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Lourdes University
Traditional Program

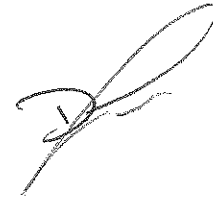
2016 Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Lourdes University
 Institution/Program Type: Traditional
 Academic Year: 2014-15
 State: Ohio
 Address: 6832 Convent Blvd
 Sylvania, OH, 43560



Contact Name: Dr. Christine Knaggs
 Phone: 419-517-8998
 Email: cknaggs@lourdes.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
 (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Adolescence to Young Adult Education	No
Early Childhood Education Program	No
Middle Childhood Education Program	No
Total number of teacher preparation programs: 3	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
 Other After students meet program admission requirements, Gate I.

Does your initial teacher certification program conditionally admit students?
 No

Provide a link to your website where additional information about admissions requirements can be found:
<http://www.lourdes.edu/wp-content/uploads/2015/12/LourdesEdDeptHandbook15-16FINAL-1.pdf>

n/a

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other Entry-Service Hrs, Disposition Assessment, Portfolio, Exit- ED TPA, Portfolio, Disposition Assessment	Yes	Yes

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.83

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.71

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported

Subject area/academic content test or other subject matter requirement	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15?

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15?

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	213
Unduplicated number of males enrolled in 2014-15:	62
Unduplicated number of females enrolled in 2014-15:	150

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	0
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	0
White:	156
Two or more races:	2

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	180
Average number of clock hours required for student teaching	450
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	45
Number of students in supervised clinical experience during this academic year	117

Please provide any additional information about or descriptions of the supervised clinical experiences:

Field experiences are designed to give teacher candidates diverse experiences relative to various cultures, racial and ethnic backgrounds, diversity of children's abilities and needs, and demographic locations in both private and public schools. Each licensure area contains three supervised field experiences:

- EDE / EDM / EDA 250: General Methods and Field Experience I – (Min. 30 hours) – Teacher candidates are expected to observe, interact with students, and to teach a number of lessons.
- EDE / EDM / EDA 350: Methods and Field Experience II – (Five weeks) – Teacher candidates are expected to observe, interact with students, and teach several lessons or a unit.
- EDE / EDM / EDA 450: Student Teaching – (Fifteen weeks) – Student teaching is designed to be the most valuable and intense learning experience prior to program completion. Teacher candidates participate in an intensive field experience in which they observe, interact with students, and direct instruction.

Section I.e Teachers Prepared by Subject Area

program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (5205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	14
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	8
Teacher Education - Secondary Education	11
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	9
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	6
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	8
Teacher Education - Science Teacher Education/General Science	6
Teacher Education - Social Science	
Teacher Education - Social Studies	6
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	6
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (5205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	14
Teacher Education - Elementary Education	

Teacher Education - Junior High/Intermediate/Junior High School Education	Count
Teacher Education - Secondary Education	11
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	

Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 33

2013-14: 33

2012-13: 35

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

2

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

We provided tutoring support for OAE tests as needed.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

N/A

Provide any additional comments, exceptions and explanations below:

N/A

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

0

Provide any additional comments, exceptions and explanations below:

Currently we will not have any of our AYA math candidates complete their program next year. We have established a task force to develop strategies of how we can recruit more math candidates. In addition, we are working with other area universities to explore the possibility of offering upper level math classes for our candidates.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

How many prospective teachers does your program plan to add in mathematics in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

We have created a STEM campaign utilizing our web page to recruit more potential STEM teachers to our program, as well as created a STEM Task Force to brainstorm other ways to recruit more STEM teachers. Additionally, we have hired a licensed math teacher to help with tutoring our students in a highly individualized program that runs twice a year.

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

1

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

We added an integrated science major.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

N/A

Provide any additional comments, exceptions and explanations below:

The number 7 as previously reported was the number of AYA science candidates in the program. One of the 7 will complete the program in spring 2015.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

1

Provide any additional comments, exceptions and explanations below:

We have established a task force to develop strategies to recruit more science candidates.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

Our task force has created a STEM recruitment campaign utilizing our web page in order to recruit more science teachers going forward.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

No

How many prospective teachers did your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

No

How many prospective teachers does your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

The Department of Education provides numerous opportunities for candidates to be able to recognize and be culturally responsive to the significance of gender, race, ethnicity, linguistic abilities, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs and cultural practices and their implications for and applications to educational practice. Experience in developing this understanding occurs in:

1. Teacher candidates develop a solid foundation of developmental differences among children in the EDE/EDM/EDA 210, Child Growth & Development courses.
2. Teacher candidates learn to plan lessons that address issues of diversity in the EDE/EDM/EDA 235 courses, Curriculum and Instruction. The Lourdes lesson plan format includes a section that requires candidates to create accommodations for diverse learners.
3. The (4) required field experiences, EDU 100, EDE/EDM/EDA 250, EDE/EDM/EDA 350, EDE/EDM/EDA 450 allow candidates to plan and become engaged in the practice of differentiation, meeting the needs of diverse learners, due to placements in diverse settings with diverse populations of students.
4. Specific coursework required (GEO 260, EDU 230 and EDU 316) assures candidates are prepared to be culturally responsive. Specifically, in GEO 260 World Regional Geography, candidates examine world cultural geography by exploring such areas as population, migration, language, religion, social customs, and/or agriculture; in EDU 230, Survey of Special Needs Education, candidates learn about the foundations of special education with emphasis on historical background, legal issues, a positive learning environment, disabilities and health disorders in a regular/inclusive classroom, as well as developing teaching skills for use in an inclusive classroom; in EDU 316, Multicultural and Social Issues in Education, candidates examine historical and legal multicultural issues in society, develop cultural consciousness toward and reverence for the diversity of individuals and groups within society, and develop awareness of the implications and application of instruction and curriculum which demonstrate the obligation to respect, accept, adapt, and work in communion for all students' learning.
5. Two courses provide a focus on the learning needs of English Language Learners EDU 316: Multicultural and Social Issues in Education and EDU 218: The Role of Phonics in Emergent Literacy. In addition to specific coursework, we have revised our curriculum to strengthen the integration of the knowledge, skills, and dispositions necessary in working with English Language Learners.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -APK: ADOLESCENCE TO YOUNG ADULT (7-12) Evaluation Systems group of Pearson Other enrolled students	1			
003 -APK: ADOLESCENCE TO YOUNG ADULT (7-12) Evaluation Systems group of Pearson All program completers, 2014-15	10	257	10	100
003 -APK: ADOLESCENCE TO YOUNG ADULT (7-12) Evaluation Systems group of Pearson All program completers, 2013-14	3			
001 -APK: EARLY CHILDHOOD (PK-3) Evaluation Systems group of Pearson Other enrolled students	1			
001 -APK: EARLY CHILDHOOD (PK-3) Evaluation Systems group of Pearson All program completers, 2014-15	13	243	13	100

002 -APK: MIDDLE CHILDHOOD (4-9) Evaluation Systems group of Pearson All program completers, 2013-14	1			
002 -APK: MIDDLE CHILDHOOD (4-9) Evaluation Systems group of Pearson Other enrolled students	8			
002 -APK: MIDDLE CHILDHOOD (4-9) Evaluation Systems group of Pearson All program completers, 2014-15	7			
0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	12	246	11	92
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	13	249	13	100
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	7			
0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2014-15	1			
5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14	3			
0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14	5			
0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	13	181	13	100
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	6			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	4			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	3			
024 -INTEGRATED SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	2			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	4			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	1			

Evaluation Systems group of Pearson All program completers, 2014-15				
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	4			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	1			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	4			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	5			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	2			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	3			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	1			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	1			
0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2014-15	1			
0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2013-14	1			
5049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2013-14	2			
0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13	5			
5049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13	2			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	2			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	7			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	2			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	4			

Educational Testing Service (ETS) All program completers, 2013-14				
5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	3			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	3			
5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	2			
0623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2013-14	1			
0623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	6			
0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	3			
5623 -PRINC LEARNING AND TEACHING 5-9 CBT Educational Testing Service (ETS) All program completers, 2013-14	1			
5623 -PRINC LEARNING AND TEACHING 5-9 CBT Educational Testing Service (ETS) All program completers, 2012-13	4			
0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
0624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
0624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	1			
0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	2			
5624 -PRINC LEARNING AND TEACHING 7-12 CBT Educational Testing Service (ETS) All program completers, 2013-14	4			
5624 -PRINC LEARNING AND TEACHING 7-12 CBT Educational Testing Service (ETS) All program completers, 2012-13	5			
0621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	3			
0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	9			
5621 -PRINC LEARNING AND TEACHING EARLY CHILD CBT Educational Testing Service (ETS) All program completers, 2013-14	5			
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
5081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	33	32	97
All program completers, 2013-14	33	29	88
All program completers, 2012-13	34	34	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

CAEP-TEAC Legacy

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Our programs have previously used one three-hour course in technology integration (taken early in the education program) to provide a fundamental foundation for student to use technology for instruction, as well as the collection, management, and analysis of data to improve learning.

The candidates' knowledge and skills were formally assessed through a series of tasks embedded in Field Experience I, Field Experience II, and Student Teaching courses.

The department has transitioned to three one-hour technology integration courses that are aligned to the principles of technology use for learning (learning; learning and pedagogy; and learning, pedagogy and content knowledge) courses.

This transition will require some changes in how we assess candidates' preparation in both the knowledge and skill of using pedagogy for instruction. Because the technology courses will occur at different points in the candidates' programs, the new assessments will require a greater degree of sophistication than the previous assessments. New assessments are currently being piloted, and will be put in place next year.

The Lourdes lesson plan, required for use in all courses, included a section on what technology will be used and how it will be utilized in the classroom.

Lourdes teacher candidates are required to complete a modified version of the edTPA in the Field Experience II (Methods) class. This assessment includes the effective use of technology for learning. In addition, all student teachers complete the edTPA, which not only requires the use of effective use of technology for learning, but they also analyze data within the class to measure the impact of learning.

Students also use technology for differentiated instruction as well as using technology to analyze and manage the data to support differentiation principles (EDU 329: Differentiated Instruction and Assessment).

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes

Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

- Four specific courses help to prepare teacher candidates to teach students with disabilities effectively, including training related to participating as a member of individualized education program teams, and to effectively teach students who are limited English proficient:
 - EDU 230 Survey of Special Needs Education, which focuses on the foundations of special education with emphasis on historical background, legal issues, a positive learning environment, disabilities and health disorders in a regular/inclusive classroom, as well as developing teaching skills for use in an inclusive classroom. One of the course objectives for EDU 230 is to "Understand how to offer interventions, refer, evaluate and write IEPs for students with disabilities."
 - EDU 316 Multicultural and Social Issues in Education, in which students examine historical and legal multicultural issues in society, develop cultural consciousness toward and reverence for the diversity of individuals and groups within society, and develop awareness of the implications and application of instruction and curriculum which demonstrate the obligation to respect, accept, adapt, and work in communion for all students' learning.
 - EDE 307 Special Needs Assessment & Instructional Adaptations, in which students study concepts and principles of developmentally, appropriate assessment of young children including instruments, adaptations, interpretation, parent conferences, and referrals to community agencies.
 - EDU 218 The Role of Phonics in Emergent Literacy integrates cognitive and language development in children and across cultures, the linguistic aspects of language, and pedagogy or the teaching of phonics and its role in emergent literacy.
- The Lourdes lesson plan format includes a section that requires candidates to create accommodations for diverse learners.
- By placing students in diverse settings for their required field experience courses EDU 100, EDE/EDM/EDA 250, EDE/EDM/EDA 350, EDE/EDM/EDA 450, candidates' experiences are scaffolded allowing them to become engaged in the practice of differentiation while working with special needs students and those with limited English proficiency. In addition to the required field experiences, clinical opportunities are being added to additional courses which will give candidates even more real world experience teaching diverse students.
- Two courses provide a focus on the learning needs of English Language Learners EDU 316: Multicultural and Social Issues in Education and EDU 218: The Role of Phonics in Emergent Literacy. In addition to specific coursework, we have revised our curriculum to strengthen the integration of the knowledge, skills, and dispositions necessary in working with English Language Learners.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
NA
- participate as a member of individualized education program teams
NA
- teach students who are limited English proficient effectively
NA

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

N/A--we do not prepare special education teachers.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.


The following is the Mission Statement for the Department of Education: The Lourdes University Department 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. As a result of our efforts, we foster the development of individuals who make a positive difference in our world. The following Department of Education Guiding Principles articulates our philosophy, beliefs, goals, and commitments and provides direction to the Department of Education and its programs. Lourdes University Department of Education commits to: Promoting the Franciscan values of reverence, learning, and service. 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 and intensive field experiences. Promoting the use of a variety of innovative, research-based instructional practices that incorporates 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. Currently, the Lourdes University Department of Education Teacher Preparation consists of three licensure programs: Early Childhood Education - PK-Grade 3 Middle Childhood Education - Grades 4-9 - Students concentrate in two of the four content areas - Language Arts, Mathematics, Science and Social Studies. Adolescence to Young Adult - Grades 7-12 - Content areas includes Integrated Language Arts, Integrated Mathematics, Integrated Social Studies, Integrated Science and Life Science. In 2015, the Lourdes University Teacher Preparation Program was accredited by CAEP through the TEAC Legacy process for seven years with no stipulations or weaknesses cited. All programs have been reviewed and approved by the Ohio Department of Higher Education (ODHE) and we are accredited by through 2022. The program has also continually received the rating of "Effective" by the Ohio Department of Higher Education, which is the highest ranking achievable. The faculty includes experienced practitioners who have extensive and diverse teaching and administrative experiences. We offer personalized attention; the faculty to student ratio is 1:11. The Fall 2015 enrollment was 213. Lourdes University Department of Education is also involved in national and state initiatives. The first is the CAEP initiative to transform clinical educational practice and partnerships. Ohio is one of eleven states participating in the CAEP State Alliance Initiative. At the state level we are participating in a new organization called the Ohio Clinical Alliance for Educator Preparation. The purpose of the organization is to advance and promote practices and policies to transform clinical preparation of teachers through collaborative partnerships among schools, districts, and institutions of higher education.

from this partnership is our development of four "clinical" designated courses in our department, which will have supervised experiences in the classroom in addition to the field experiences already embedded within our program. Our department has been working to develop new clinical partnerships focused around the NCATE Blue Ribbon Panel recommendations and the CAEP standards for increasing and improving clinical experience in teacher preparation. Focus has been placed on the development of new Professional Development School partners which will continue to enrich our candidates' clinical and field experiences by providing diverse student populations in urban environments and be a win-win for our K-12 partners as well. Our candidates are fully participating in the Teacher Performance Assessment (edTPA) which has focused candidates on K-12 student learning while at the same time improving their own teaching. Other Professional Development School partnerships, which will enhance the amount of clinical opportunities in diverse populations have been identified, and a Memorandum of Understanding have been developed with implementation. One example of these efforts is a partnership we have developed with a local rural school district, and we are provided targeted professional development to their teachers to improve elementary reading scores.

Supporting Files

Complete Report Card

AY 2014-15

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