caring
- Listens thoughtfully and responsively

**Standard 4**: The teacher candidate values reflective and ethical practices and a commitment to continued professional growth and development.

Behavioral Indicators: Teacher Candidate:

- Engages in continuous, purposeful professional development opportunities
- Engages in reflective practice by taking constructive criticism in order to improve instruction
- Understands and upholds professional, ethical, legal codes of professional conduct
- Acts as an agent of change seeking to positively impact all aspects of education

#### **Disposition: Reverence**

We believe that each person is created equal in God's image and likeness. Thus, we reverence our self, other persons and all creation. We value the uniqueness and diversity of individuals by treating all with respect, justice and dignity. We actively strive to build caring and constructive relationships within a positive environment for all students, family (parents/guardians), school personnel, and the community. These positive relationships also include those with Lourdes administrators, faculty, staff, and students, as well as clinical and field supervisors and cooperating teachers.

**Standard 1:** The teacher candidate treats students, co-operating teachers, administration and others with respect, justice and dignity.

#### Behavioral Indicators: Teacher candidate:

• Demonstrates active listening and shows patience in interactions with others

**Standard 2:** The teacher candidate values the importance of constructive relationships with the students, families (parents/guardians), school personnel, and community.

Behavioral Indicators: Teacher candidate:

- Maintains positive, professional relationships with families/school community through communication and participation
- Makes all learners feel valued and helps them to learn to value each other

#### Standard 3: The teacher candidate values and respects the uniqueness and diversity of all individuals. Behavioral Indicators: Teacher candidate:

- Demonstrates respect, caring, and unconditional acceptance in all interactions with students, colleagues, and the school community
- Values diverse languages and cultures and seeks to integrate them into teaching to engage students

## Standard 4: The teacher candidate believes all students can learn at different rates and in different ways. Behavioral Indicators: Teacher candidate:

- Promotes fairness
- Assists struggling learners and/or those students having difficulty being accepted by others
- Believes that all learners can achieve at high levels and persists in helping each reach their fullest potential

## **Standard 5:** The teacher candidate shows reverence for self and others through professional appearance, speech and actions.

Behavioral Indicators: Teacher candidate:

- Uses effective time-management to stay on top of workload/planning/grading
- Remains professional in dress and appearance
- Fosters respectful communication among all members of the learning community

#### **Disposition:** Service

We believe that each person is called to render service to others by developing and sharing our God-given gifts and talents to positively impact our relationships and the teaching profession. As advocates for students, we are committed to serve others with care, competence, compassion and justice.

**Standard 1:** The teacher candidate values a passionate commitment to the teaching profession and to advocacy for all students.

Behavioral Indicators: Teacher candidate:

- Advocates on behalf of a student or group of students
- Actively supports school related activities
- Encourage students to do their personal best and help them to discover their own talents
- Shares responsibility for shaping and supporting the mission of their school
- Collaborates with colleagues, parents, and the community to promote a positive environment for learning

Standard 2: The teacher candidate values the importance of modeling and teaching service to others. Behavioral Indicators: Teacher candidate:

• Create opportunities for service learning

**Standard 3:** The teacher candidate renders service, when needed, with professionalism and sensitivity. **Behavioral Indicators:** Teacher candidate:

- Share your professionalism with others, i.e. your effective practices
- Model compassion in dealing with situations with students and colleagues
- Acts as an agent of change seeking to positively impact all aspects of education
- Reaches out for community resources to meet the needs of particular students

## **Teacher Candidate Performance Outcomes and Proficiencies**

## Academic Language

Candidates demonstrate the ability to employ and apply the specific academic terms and/or technical language that is used in learning and understanding their academic discipline in a formal academic context. This language and its use are fundamental to literacy and academic achievement in an academic discipline.

## **English Language Learners**

Candidates understand how a student's first language proficiency affects second language acquisition. Candidates will express awareness of practices that build English literacy and language development among learners.

## **Social Emotional Growth**

Candidates exhibit the ability to recognize their emotions and manage the appropriate expression of them in positive and effective relationships in a learning community. In addition, candidates will exhibit empathy and sympathy for others as well as dealing with school situations in a constructive and ethical manner.

## **Reflective Practice**

Candidates demonstrate the ability to reflect on their teaching to determine what works best for the students. This is the basis of continuous learning as a practitioner.

## Dispositions

Candidates show commitment to the Franciscan values of reverence, service, and learning in their behaviors and relationships in the classroom, as well as with families, colleagues, and their communities.

## TECHNOLOGY PROFICIENCIES

Lourdes University teacher candidates are

expected to demonstrate an understanding of the appropriate integration of technology in the learning process and to acquire the fundamental concepts and skills for effectively applying technology in educational settings.

The following technology proficiencies are based on the standards as defined by the International Society for Technology Education (ISTE).

## Strand: Information & Communication Technology

T1 Identify and use appropriate digital learning tolls and resources to accomplish a defined task.

T2 Use digital learning tools and resources to locate, evaluate and use information.

T3 Use digital learning tools and resources to construct knowledge.

T4 Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

### Strand: Society and Technology

T1 Demonstrate an understanding of technology's impact on the advancement of humanity-economically, environmentally and ethically.

T2 Analyze the impact of communication and collaboration in both digital and physical environments.

T3 explain how technology, society, and the individual impact one another.

#### **Strand: Design and Technology**

T1 Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.

T2 Identify a problem and use an engineering design process to solve the problem.

T3 Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding, and systems thinking.

T4 Evaluate designs using functional, aesthetic and creative elements.

# Teacher Candidate Requirements



# & Assessment

## **DIVISION OF EDUCATION** Requirements and Assessment

### **Classification of Students**

EDU Students are classified as follows:

## **Pre-Education Majors**

Pre-Education majors are students seeking a teacher education degree but **have not** fulfilled the Program Admission, Gate 1, requirements and **have not** been officially accepted into the Lourdes University Division of Education.

- **EDEP** Pre-Education Early Childhood Major
- EDMP Pre-Education Middle Childhood Major
- EDAP Pre-Éducation Adolescence to Young Adult Major
- **EMTQ** Pre-Education Middle Childhood Major at Tiffin University
- **EDTQ** Pre-Education Adolescence to Young Adult Major at Tiffin University

## **Education** Majors

Education majors are students seeking a teacher education degree, have fulfilled the Program Admission Requirements (Gate 1), and **have** been officially accepted into the program.

- **EDE** Early Childhood Education Major
- **EDM** Middle Childhood Education Major
- EDA Adolescence to Young Adult Education Major
- **EMTL** Middle Childhood Education Major at Tiffin University
- EDTL Adolescence to Young Adult Education Major at Tiffin University

## **Pre-Licensure Students**

Licensure students are degreed students seeking an approved teacher preparation program that prepares them for teacher licensure, but **have not** fulfilled the Program Admission, Gate 1, requirements and **have** 

not been officially accepted into the Lourdes

University Division of Education. It should be noted that licenses are only issued by the Ohio Department of Education and not Lourdes University.

- EDEQ Pre-Early Childhood Licensure
- EDMQ -Pre-Middle Childhood Licensure
- **EDAQ** Pre-Adolescence to Young Adult Licensure

## Licensure Students

Licensure students are degreed students seeking an approved teacher preparation program that prepares them for a teaching license. Licensure students have fulfilled the Program Admission, Gate 1, requirements and have been officially accepted into the program. It should be noted that licenses are only issued by the Ohio Department of Education and not Lourdes University.

- EDEL Early Childhood Licensure
- EDML Middle Childhood Licensure
- EDAL Adolescence to Young Adult Licensure

## **Professional Development Students**

Professional development students are degreed licensed teachers seeking Professional Development course work.

• ND – EDP - Professional Development for Teachers

## Graduate Students

*Graduate students* who are degreed licensed teachers seeking a Master's degree.

- EDTC Master of Education Teaching and Curriculum
- EDLD Master of Education in Educational Leadership

## Graduate students who are degreed

licensed teachers seeking an endorsement.

- EDRC P-12 Reading
- EDTL Teacher Leader
- ED45 Elementary Generalist

## **DIVISION OF EDUCATION** Requirements and Assessment

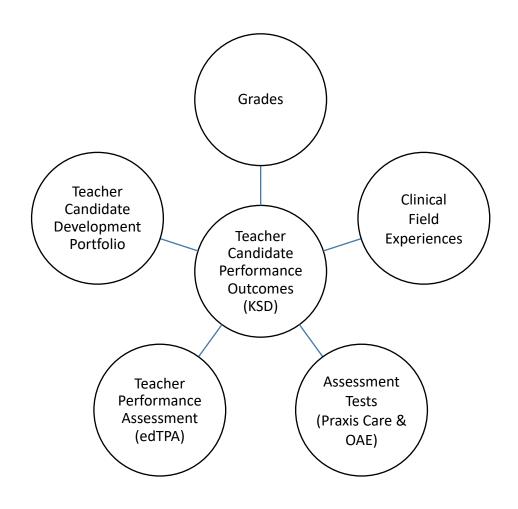
## Teacher Candidate Assessment Overview

The purpose of the Teacher Candidate Assessment component is to assess the teacher candidate's subject matter knowledge, pedagogical knowledge, and caring and teaching skills, which are necessary to become caring, competent, and qualified educators.

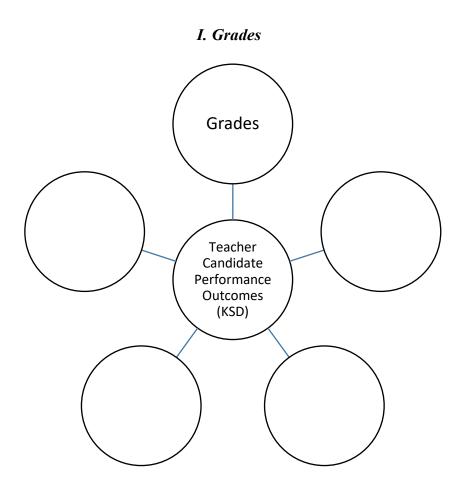
## The five components of this Teacher Candidate Assessment process are:

- Grades/Assignments
- Clinical and Field Experiences
- Assessment Tests (Praxis CORE/OAE)
- Teacher Performance Assessment (edTPA)
- Teacher Candidate Development Portfolio

#### **Teacher Candidate Assessment Components**



## **DIVISION OF EDUCATION Requirements and Assessment**



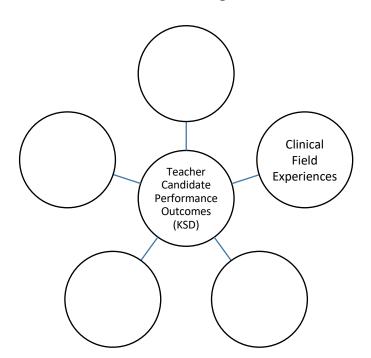
Lourdes University Division of Education recognizes that a candidate's work throughout all academic courses provides a strong foundation for future work in the classroom. To this end, a candidate's overall grade point average (GPA) is an assessment component at all stages of the candidate's progression through his or her degree program.

In addition to the overall GPA, the *content* GPA—that is the grade point average of the courses that comprise the candidate's content area(s)/discipline(s) of study—is also an assessment component. This

measure is a reflection of the candidate's achievement in those specific courses that provide the fundamental knowledge of subjects for which a candidate will eventually have instructional responsibility. The importance of knowledge of content is stressed in both the Lourdes University Performance Outcomes (5) and the Ohio Learning Standards (2).

Teacher candidates are required to have a 3.0 grade point average in both the overall grades as well as the content grade point average.

#### II. Clinical/Field Experiences



The Lourdes University Division of Education believes that it must provide its teacher candidates with extensive opportunities to participate in meaningful classroom opportunities where they are able to put theory and knowledge into "action".

#### Clinical experiences

Clinical experiences provide opportunities for teacher candidates to gain experience in authentic settings of actual teaching practice as well as to develop knowledge, skill and confidence. Teacher candidates focus their attention on the characteristics of effective teachers, seeing how teachers share the objectives or clear learning targets with the students and finally how teachers manage time in the classroom. In addition, clinical experiences are designed to give teacher candidates diverse experiences in demographic locations, cultures, racial and ethnic backgrounds, and diversity of students' abilities and needs.

#### Field Experiences

Field experiences are designed in a sequential and timely manner to provide teacher candidates with classroom opportunities. Teacher candidates observe excellent teachers, work with small groups of students, co-plan and co-teach lessons, plan assessments and give feedback to students under the supervision of a cooperating teacher.

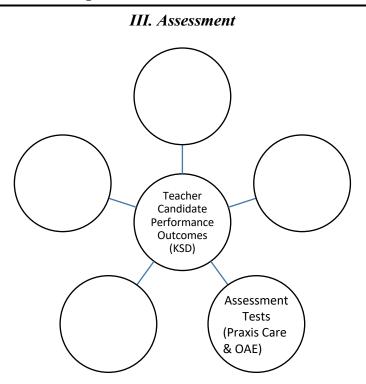
This progression of field experiences culminates in the Student Teaching experience. Student Teaching is designed to be the most valuable and intense learning experience prior to graduation.

### **Clinical Experiences**

EDU 100	Foundations of Education
(10 hours)	Teacher candidates observe teachers at different grade levels to determine if
	teaching is their appropriate career choice, and to reflect on the level at which
	they may prefer to teach.
EDU 250	
EDU 250	Educational Psychology Teacher candidates will study the educational implications
(at least 5 hours)	of psychology, cognitive science, teaching learning and behavior.
EDU 230	Survey of Special Needs Education
(at least 5 hours)	Teacher candidates will focus on the foundations of special education with emphasis on
(ui ieusi 5 nours)	historical background, legal issues, a positive learning environment, disabilities and
	health disorders in a regular/inclusive classroom.
EDE, EDM, EDA	EDE 210 Child Growth and Development
210	EDM 210 Education for Young Adolescents
(at least 5 hours)	EDA 210 Teaching Adolescents & Young Adults
	Teacher candidates will study the human development, growth and learning in the
	affective, social and physical domains in each age group of students.
EDE, EDM, EDA	EDE 235 Early Childhood Curriculum, Instruction and Assessment
235	EDM 235 Middle Childhood Curriculum, Instruction and
(at least 5 hours)	Assessment
	EDA 235 Adolescent to Young Adult Curriculum, Instruction and
	Assessment
	Teacher candidates begin to bridge the gap between content and practice. The course
	introduces instructional models and elements of assessment theory in support of
EDU 220	curriculum development and effective teaching.
	<b>Reading Comprehension Skills &amp; Strategies</b> Teacher candidates focus on the acquisition and development of reading skills, and the
(8 hours)	nature, implementation and process of reading instruction through literature.
EDU 221	Content Area Reading
(8 hours)	Teacher candidates focus on reading as a tool for constructing meaning from text by
(0 110 11 5)	accessing prior knowledge, applying schema, developing a purpose for reading, and
	emphasizing the value of reading aloud to learners.
EDU 335	Reading Diagnosis, Assessment & Instructional Implications
(8 hours)	Teacher candidates focus in the practice and process of authentic reading assessment
	that contributes to student learning.
EDU 334	L'Eho Holo at Uhaniag and the Kaundatiang at Hoading
	The Role of Phonics and the Foundations of Reading
(8 hours)	Teacher candidates integrate cognitive and language development in children across
(8 hours)	

### **Field Experiences**

EDE, EDM, EDA 250 (30 hours) (3 semester hours)	<b>EDE 250 Early Childhood Methods and Field Experience I</b> <b>EDM 250 Middle Childhood Methods and Field Experience I</b> <b>EDA 250 General Teaching Methods and Field Experience I</b> Teacher candidates examine various instructional methods, complete focused observations, interact with individual and small groups of students and co-teach lessons within the classroom.
EDE, EDM, EDA	EDE 350 Early Childhood Methods and Field Experience II
350-356	EDM 351Language Arts and Social Studies Methods Field Experience II
(150 hours) (3 semester hours)	EDM 352 Language Arts and Mathematics Methods Field Experience II EDM 353 Language Arts and Science Methods Field Experience II EDM 354 Science and Mathematics Methods Field Experience II EDM 355 Science and Social Studies Methods Field Experience II EDM 356 Mathematics and Social Studies Methods Field Experience II EDA 351 Social Studies Methods and Field Experience II EDA 352 Science Methods and Field Experience II EDA 353 Language Arts Methods and Field Experience II EDA 354 Mathematics Methods and Field Experience II cacher candidates practice content specific pedagogy in their licensure area, as well as interact with all students, complete focused observations, co-teach and complete a modified Teacher Performance Assessment.
EDE, EDM, EDA 490 (Minimum 75 days) (12 semester hours)	<b>EDE 490 Capstone: Early Childhood Student Teaching</b> <b>EDM 490 Capstone: Middle Childhood Student Teaching</b> <b>EDA 490 Capstone: Adolescent to Young Adult Student Teaching</b> Teacher candidates put into practice the skills and competencies of effective teaching by planning and co-teaching lessons as well as completing the Teacher Performance Assessment.



#### ACT, SAT or Praxis Core Tests

The Lourdes University Division of Education requires that all students seeking a degree to submit acceptable ACT or SAT scores or earn passing scores on the Praxis Core Academic Skills Educators Test. ACT or SAT scores used in place of Praxis Core Test score as follows:

Reading  $\geq$  ACT 21 or SAT  $\geq$  450 English  $\geq$  ACT 18 or SAT  $\geq$  430 Math  $\geq$  ACT 22 or SAT  $\geq$  520

The ACT/SAT scores are on a student's high school transcripts or can be obtained by contacting the high school of graduation.

The Praxis Core Academic Skills for Educators Tests measures academic skills in reading, writing and mathematics. The tests were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs. Information about the Praxis Core Academic Skills tests is available at <u>https://www.ets.org/praxis</u>. Praxis Core Academic Skills for Educators Tests consist of three separate tests or one combined test:

Core Academic Skills for Educators <u>Reading</u> Test (#5712), passing score 156 <u>Writing</u> Test (#5722), passing score 162 <u>Mathematics</u> Test (5732). Passing score 150 <u>Combined Test - Reading, Writing,</u> <u>Mathematics</u> (5751)

The Praxis Core tests are delivered on computer and may be taken either as three separate tests on separate days or as one combined test. Individual scores are reported for reading, mathematics and writing on both the individual and the combined tests.

The Lourdes University (College) code is #1427 and the Ohio Department of Education code is #7945. These numbers must be included on the online registration application so that both Lourdes University and the Ohio Division of Education receive the test scores.

#### **Ohio Assessments for Educators**

The Ohio Assessments for Educators (OAE) exams assess the content-area, professional (pedagogical) knowledge and reading knowledge of candidates who are seeking initial Ohio educator licensure. The assessments are aligned with Ohio Learning Standards. The Assessments are developed and administered by the Evaluation Systems group of Pearson. The state of Ohio requires passage of the assessments for licensure in the state of Ohio.

Information about the Ohio Assessments for Educators (OAE) is available at <u>https://www.oh.nesinc.com</u>. The assessments are administered at test centers located in Ohio and throughout the United States. Assessments will be available either yearround, by appointment, or during specified testing periods.

#### **Content Knowledge Assessment**

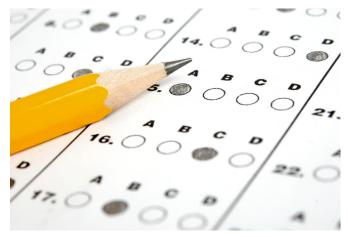
These assessments measure your knowledge of the subjects (content) you will teach. The Lourdes University Division of Education requires that all candidates must earn a passing score of 220 on their OAE content assessment(s) as one of the Gate II requirements. Since this test is based on the candidates content knowledge we strongly recommend that all content courses be completed prior to taking the test(s).

#### Pedagogical Knowledge Assessments

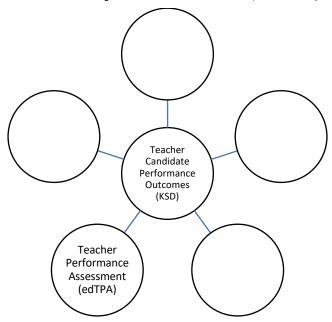
These assessments measure your pedagogical knowledge of the grade levels of your license. The Lourdes University Division of Education requires that all candidates must earn a passing score of 220 on their OAE pedagogical knowledge assessment as one of the Gate II requirements.

#### **Reading Assessment**

The Foundations of Reading Assessment (090) is an examination of the principles of scientifically research-based reading instruction that is aligned with the reading competencies adopted by the State Board of Education of Ohio. Students in the Early Childhood and Middle Childhood Program are required to take and pass the Reading Assessment.



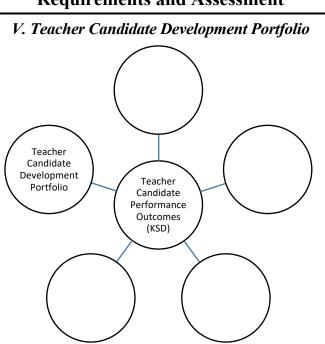
IV. Teacher Performance Assessment (edTPA<sup>TM</sup>)



The Teacher Performance Assessment, the edTPA, is a performance-based, subject specific assessment and support system used by more than 600 teacher programs in some 40 states to emphasize measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

The education profession recognized the need for a common standards and performance-based assessment of teaching effectiveness that would measure the classroom readiness of aspiring teachers and provide information for program improvement. The edTPA serves as the same type of career-entry assessment requirement as those for aspiring lawyers, doctors, architects and professionals in many other fields. As a nationally available teacher performance assessment, the edTPA:

- Helps candidates develop the confidence and skills they need to be successful in urban, suburban, and rural schools
- Provides a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom/
- Measures candidates' ability to differentiate instruction for diverse learners, including English language learners and special education students.
- Provides meaningful and consistent data that can be used to improve teacher education programs and renew program curriculum.
- Creates a body of evident of teacher performance. http://edtpa.aacte.org/faq#51



### **Requirements and Assessment**

**DIVISION OF EDUCATION** 

Lourdes University Division of Education prepares teacher candidates with the knowledge, skills, and dispositions, needed to the Teacher Candidate meet Performance Outcomes. These outcomes and proficiencies are based on the Ohio Department of Education Standards for the Teaching Profession and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

As teacher candidates progress through their program, they provide evidence (artifacts) that shows they are proficient in the knowledge, skills, and dispositions needed to meet the performance outcomes as appropriate for the developmental stage in their program. These artifacts, which are submitted and maintained in the Teacher Candidate Development Portfolio (TCDP), are used to assess candidate performance at three different points (Assessment Gates) in a candidate's program. Artifacts in the Teacher Candidate Development Portfolio for Gate I demonstrate the necessary knowledge,

skills and dispositions required to be admitted to a teacher education program. Artifacts in the Teacher Candidate Development Portfolio for Gate II demonstrate the necessary knowledge, skills and dispositions required to be approved for student teaching. the Teacher Artifacts in Candidate Portfolio Development for Gate III demonstrate the necessary knowledge, skills required of Lourdes and dispositions University teacher candidates for program completion and to be recommended to the Ohio Department of Education for teacher licensure, including the completion of the Teacher Performance Assessment (edTPA).

All Lourdes University education students must submit their Teacher Candidate Development Portfolios electronically using the designated portfolio assessment and management system. Students learn how to set up and develop their portfolio in EDU 100/101 and EDU 151: Technology for Learning.

#### **TCDP** Assessment Process

The Teacher Candidate Development Portfolio emphasizes a *developmental process* approach, not only the physical product of the portfolio presented at the completion of the program. Therefore, the Portfolio is assessed at several different points during a teacher candidate's program and is one criterion for advancing to the next gate.

#### Gate I Assessment: Admission to the Teacher Education Program

The student seeking admission to the Teacher Education Program completes the Gate I requirements, informs his/her advisor that the Gate I Portfolio is complete and was submitted electronically. The advisor will arrange an interview with the education faculty. The faculty will review the portfolio and conduct an interview with the student as part of the Teacher Education Program admission process.

#### Gate II Assessment: Admission to Student Teaching

The teacher education candidate completes the Gate II requirements, informs his/her advisor that the Gate II Portfolio is complete and was submitted electronically. The faculty will arrange an interview with the education faculty. This faculty will review the portfolio and conduct an interview with the student as part of the admission to student teaching process.

#### **Completion Requirement**

The teacher education teacher candidate completes the Gate III requirements, informs his/her advisor that that the Gate III Portfolio is complete and was submitted electronically. The advisor arranges an interview with the education faculty. This faculty will review the portfolio and conduct an interview with the student as part of the program completion process.

Each student is responsible for knowing when he/ she is approaching a point of assessment and to schedule a time with his/her advisor to review the Portfolio. The Teacher Candidate Development Portfolio assessment process is designed to evaluate and provide feedback to the teacher candidate regarding the demonstration of the knowledge, skills, dispositions, and technology competencies at the time of the submission of the Portfolio.

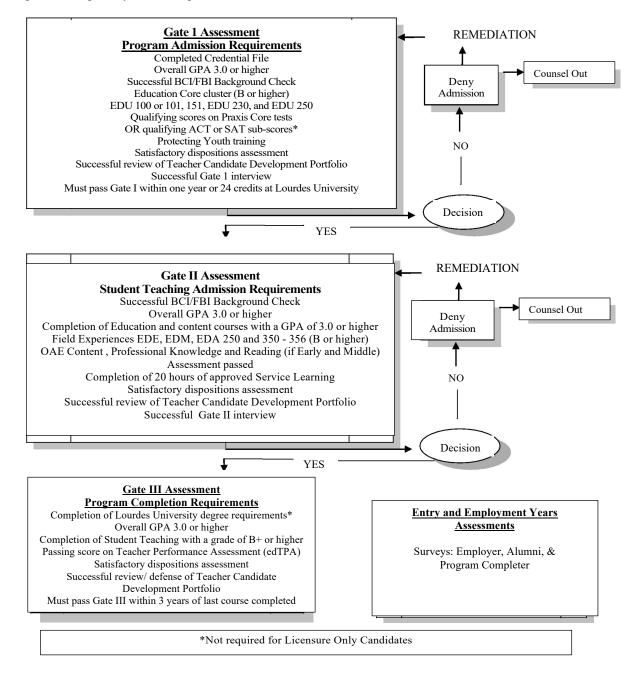


#### **TEACHER CANDIDATE ASSESSMENT GATES**

As the teacher candidate progresses through the program, assessment data are collected via the major assessment components:

- Grades
- Field Experience
- Assessment Tests
- Teacher Performance Assessment
- Teacher Candidate Development Portfolio

The data is reviewed at key transition points within the program. The purpose of these transition points is to assess and monitor the candidates' competencies to ensure that candidates are proficient in the knowledge, skills, and dispositions appropriate for the developmental stage of the program. These transition points or "gates" are points for intervention or remediation if proficiencies are not met. The following chart identifies the assessment points, competency criteria required, and intervention actions.



**Teacher Candidate Development Portfolio** All of the assessments are submitted in and required documents and artifacts are maintained in the candidate's portfolio.

Gate I Assessment	Artifact	Uploaded to Assessment System
Introduction		
Introduction (Video)	Х	$\checkmark$
Resume	Х	$\checkmark$
Philosophy of Education	Х	$\checkmark$
Learning Outcomes		
Learning Outcome 1 The teacher candidate will model the Franciscan values of reverence, service, and learning	EDU 100 Field Assessment Form completed by Cooperating Teachers or EDU 101 Field Experience Reflection	$\checkmark$
	EDU 100/101 Dispositions Paper	$\checkmark$
	Division Behaviors and Dispositions Assessment of ongoing Student Academic Alerts	
Learning Outcome 5         The teacher candidate will create a positive and safe learning environment, incorporating consistent and appropriate standards for behavior, which respects and celebrates the diversity of all students         Learning Outcome 7         The teacher candidate will engage in reflective practice to improve teaching performance and assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.	EDU 230 Reflection on Clinical Experience and Impact on Teaching Assignment	V
Learning Outcome 2 The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.	EDU 250 Theory Application Assignment	$\checkmark$

Gate II Assessment	Artifact	Uploaded to Assessment System
Introduction (artifacts updated)		
Introduction (Video)	X	
Resume	Х	
Philosophy of Education	Х	
Learning Outcomes		
Integration of all learning outcomes	EDE/A/M 350-5 Modified edTPA scored rubrics	$\checkmark$
	EDE/M/A 350-355 Final Field Experience Evaluation from both Cooperating Teacher(s) and Supervisor	$\checkmark$
Learning Outcome 1 The teacher candidate will model the Franciscan values of reverence, service, and learning	EDE/M/A 250 Field Experience Feedback Log from Cooperating Teacher	$\checkmark$
	Division Behaviors and Dispositions Assessment of ongoing Student Academic Alerts	ν
Learning Outcome 2 The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity. Learning Outcome 3 The teacher candidate will plan developmentally appropriate and inclusive lessons that articulate clear learning goals, connect prior and future learning, and include appropriate assessment	EDE/M/A 250 Lesson Plan with Rubric	V
strategies that advance the learning of each individual student.		
	EDU 329 Higher Order Thinking Assignment	$\checkmark$
Learning Outcome 4 The teacher candidate will use a variety of instructional strategies, which may incorporate the appropriate use of technology, to make content comprehensible; to promote high order thinking; and use varied assessments to inform instruction, evaluate, and ensure student learning.	EDU 330 Formative Assessment and Differentiated Instruction Assignment	$\checkmark$
Learning Outcome 5 The teacher candidate will create a positive and safe learning environment, incorporating consistent and appropriate standards for behavior, which respects and celebrates the diversity of all students	EDU 317/319 Classroom Management Assignment	$\checkmark$

Learning Outcome 7 The teacher candidate will engage in reflective practice to improve teaching performance and assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.	(Composite) Reflection on EDE/M/A 250 Field Experience	$\checkmark$
	(Composite) Reflection on EDE/M/A 350 Field Experience	$\checkmark$
Learning Outcome 6 The teacher candidate will use a variety of communication methods and collaborate with students, families (Parents/guardians), school personnel, and community to support student learning and development.	EDE/M/A 235 Ohio School Report Card Newsletter Assignment	$\checkmark$
Learning Outcome 1 The teacher candidate will model the Franciscan values of reverence, service, and learning		
Learning Outcome 2 The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.	EDU 216 Diversity Autobiography Assignment	$\checkmark$
Learning Outcome 5 The teacher candidate will create a positive and safe learning environment, incorporating consistent and appropriate standards for behavior, which respects and celebrates the diversity of all students		

DIVISION OF EDUCATION Requirements and Assessment				
Gate III Assessment	Artifact	Uploaded to Assessment System		
Introduction (artifacts updated)		,		
Introduction (Video)	X	$\checkmark$		
Resume	X	$\checkmark$		
Philosophy of Education	x	√		
Learning Outcomes				
Integration of all learning outcomes	edTPA	$\checkmark$		
	EDE/M/A 490 Midterm and Final Field Experience Evaluations from both Cooperating Teacher(s) and Supervisor	$\checkmark$		
Learning Outcome 1 The teacher candidate will model the Franciscan values of reverence, service, and learning	Final Dispositions Assessment assigned in seminar	$\checkmark$		
Learning Outcome 2         The teacher candidate will demonstrate an understand- ing of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.         Learning Outcome 3         The teacher candidate will plan developmentally appropriate and inclusive lessons that articulate clear learning goals, connect prior and future learning, and include appropriate assessment strategies that advance the learning of each individual student.         Learning Outcome 4         The teacher candidate will use a variety of instructional strategies, which may incorporate the appropriate use of technology, to make content comprehensible; to promote high order thinking; and use varied assessments to inform instruction, evaluate, and ensure student learning.         Learning Outcome 5         The teacher candidate will create a positive and safe learning environment, incorporating consistent and appropriate standards for behavior, which respects and celebrates the diversity of all students	edTPA Score Report	V		
Learning Outcome 6 The teacher candidate will use a variety of communication methods and collaborate with students, families (Parents/guardians), school personnel, and community to support student learning and development.	EDE/M/A 490 <b>Two</b> artifacts of candidate's choice (e.g., newsletter, website, letter, etc.)	$\checkmark$		
Learning Outcome 7 The teacher candidate will engage in reflective practice to improve teaching performance and assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.	edTPA Score Report	V		

#### GATE I—ASSESSMENT\*\* Student Teaching Admission Requirements

Students are Pre-Education majors until they have completed the Gate I requirements and are approved for acceptance into the Education Program. The Gate 1 requirements are

- 1. Complete Credential File
  - Three (3) Letters of Reference
  - Medical Record (*signed—not stamped—by licensed physician or nurse practioner*)
  - Good Moral Character Statement
  - Child Care Non-Conviction Statement (EDE only) Right to Deny Admission: The Division of Education Dean reserves the right to deny any student admission to the Division of Education for suspicion and/or conviction of child abuse (physical, emotional, and/or sexual), child neglect, and/or any felony as identified by the Ohio Department of Job and Family Services (formerly Ohio Department of Human Services.)
  - Lourdes University Division of Education Criminal Background Check – Authorization and Release Form
  - Photo/Video Research Release Form
- 2. Protecting Youth and Those Who Serve Them Certificate (issued upon attendance at the workshop). This workshop enables teacher candidates to become more aware of the types and characteristics of child abuse and their legal duty to report it.
- 3. Successful BCI/FBI background check
- 4. Overall GPA of 3.0 or higher
- **5.** Completion of Required Courses
  - EDU 100 or EDU 101: Foundations of Education
  - EDU 151: Technology for Learning
  - EDU 230: Survey of Special Needs Education
  - EDU 250: Educational Psychology

- 6. Praxis Core tests (earn qualifying scores)\*
   Reading 156
  - Writing 162
  - Mathematics 150
- 7. OR ACT/SAT (Earn qualifying scores)\*
  - ACT Math  $\geq 22$  SAT Math  $\geq 520$
  - ACT Reading  $\geq 21$  SAT Reading  $\geq 450$
  - ACT English  $\geq 18$  SAT Writing  $\geq 430$
- 8. Satisfactory dispositions assessment
- 9. Successful review of the Teacher Candidate Development Portfolio
- 10. Successful interview and approval of the education faculty for admission to the Lourdes University Division of Education.

Pre-Education majors are not allowed to enroll in any education course at the 300/400 level.

\*Not required for licensure-only candidates

#### \*\*Must complete within 1 year or 24 credits at Lourdes whichever is later\*\*



#### **DIVISION OF EDUCATION**

#### GATE II—ASSESSMENT Student Teaching Admission Requirements

Students must complete the Gate II requirements before enrolling in EDA/M/E 490, student teaching.

- 1. Overall GPA of 3.0 or higher
- 2. Completion of education and content courses with accumulative content GPA of 3.0 or higher
- 3. Successful completion with an earned grade of B+ of higher for 250 field experience
- **4.** Successful completion with an earned grade of B or higher for the EDE 350, EDM 351-6 or EDA 351-4 course
- **5.** All OAE assessments successfully passed: content, reading (for Early Childhood and Middle Childhood majors) and professional knowledge.
- 6. Completion of 20 hours of approved Service Learning
- 7. Satisfactory dispositions assessment
- 8. Successful review of Teacher Candidate Development Portfolio
- 9. Successful interview for Student Teaching and approval of the Education faculty.

#### GATE III—ASSESSMENT\*\*\* Program Completion Requirements

Students must complete the Gate III requirements to successfully finish the Teacher Education Program.

- 1. Fulfill Lourdes University Degree Requirements\*
- 2. Overall GPA of 3.0 or higher
- 3. Earn a grade of "B+" or higher in student teaching (EDE, EDM, EDA 490)
- 4. Passing score on the Teacher Performance Assessment (edTPA)\*\*
- 5. Satisfactory dispositions assessment
- 6. Successful review and defense of Teacher Candidate Development Portfolio

\*Not required for licensure-only candidates

\*\*Required for Licensure but not for Program Completion)

\*\*\*Must receive License within 3 years of program completion or final undergraduate courses

#### **Division of Education**

#### Appeal Process

The Lourdes University Division of Education has established requirements regarding the admission and retention of students within the Education program.

The following process is designed to provide education students who do not meet the requirements an opportunity for reconsideration. This appeal process deals with requirements specific to the Division of Education, and is not applicable to other requirements of Lourdes University (such as grade changes.)

Students who wish to file an appeal are required to submit in writing their appeal. Appeals must include the section of the handbook not correctly applied, documentation of evidence, and resolution sought.

Completed Appeals are submitted to the Chair of the Division of Education. Students are encouraged to provide any documentation of evidence that would be helpful to the Chair. Final resolution rests with the Chair of the Division of Education

Lourdes University Division of Education reserves the right to make changes to the courses of study and program requirements due to the frequent changes in national and state standards and regulations.

#### Service Learning Requirement

All students seeking a degree in Education must complete a Service Learning Requirement. Education students will participate in service projects that *benefit the community* AND *enhance the students' learning experience*.

The service-learning requirement can be met in various ways:

- 1. Education courses that require a service component.
- 2. Participation in current service learning opportunities that are advertised by the Lourdes University Division of Mission & Ministry.
- 3. Individual education students will be able to submit a request for completion of their own service learning experience that benefits the community AND enhances the student's own learning experience.

#### **Special Exemptions or Circumstances**

Tiffin University students will be exempt from the service-learning requirement. Tiffin University has a "Co-curricular" requirement in place that includes service to the community.

\*Licensure only students, transfer students and Tiffin University students will participate in service learning experiences required by courses within the program.

#### **Background Check – Fingerprinting**

Ohio requires criminal records checks for all applicants seeking employment with schools. This law has also been interpreted to apply to all pre-service university teacher candidates who are assigned to a clinical or field site. Background checks are therefore required for candidates in Lourdes University's Division of Education degree and licensure programs.

Both background checks (BCI and FBI) must be completed through WebCheck, which allows the fingerprints to be sent immediately to BCI. This provides for a quicker process for reading the prints and having the results reported to ODE. These background checks are good for one calendar year and must be renewed to continue in the program.

To initiate the criminal background check, Lourdes University candidates must first complete and sign the Criminal Background Check Authorization and Release Form. This form, usually signed in EDU 100 or EDU 101, remains in the confidential candidate credential file. A candidate's failure to consent to the criminal background check and complete the required forms will render the candidate unable to participate in any of the required clinical and field experiences. Once the Criminal Background Check Authorization and Release Form is signed and submitted to the Lourdes University Division of Education then the candidate can proceed with fingerprinting.

When a candidate is completing the Request for Background Check via Electronic Fingerprinting Form for the purpose of completing clinical and fieldwork or for service learning, they are to list LOURDES UNIVERSITY EDUCATION STUDENT VOLUNTEER as the *Reason for the Background Check.* The results should be sent to: Lourdes University Division of Education, 6832 Convent Blvd., Sylvania, OH 43560.

The first background check in EDU 100 or EDU 101 is paid for by the Lourdes University Division of Education. All other background checks are paid for by the student.

It is the candidate's responsibility to initiate the background check and allow sufficient processing time in advance of the beginning of the clinical or field experiences. Clinical and field placement will be denied if a valid background check is not on file with the Lourdes University Division of Education prior to beginning any clinical and fieldwork.

The Lourdes University Division of Education reserves the right to deny any candidate admission to the degree and/or teacher licensure programs based on the results of the following:

- Criminal background check
- Review of police reports (past year)
- References
- Investigation of previous employers

If the results of the criminal background check show any potentially disqualifying or questionable information, Lourdes University may require the candidate to obtain and provide additional information to verify or clarify the background check's results. The failure to provide additional information as requested will render the candidate unable to participate in the programs.

If the criminal background check results are not approved as satisfactory by the Education Division, the candidate will be denied admission and/or be dismissed from the Division of Education degree and licensure programs. In such cases, the candidate is not entitled to any tuition refund. Lourdes University is not liable for any damages arising out of or related to the results of the criminal background check, the candidate's non-approval for participation in clinical and field experiences, or the candidate's

dismissal from the programs.

Candidates who are denied admission or dismissed from the Division of Education degree and/or licensure programs under this policy may appeal the Lourdes University Division of Education decision under the following conditions:

- Candidate has five (5) days to make a written appeal to the Chair of the Division of Education to petition a review of the investigation outcomes.
- The Chair of the Division of Education must convene a Division of Education Faculty Review Board within ten (10) days of receiving the written appeal.
- The Division of Education Faculty Review Board must rule within ten (10) days of convening and send written notification of its decision to the candidate within ten (10) days of its ruling.

The results of the background check, once received by Lourdes University Division of Education, are filed in the confidential candidate credential file. Lourdes University may disclose background report information as needed or as required by law. Candidates may request a copy of their Background Check Reports by signing the FBI Dissemination Log in the Education office.

Candidates must report within 10 business days any criminal conviction (excluding minor traffic violations) that occurs after submitting the information for the background check. Failure to report the required information to the Chair of the Division of Education may constitute grounds for immediate dismissal from the programs.

# **Clinical and Field**



## Experiences

#### **DIVISION OF EDUCATION Clinical and Field Experiences**

The intention of this section of the handbook is to present requirements and policies specific to the Lourdes University Division of Education clinical and field experiences.

#### TERMS USED IN THE CLINICAL/FIELD EXPERIENCE HANDBOOK

#### Clinical experiences

Clinical experiences provide opportunities for teacher candidates to gain experience in authentic settings of actual teaching practice as well as to develop knowledge, skill and confidence. Teacher candidates focus their attention on the characteristics of effective teachers, seeing how teachers share the objectives or clear learning targets with the students and finally how teachers manage time in the classroom. In addition, clinical experiences are designed to give teacher candidates diverse experiences in demographic locations, cultures, racial and ethnic backgrounds, and diversity of students' abilities and needs.

#### Field Experiences

Field experiences are designed in a sequential and timely manner to provide teacher candidates with classroom opportunities. Teacher candidates observe excellent teachers, work with small groups of students, co-plan and co-teach lessons, plan assessments and give feedback to students under the supervision of a cooperating teacher.

This progression of field experiences culminates in the Student Teaching experience. Student Teaching is designed to be the most valuable and intense learning experience prior to graduation.

#### **Clinical/Field Site:**

- Is a public or non-public school
- Meets its respective accrediting/licensing body's requirements

- Provides teacher candidates the opportunity to participate (to varying degrees) in experiences including, but not limited to: observations, interactions, micro teaching, and (as related to Lourdes program specific course work), and student teaching
- Provides a setting for teacher candidates to be able to put theory into practice
- May receive compensation as outlined in the Ohio Ethics Commission ruling
- May be considered a Diverse Field Site if at least two of the following are evident
  - A minimum of at least 15% minority as defined by the United States Census Bureau
  - More than two recognizable cultures as defined by the United States Census Bureau
  - Range of socioeconomic levels as represented by federally recognized funding procedures
  - Enrollment, a minimum of at least 15% of children with diagnosed special needs
  - \*(It is a goal of Lourdes to provide placements in Diverse Field Sites when and where they are available.)

#### **Credential File:**

- Is an organized file containing:
  - Good Moral Character Statement
  - Three (3) letters of reference
  - Medical record (signed-not stamped- by licensed physician or nurse practitioner)
  - Child Care Non-Conviction Statement
  - Successful/Valid BCI/FBI background check \*\*MUST BE RENEWED ANNUALLY\*\*
  - Lourdes University Criminal Background Check Authorization Form
  - Photo/Video Release form
  - Protecting Youth and Those Who Serve Them Certificate

## The Lourdes University Division of Education Teacher Candidate:

- Is a candidate in the Lourdes University Division of Education who has met all requirements and prerequisites for their assigned Clinical/Field Experiences
- Will participate in Clinical/Field Experiences at Field Sites within the guidelines described in this handbook

#### **Clinical/Field Site Administrator:**

- Is the chief administrative officer (site Principal) of the contracted Clinical/Field Site
- Makes recommendations to the Lourdes University Division of Education Field Experience Coordinator for the placement of Lourdes University Department of Teacher Candidates
- May provides feedback to the Lourdes University Division of Education regarding its curriculum, policies and procedure

#### **Division of Education Field Site Coordinator:**

• Assists with arrangements between the Field Site Administrator and Cooperating Teachers in order to provide appropriate placements in which LOURDES candidates carry out Clinical/Field assignments

#### **Cooperating Teacher:**

- Is a regularly employed and certified/licensed teacher with full responsibilities for a classroom at a Field Site
- Holds valid state certificate/licensure
- Has a minimum of three years of teaching experience
- Has at least one year teaching at the grade level at which she/he will be supervising
- Is approved by the Site Administrator and the Lourdes Field Experience Coordinator
- Documents teacher candidate attendance

- Mentors, supervises, and evaluates the teacher candidate in carrying out designated Clinical/Field Experiences as outlined in the Clinical/Field Experience Handbook
- Is supportive of the Lourdes Division of Education's philosophy
- May receive compensation\*\* from Lourdes, (Compensation is paid only to Cooperating Teachers who provide direct supervision and/or evaluation of Lourdes University teacher candidates during a field experience. Cooperating Teachers who receive LOURDES candidates into their classroom for only observations are not compensated for that role.) \*\*Public school/Charter and/or Community school cooperating teachers' compensation is sent directly to the school district in which the cooperating teacher is employed per the 2011 Ohio Ethics decision. \*\*\*Based on this ruling, Lourdes can no longer compensate cooperating teachers in Public and Charter/ Community Schools, directly. Instead, the stipend will be sent to the school district with the amount. name and the role in which the cooperating teacher participated.

## The Lourdes University Division of Education Supervisor:

- Is a faculty member from Lourdes
- Mentors, observes, and evaluates the Lourdes candidate at the Clinical/Field Site during the designated Clinical/Field Experience.
- Meets with the Cooperating Teacher on an agreed upon schedule and as-needed
- Meet with Lourdes candidate on an agreed upon schedule and on an as-needed basis

#### **Clinical Observation**

- Is time spent in a Field Site
- Does not involve instructional planning implementation

#### **Instructional Plan:**

- Is a teaching experience planned by the Lourdes candidate or co-planned by the Lourdes candidate and cooperating teacher
- Enables the Lourdes candidate to put theory into practice by planning, implementing, and reflecting on a teaching experience

#### **Developmentally Appropriate Practice (DAP)**

- An approach to teaching grounded in the research on how children and adolescents develop and learn and in what is known about effective education
- Designed to promote children and adolescent's optimal learning and development

#### **Reflective Practitioner**

- Teacher candidates are expected to reflect on experiences gained through clinical/field placements so as to engage in a process of continuous learning.
- A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential

#### **Co- Teaching Model**

- Two teachers (cooperating teacher and teacher candidate) working together with groups of students sharing the planning, organization, delivery and assessment of instruction as well as the physical space
- BOTH teachers are actively involved and engaged in all aspects of instruction
- Pairs collaboratively plan for instruction and evaluation. Ultimately, teacher candidates become fully responsible for the classroom, but cooperating teachers remain actively engaged as co-teachers. Teacher candidates assume the lead role, managing the classroom and planning instruction using co-teaching.

#### edTPA (Teacher Performance Assessment)

- The edTPA is a performance-based, subject-specific assessment and support system used by more than 600 teacher preparation programs in some 40 states to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.
- The education profession has recognized the need for a common, standards- and performance-based assessment of teaching effectiveness that would measure the classroom readiness of aspiring teachers and provide information for program improvement. The edTPA serves as the same type of career-entry assessment requirement as those for aspiring lawyers, doctors, architects and professionals in many other fields.

As a nationally available teacher performance assessment, edTPA:

- Helps candidates develop the confidence and skills they need to be successful in urban, suburban, and rural schools.
- Provides a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom.
- Measures candidates' ability to differentiate instruction for diverse learners, including English language learners and special education students.
- Provides meaningful and consistent data that can be used to improve teacher education programs and renew program curriculum.
- Creates a body of evidence of teacher performance.

• The edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio. Each edTPA is sent to Pearson Education, Inc. for scoring by specially trained teachers and teacher educators with subject-area and grade-level expertise. <u>http://edtpa.aacte.org/faq#51</u>

#### DIVISION OF EDUCATION GUIDELINES AND EXPECTATIONS FOR CANDIDATES PARTICIPATING IN CLINICAL/FIELD EXPERIENCES

Lourdes University Division of Education Teacher Candidates will:

- Be punctual, faithful in attendance, engaged, and prepared for the clinical/field experience/assignment
- Use of electronically devices is limited to classroom instruction only
- Be ethical and professional in their behavior at all times in relationship to: students and families, field site teachers, field site administrator field site staff, faculty and administration
- Adhere to the highest degree of confidentiality in regard to <u>all</u> matters concerning: students and families, faculty, administration, and staff of the field site
- Demonstrate respect reflective to the diversity of: students and families, faculty, administration, and staff on the field site
- Internalize the classroom priority as: students families teacher(s) administrator teacher candidate
- Accept in an open and reflective manner, professional feedback from: Lourdes University faculty/supervisor, Cooperating Teachers, and Site Administrators
- Assume a non-judgmental posture when: reporting Clinical/Field Experiences analyzing or summarizing Clinical/Field Experiences

- Recognize that the faculty and/or administration of the placement and/or Lourdes have the right and/or responsibility to refuse and/or terminate a candidate entry/participation in a classroom.
- Clinical Attire consists of:
  - Khaki pants
  - Lourdes black polo shirt
  - Lourdes picture ID on a lanyard
- For Field Placements, attire and grooming of the teacher candidate should meet or exceed the items below and accepted local professional practices. Professional clothing, appearance, and behavior require that the following be observed:
  - professional dress to meet the requirements of your school district
  - clean and well-groomed hair with no extremes in style or color
  - clean shaven faces or well-groomed facial hair for men
  - tobacco products or e-cigarettes and/or alcohol are forbidden on school grounds
  - the use of controlled substances at any time provides grounds for dismissal

#### DIVISION OF EDUCATION GUIDELINES AND EXPECTATIONS FOR CANDIDATES PARTICIPATING IN CLINICAL/FIELD EXPERIENCES

#### PLACEMENT POLICY

All placements are made by the Coordinator of Clinical/Field Experiences. The Lourdes University Division of Education reserves the right to place its candidates in Clinical/Field Site experiences as it deems appropriate, necessary, and available. Placements are made to involve teacher candidates in settings that provide them involvement with a diversity of learners and settings.

To fulfill the above criteria, Lourdes University teacher candidates may be placed in sites, which may necessitate that they drive no more than 50 miles from their homes and/or Lourdes University. A teacher candidate may not make any prior contact with schools concerning his/her placement.

#### CONTRACTUAL POLICY

Lourdes University Division of Education contracts with non-public and public sites and their respective cooperating teachers to provide settings and mentorship for its teacher candidates. The search for sites and teachers is an ongoing process that includes contacts, visits and ongoing communication between Lourdes University and personnel at the sites.

An important component of the aforementioned search process is to identify placements that support the Lourdes University philosophy and goals. This contractual process will not be detailed in this handbook due to its complexity and considerable additional paperwork, but will be provided to site administrators and cooperating teachers.

#### **RESOURCES AND REGULATIONS**

It is expected that you will adhere to ALL guidelines for the clinical/field experience unless your academic program provides different instructions and materials. If you have serious concerns regarding you clinical/field experience, first, bring the issue to the person(s) involved (Cooperating Teacher, Supervisor, or Course Instructor) for a discussion and possible resolution regarding these concerns. Experience has shown that most student concerns can be resolved during discussion with the person involved. If the concerns cannot be resolved during this discussion, contact your Department Chair. The Department Chair, after discussion with teacher candidate, school officials, the instructor, and the University Supervisor may choose to withdraw the student from a clinical or field experience at any time. All decision by the Department Chair are final.