DEPARTMENT OF EDUCATION
Student Handbook

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Dear Education Students:

Maria Harris (1988) said, “This is noble, beautiful, and graced activity, this teaching; a religious vocation, which when entered into with grace, and dwelt in with fidelity, has the power to re-create the world.”

Teaching is the profession that makes all other professions possible by nurturing the love of learning and igniting the spark of curiosity! You never the future path of students whose lives you touch.

The faculty and staff of Lourdes University are excited to share their extensive knowledge, skills, and experience with you and we are dedicated to your success—both here and in your future classroom. We are proud of the many accomplished graduates of our program serving in the local community and across the nation.

We hope that you find this Department of Education Student Handbook to be a valuable resource while you are a part of our programs at Lourdes University. Your faculty members are exceptionally well-prepared and experienced. Your advisor is available to answer your questions along the way.

We are honored that you have chosen Lourdes to shape your journey to become a competent, caring, qualified educator.

Always remember that you have chosen a noble profession and the reason for that lies in a simple truth explained by Linda Darling Hammond: "Teaching is the greatest profession because everybody who is anybody was taught how to be somebody by a teacher."

Sincerely,

Carolyn Jaksetic, M.Ed.
Division of Education Lourdes University
<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
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<tr>
<td>Assistant Professor</td>
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<td>Chair for Undergraduate Education</td>
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<tr>
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<td>Teacher Licensure Officer</td>
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<tr>
<td>Brown, Mindy, M.Ed.</td>
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<tr>
<td>Coordinator, Tiffin</td>
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<td>Instructor</td>
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<td>Sobczak, Sr. Rosine, OSF, M.S.</td>
<td>SAH 166</td>
<td>419-824-3691</td>
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</tr>
<tr>
<td>CSEE Community Liaison</td>
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<td>ADMINISTRATIVE SUPPORT</td>
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<tr>
<td>Conkle, Kelly</td>
<td>CC 102</td>
<td>419-824-3881</td>
<td><a href="mailto:kconkle@lourdes.edu">kconkle@lourdes.edu</a></td>
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<tr>
<td>Graduate Student Services Coordinator</td>
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</tr>
<tr>
<td>Administrative Assistant, Education</td>
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DEPARTMENT OF EDUCATION OVERVIEW

Introduction

Reflecting the traditions and philosophy of the Sisters of Saint Francis of Sylvania, Ohio, the Lourdes University Department of Education is committed to preparing teacher candidates acquire the knowledge, skills, and dispositions necessary to be caring, competent, and qualified educators.

Believing in the education of the total person, the Department of Education seeks to educate teacher candidates by integrating liberal arts courses with professional education. Through its basic liberal arts curriculum, the University provides teacher candidates with opportunities to integrate deep moral convictions with intellectual and social interests. The Department of Education prepares teacher candidates for their professional career. The University recognizes that the development of a person’s total potential requires lifelong learning. Hence, the University encourages teacher candidates to make the search for truth a continuing quest.

We believe and affirm the study of the growth and development of the “whole” child as a unique gift from God. We are committed to providing teacher candidates with opportunities to acquire the necessary knowledge, skills, and dispositions in order that they may provide developmentally appropriate, inclusive and responsive education for students in society.

We are also committed to assisting our teacher candidates in becoming knowledgeable and appreciative of the diverse backgrounds of students and of the knowledge, skills and dispositions necessary to provide effective education for all students. In addition, we recognize the significant impact technology plays in society and in the learning process.

As such, we are committed to providing opportunities to help teacher candidates understand the appropriate integration of technology in the learning process, and to acquire the fundamental concepts and skills for effectively infusing technology in educational settings. Teacher candidates will also learn the importance of collaborating with families, school and the community.

The curriculum and experiences of the teacher education program are designed to provide teacher candidates with opportunities to acquire needed competencies to be successful teachers as defined by the performance standards established by the State Board of Education of Ohio. The program is authorized by the Ohio Department of Higher Education (ODHE) and accredited by the Teacher Education Accreditation Council (TEAC). The 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.
DEPARTMENT OF EDUCATION OVERVIEW
Mission and Guiding Principles

Mission Statement
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.

Guiding Principles
The following Department of Education Guiding Principles articulate 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, 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.
Degrees and Programs

The following degrees and programs are offered by the Lourdes University Department of Education. All education programs have been approved by the Ohio Department of Higher Education (ODHE).

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<thead>
<tr>
<th>Degree</th>
<th>Program</th>
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<tr>
<td>B.A.</td>
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<td>B.A.</td>
<td>Early Childhood Education</td>
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<tr>
<td>B.A.</td>
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<td>B.S.</td>
<td>Bachelor of Science</td>
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<td>Teaching and Curriculum</td>
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<td>M.Ed.</td>
<td>Reading</td>
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<td>M.Ed.</td>
<td>Educational Leadership</td>
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</table>

Endorsement and Certificate Programs

The following certificate and endorsement programs are offered by the Lourdes University Department of Education. The endorsements are for licensed teachers and have been approved by the Ohio Department of Higher Education. The Elementary Religion Teacher Certificate and the Catholic High School Religion Teacher Certificate have been approved by the Catholic School Department of Education.

Endorsements

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

Middle Childhood Generalist Endorsement
   (Middle Childhood licensed teachers only)

Certificates

Elementary Religion Teacher Certificate

Catholic High School Religion Teacher Certificate
Lourdes University
The Lourdes University Department of Education believes children are a unique gift from God and supports the need for the study of the growth and development of the “whole child”. Students are prepared to comprehend, analyze and synthesize the developmental growth during the early childhood period, the middle childhood period and the adolescent to young adult period.

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 8, PreK to grade 3. The Lourdes University Department 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 and Art and Music.

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 Department 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 Department of Education in cooperation with the College of Arts and Sciences prepares teacher candidates in these areas of concentration: Mathematics, Language Arts, Life Science, Integrated Science and Social Studies.

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. 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 Department of Education’s Graduate and Professional Studies program provides graduate-level courses and various professional development opportunities throughout the year. Such professional development opportunities are designed to 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 Learner’s Edge in extending graduate credit in association with distance learning (print-based and online) continuing education courses. Registration information may be found at http://www.learnersedgeinc.com.

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, three course 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 OAE test to receive an Elementary Generalist Grades 4-5 Endorsement.

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 appropriate state specialty test 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 specialized learning opportunities for teachers who are faced daily with the realities of today’s world as reflected in their classrooms, schools, and communities.

This degree provides quality, relevant, coordinated, and enriching professional development experiences to advance, enhance, and update the knowledge and skills of teachers, so they may advance, enhance, and update the knowledge and skills of their students and the learning communities in which they work.

Master of Education Degree with 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 appropriate state specialty test to be eligible for a P-12 Ohio Reading Endorsement.
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; 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 the appropriate State of Ohio Specialty test.) In addition, graduates of the program receive mentorship and professional development support into their first year beyond graduation.

Center for Science Education and the Environment

The Center for Science Education and the Environment (CSEE) of Lourdes University, directed by the College of Education and the College of Arts and Sciences, focuses on enhancing science education and environmental stewardship in the community. The Center works to improve understanding of science, the natural world, and human activities and to build community relationships for sustainability in local, regional, and national endeavors.
DEPARTMENT OF EDUCATION
ORGANIZATIONAL OVERVIEW

DEPARTMENT OF EDUCATION

TEACHER PREPARATION
- Early Childhood (Grades PreK-3)
- Middle Childhood (Grades 4-9)
- Adolescence to Young Adult (Grades 7-12)

TEACHER DEVELOPMENT
- Professional Development Courses and Seminars
- Endorsement and Certificate Programs:
  - Early Childhood Generalist (4/5) Endorsement
  - Middle Childhood Generalist (4-6) Endorsement
  - Reading Endorsement
  - Elementary Religion Teacher Certificate
  - Catholic High School Religion Teacher Certificate

EDUCATIONAL OUTREACH
- Center for Science Education and the Environment
- Professional Development Schools

Master of Education
- Teaching and Curriculum
- Reading
- Educational Leadership—The Principal Academy

Clinical & Field Partner Schools
Department of Education Programs

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

Bachelor of Arts  Early Childhood Education
Overview
The Lourdes University Department of Education believes in and affirms the study of the growth and development of the “whole child” as a unique gift from God. We believe that Early Childhood education is a specific field of study with a body of knowledge and research that recognizes the distinct developmental stage of early childhood. The early childhood period, birth to age eight in grades PreK-3, lays the foundation to help students become good citizens and lifelong learners, as well as healthy, caring, ethical and intellectually reflective individuals. Therefore, Early Childhood education must be developmentally responsive to the diverse and unique needs of young children.

Teachers of young children need specific training in facilitating the growth and development of the "whole child" in the domains of physical, cognitive, language, creative, social, and affective (self-concept, feelings, virtues, values, morals, and spiritual) development.

Integrated into the teacher preparatory program are key areas of study for professionals who work with young children:
- Fundamentals of child development theory
- Curriculum development
- Knowledge of environmental designs
- Classroom management
- Multicultural education
- Inclusive education
- Integration of instructional technology
- Assessment
- Various effective teaching practices
- Collaboration with families, school and the community

The goal of the Lourdes Early Childhood Program is to provide an integrated liberal arts education with professional education that allows teacher candidates the opportunity to acquire the knowledge, skills, and dispositions necessary for teachers who work with young children.

Early Childhood Program
Curriculum Overview
The curriculum for the Early Childhood Program has been designed to internalize the philosophy and goals of the Lourdes Department of Education. The curriculum design 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); 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 curriculum comprising the Early Childhood Program is divided into three divisions, each serving specific curricular goals. The divisions are the Core Curriculum Requirements, Professional Education and the Curriculum Content.
Core and General Education Curriculum

The Core, being central to the Lourdes University experience, provides the knowledge, skills, and attitudes essential for liberal learning and success in a chosen major. It includes a First Year Experience course, instruction for competencies in college-level writing and mathematics, as well as systematic approaches to ethical reasoning. The Core also offers experiences to foster a disposition to service and an appreciation of cultural differences.

General Education flows from the Core and is designed to give students a liberal, coherent, purposeful education. General education coursework broadens students’ horizons, engenders critical thinking, inspires lifelong learning, and provides the necessary background for their major area of study. Through general education, students acquire proficiency in 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 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.

The Early 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 are comprised of courses that 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.
# Lourdes University Early Childhood Program

**Degree:** Bachelor of Arts  
**Major:** Early Childhood Education

## Required Curriculum

### Core Curriculum Requirements
- **First Year Experience**  
  - (3 sh) FYE 100
- **English**  
  - (6 sh) ENG 101 AND 102
- **Mathematics**  
  - (3 sh) MTH 112
- **Ethics**  
  - (3 sh) PHL 103 OR ALL FIVE of the courses with a ∆

**Enduring Question Seminar**  
- (2-3 sh) Any 399 course

**Capstone in the major**  
- (varied) EDE 490

**Service Learning**  
- (20 hrs. prior to Gate II)

**Cultural Diversity course or experience**  
- (3 sh) EDU 216

### General Education
- **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) ART 117 OR MUS 113

**Natural Science**  
- (3-4 sh) SCI 170

**Social Science**  
- (3 sh) EDU 250

### Professional Education

#### Foundation Courses

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<tr>
<td>EDU 100* Δ</td>
<td>Foundations of Education or EDU 101 (1sh)</td>
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<tr>
<td>EDU 151</td>
<td>Technology for Learning</td>
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<td>EDU 251</td>
<td>Technology &amp; Pedagogy for Learning</td>
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<td>EDU 351</td>
<td>Technology, Pedagogy, &amp; Content Knowledge</td>
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<tr>
<td>EDU 216** Δ</td>
<td>Multicultural &amp; Social Issues in Education</td>
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<tr>
<td>EDU 230 Δ</td>
<td>Survey of Special Needs Education</td>
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<tr>
<td>EDU 250*** ♦</td>
<td>Educational Psychology</td>
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<tr>
<td>EDU 317 Δ</td>
<td>Classroom Management for Early Childhood Education</td>
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<tr>
<td>EDU 329 Δ</td>
<td>Differentiated Instruction &amp; Assessment</td>
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#### Early Childhood Strand

- **EDE 210 ♦** Child Growth & Development  
  - 3
- **EDE 235 ♦** Integrated Curriculum & Instruction in Early Childhood  
  - 3
- **EDE 250*** Early Childhood Methods & Field Experience I  
  - 3
- **EDE 307** Special Needs Assessment & Instructional Adaptations  
  - 3
- **EDE 315** Family, School, and Community Relations  
  - 3
- **EDE 350*** Early Childhood Methods & Field Experience II  
  - 3
- **EDE 490/*** Early Childhood Student Teaching  
  - 12

#### Reading Strand

- **EDU 214** Teaching Reading Through Literature for Children  
  - 3
- **EDU 330** Developmental Reading Through Content Area Reading  
  - 3
- **EDU 332** Reading Diagnosis & Assessment  
  - 3
- **EDU 334** The Role of Phonics in Emergent Literacy  
  - 3

### Curriculum Content

#### Language Arts

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<td>Composition II: Research &amp; Writing (3)</td>
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<td>ENG 200**</td>
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#### Mathematics

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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MTH 112**</td>
<td>Mathematical Principles for Teachers of Young Children (3)</td>
</tr>
<tr>
<td>MTH 224</td>
<td>Math for Teachers of Young Children I (3)</td>
</tr>
<tr>
<td>MTH 225</td>
<td>Math for Teachers of Young Children II (3)</td>
</tr>
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#### Science

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>BIO 253</td>
<td>Health Science for Teachers of Early Childhood (3)</td>
</tr>
<tr>
<td>SCI 170**</td>
<td>Survey of Science (3)</td>
</tr>
<tr>
<td>SCI 370</td>
<td>Integrated Science for Teachers (3)</td>
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#### Social Studies

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HST 121**</td>
<td>Survey of United States History I (3)</td>
</tr>
<tr>
<td>HST 219**</td>
<td>Ohio History (3)</td>
</tr>
<tr>
<td>PLS 122</td>
<td>American National Government (3)</td>
</tr>
<tr>
<td>GEO 250</td>
<td>World Cultural Geography (3)</td>
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#### Art/Music

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART 117**</td>
<td>Art for Teachers of Young Children (3)</td>
</tr>
<tr>
<td>MUS 113**</td>
<td>Integrating Music Into the Early Childhood Classroom (3)</td>
</tr>
</tbody>
</table>

*Indicates courses that require Field Experience  **Indicates courses that meet Core or General Education requirements

A Indicates courses that meet partial Ethics requirement ♦ Indicates courses that include clinical experience

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Lourdes University Early Childhood Program

Elementary Religion Teacher Certificate Program

The Elementary Religion Teacher Certificate is offered in collaboration with Department of Theological Studies. It is designed for Early Childhood and Middle Childhood Education majors who wish to teach religion in the Toledo Diocesan Catholic Elementary Schools. Teacher candidates who successfully complete the designated courses listed below and who complete the Diocesan Orientation Program will be certified to teach religion in the Toledo Diocese.

EDE 350 Early Childhood Methods & Field Experiences II (3) or
EDM 351-6 Middle Childhood Methods & Field Experience II (3)
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 Department 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
DEPARTMENT OF EDUCATION
Middle Childhood Program

Overview
The Lourdes University Department of Education believes in and affirms the study of the growth and development of the “whole child” as a unique gift from God. We believe that 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.

The middle childhood period, ages 8-14 in grades 4-9, lays the foundation to help students become good citizens and lifelong learners, as well as healthy, caring, ethical and intellectually reflective individuals. Therefore, Middle Childhood education must be developmentally responsive to the diverse and unique needs of young adolescents.

Teachers of middle childhood students need specific training in facilitating the growth and development of the “whole child” in the domains of physical, cognitive, language, creative, social, and affective (self-concept, feelings, virtues, values, morals, and spiritual) development.

Integrated into the teacher preparatory program are key areas of study for professionals who work with young adolescents:
- Fundamentals of young adolescent development theory
- Curriculum development
- Knowledge of environmental designs
- Classroom management
- Multicultural education
- Inclusive education
- Integration of instructional technology
- Assessment
- Various effective teaching practices
- Collaboration with families, school and the community

The goal of the Lourdes University Middle Childhood Program is to provide an integrated liberal arts education with professional education that allows teacher candidates the opportunity to acquire the knowledge, skills, and dispositions necessary for teachers who work young adolescents.

Middle Education Program
Curriculum Overview
The curriculum for the Middle Childhood Program has been designed to internalize the philosophy and goals of the Lourdes Department of Education. The curriculum designed is based on the 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 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 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.
Core and General Education Curriculum

The Core, being central to the Lourdes University experience, provides knowledge, skills, and attitudes essential for liberal learning and success in a chosen major. It includes a First Year Experience course, instruction for competencies in college-level writing and mathematics, as well as systematic approaches to ethical reasoning. The Core also offers experiences to foster a disposition to service and an appreciation of cultural differences.

General Education flows from the Core and is designed to give students a liberal, coherent, purposeful education. General education coursework broadens students’ horizons, engenders critical thinking, inspires lifelong learning, and provides necessary background for their major area of study. Through general education, students acquire proficiency in 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 and pedagogy that 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 are comprised of courses that provide teacher candidates with the necessary content to create effective learning experiences for children.

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

**Degree:** Bachelor of Arts  
**Major:** Middle Childhood Education  
**Concentration Areas:** Language Arts, Social Studies, Mathematics, Science (two of four)

#### Core Curriculum Requirements

<table>
<thead>
<tr>
<th>First Year Experience</th>
<th>(3 sh)</th>
<th>FYE 100</th>
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<tbody>
<tr>
<td>English</td>
<td>(6 sh)</td>
<td>ENG 101 AND ENG 102</td>
</tr>
<tr>
<td>Mathematics</td>
<td>(3 sh)</td>
<td>MTH 114 OR Any MTH course above 114</td>
</tr>
<tr>
<td>Ethics</td>
<td>(3 sh)</td>
<td>PHL 103 OR ALL FIVE of the courses with a Δ</td>
</tr>
<tr>
<td>Enduring Question Seminar</td>
<td>(2-3 sh)</td>
<td>Any 399 course</td>
</tr>
<tr>
<td>Capstone in the major</td>
<td>(varied)</td>
<td>EDM 490</td>
</tr>
<tr>
<td>Service Learning</td>
<td>(20 hours prior to Gate II)</td>
<td></td>
</tr>
<tr>
<td>Cultural Diversity course or experience</td>
<td>(3 sh)</td>
<td>EDU 216</td>
</tr>
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#### General Education

| 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 or above THS |
| Art/Music             | (3 sh) | Any approved Art or Music course |
| Natural Science       | (3-4 sh) | SCI 170 |
| Social Science        | (3 sh) | EDU 250 |

#### Professional Education

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>EDU 100* Δ</td>
<td>Foundations of Education or EDU 101 (1sh)</td>
</tr>
<tr>
<td>EDU 151</td>
<td>Technology for Learning</td>
</tr>
<tr>
<td>EDU 251</td>
<td>Technology &amp; Pedagogy for Learning</td>
</tr>
<tr>
<td>EDU 351</td>
<td>Technology, Pedagogy, &amp; Content Knowledge</td>
</tr>
<tr>
<td>EDU 216** Δ</td>
<td>Multicultural &amp; Social Issues in Education</td>
</tr>
<tr>
<td>EDU 230 Δ ♦</td>
<td>Survey of Special Needs Education</td>
</tr>
<tr>
<td>EDU 250***</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDU 319 Δ</td>
<td>Classroom Management for Middle Childhood &amp; AYA</td>
</tr>
<tr>
<td>EDU 329 Δ</td>
<td>Differentiated Instruction &amp; Assessment</td>
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</table>

<table>
<thead>
<tr>
<th>Middle Childhood Strand</th>
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</thead>
<tbody>
<tr>
<td>EDM 210 ♦</td>
<td>Education for Young Adolescents</td>
</tr>
<tr>
<td>EDM 235 ♦</td>
<td>Integrated Curriculum and Instruction</td>
</tr>
<tr>
<td>EMD 250*</td>
<td>Middle School Methods, Seminars, and Field Experience I</td>
</tr>
<tr>
<td>EMD 351-356*</td>
<td>Middle School Methods, Seminars and Field Experience II</td>
</tr>
<tr>
<td>EMD 490/***</td>
<td>Middle Childhood Student Teaching</td>
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<table>
<thead>
<tr>
<th>Reading Strand</th>
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<tbody>
<tr>
<td>EDU 212</td>
<td>Teaching Reading Through Literature for Young Adolescents</td>
</tr>
<tr>
<td>EDU 330</td>
<td>Developmental Reading Through Content Area Reading</td>
</tr>
<tr>
<td>EDU 332</td>
<td>Reading Diagnosis &amp; Assessment</td>
</tr>
<tr>
<td>EDU 334</td>
<td>The Role of Phonics in Emergent Literacy</td>
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</table>

#### Curriculum Content—Areas of Concentration (Select 2 of 4 areas listed)

<table>
<thead>
<tr>
<th>Language Arts</th>
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<tbody>
<tr>
<td>COM 100**</td>
<td>Oral Communications (3 sh)</td>
</tr>
<tr>
<td>ENG 101**</td>
<td>Composition I: Essay Writing (3sh)</td>
</tr>
<tr>
<td>ENG 102**</td>
<td>Composition II: Research and Writing (3 sh)</td>
</tr>
<tr>
<td>ENG 200**</td>
<td>Introduction to Literature (3 sh)</td>
</tr>
<tr>
<td>ENG 313</td>
<td>Theoretical Approaches to Reading &amp; Writing(3 sh)</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Structures of the English Language (3 sh)</td>
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<tr>
<td>ENG 300</td>
<td>Foundations of Western Literature I (3 sh)</td>
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<table>
<thead>
<tr>
<th>Mathematics</th>
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<tr>
<td>MTH 114**</td>
<td>Mathematical Principles for Educators II (3 sh) — If ACT &lt;22/SAT, 520, OR Any MTH course about 114</td>
</tr>
<tr>
<td>MTH 116</td>
<td>Math Pedagogy for Middle Childhood &amp; AYA Teachers (3 sh)</td>
</tr>
<tr>
<td>MTH 122</td>
<td>College Algebra (3 sh)</td>
</tr>
<tr>
<td>MTH 130</td>
<td>Elementary Analysis (3 sh)</td>
</tr>
<tr>
<td>MTH 132</td>
<td>Calculus for the Managerial Sciences (3 sh)</td>
</tr>
<tr>
<td>MTH 204</td>
<td>Geometry (3 sh)</td>
</tr>
<tr>
<td>MTH 212</td>
<td>Statistics (3 sh)</td>
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</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BIO 201/BIL 201</td>
<td>Principles of Biology I/ Lab (4 sh)</td>
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<tr>
<td>BIO 215**</td>
<td>Basic Ecology (3 sh)</td>
</tr>
<tr>
<td>CHM 130/CHL 130</td>
<td>Intro to General Chemistry (3 sh)</td>
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<td>SCI 370</td>
<td>Integrated Science for Teachers (3 sh)</td>
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<tr>
<td>PHS 112</td>
<td>Introduction to Earth Science (3 sh)</td>
</tr>
<tr>
<td>PHS 113</td>
<td>Principles of Physical Science (3 sh)</td>
</tr>
<tr>
<td>BIO 254</td>
<td>Health Science for Teachers of Young Adolescent to Young Adult (3 sh)</td>
</tr>
<tr>
<td>HST 103</td>
<td>History of World Civilizations I (3 sh)</td>
</tr>
<tr>
<td>HST 121**</td>
<td>Survey of U.S. History I (3 sh)</td>
</tr>
<tr>
<td>HST 122</td>
<td>Survey of U.S. History II (3 sh)</td>
</tr>
<tr>
<td>HST 219**</td>
<td>Ohio History (3 sh)</td>
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<tr>
<td>PLS 122</td>
<td>American National Government (3 sh)</td>
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<tr>
<td>GEO 260</td>
<td>World Regional Geography (3 sh)</td>
</tr>
<tr>
<td>BUS 200</td>
<td>Introduction to Economics (3 sh)</td>
</tr>
</tbody>
</table>

*Indicates courses that require Field Experience  
**Indicates courses that meet Core or General Education requirements  
Δ Indicates courses that meet partial Ethics requirement  
♦ Indicates courses that include clinical experience
Lourdes University Middle Childhood Program

Elementary Religion Teacher Certificate Program

The Elementary Religion Teacher Certificate is offered in collaboration with Department of Theological Studies. It is designed for Early Childhood and Middle Childhood Education majors who wish to teach religion in the Toledo Diocesan Catholic Elementary Schools. Teacher candidates who successfully complete the designated courses listed below and who complete the Diocesan Orientation Program will be certified to teach religion in the Toledo Diocese.

EDE 350  Early Childhood Methods & Field Experiences II (3) or
EDM 351-6  Middle Childhood Methods & Field Experience II (3)
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 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.

Lourdes University Department 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
Overview

The Lourdes University Department of Education believes in and affirms the study of the growth and development of the “whole child” as a unique gift from God. We believe that Adolescence to Young Adult (AYA) education is a specific field of study with a body of knowledge and research that recognizes the distinct developmental stage of adolescents and young adults.

The AYA period, ages 12-21 in grades 7-12, lays the foundation to help students become good citizens and lifelong learners, as well as healthy, caring, ethical and intellectually reflective individuals. Therefore, AYA education must be developmentally responsive to the diverse and unique needs of young adolescents and young adults.

Teachers of adolescence to young adult students need specific training in facilitating the growth and development of the “whole child” in the domains of physical, cognitive, language, creative, social, and affective (self-concept, feelings, virtues, values, morals, and spiritual) development.

Integrated into the teacher preparatory program are key areas of study for professionals who work with young adolescents:

- Fundamentals of young adolescent development theory
- Curriculum development
- Knowledge of environmental designs
- Classroom management
- Multicultural education
- Inclusive education
- Integration of instructional technology
- Assessment
- Various effective teaching practices
- Collaboration with families, school and the community

The goal of the Lourdes University Adolescence to Young Adult Program is to provide an integrated liberal arts education with professional education that allows teacher candidates the opportunity to acquire the knowledge, skills, and dispositions necessary for teachers who work young adolescents and young adults.

Adolescence to Young Adult Program

Curriculum Overview

The curriculum for the Adolescence to Young Adult Program has been designed to internalize the philosophy and goals of the Lourdes Department of Education. The curriculum design is based on the 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 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.
Core and General Education Curriculum

The Core, being central to the Lourdes University experience, provides knowledge, skills, and attitudes essential for liberal learning and success in a chosen major. It includes a First Year Experience course, instruction for competencies in college-level writing and mathematics, as well as systematic approaches to ethical reasoning. The Core also offers experiences to foster a disposition to service and an appreciation of cultural differences.

General Education flows from the Core and is designed to give students a liberal, coherent, purposeful education. General education coursework broadens students’ horizons, engenders critical thinking, inspires lifelong learning, and provides the necessary background for their major area of study. Through general education, students acquire proficiency in 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 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 are comprised of courses that provide teacher candidates with the necessary content to create effective learning experiences for children.

Adolescent to Young Adult teachers are required to concentrate on one of the five curricular areas: Language Arts, Mathematics, Life Science, Integrated Science or Social Studies. 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

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 Mathematics
- Integrated Science
- Life Sciences

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

Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>First Year Experience</td>
<td>(3 sh) FYE 100</td>
</tr>
<tr>
<td>English</td>
<td>(6 sh) ENG 101 AND ENG 102</td>
</tr>
<tr>
<td>Mathematics</td>
<td>(3 sh) MTH 114 OR Any MTH course above 114</td>
</tr>
<tr>
<td>Ethics</td>
<td>(3 sh) PHL 103 OR ALL FIVE of the courses with a ∆</td>
</tr>
<tr>
<td>Enduring Question Seminar</td>
<td>(2-3 sh)</td>
</tr>
<tr>
<td>Capstone in the major</td>
<td>(varied) EDA 450</td>
</tr>
<tr>
<td>Service Learning</td>
<td>(20 hours in Gate I and 20 hours in Gate II)</td>
</tr>
<tr>
<td>Cultural Diversity course or experience</td>
<td>(3 sh) EDU 216</td>
</tr>
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</table>

General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>(3 sh) Any HST course</td>
</tr>
<tr>
<td>Literature</td>
<td>(3 sh) ENG 200 or ENG 211</td>
</tr>
<tr>
<td>Philosophy</td>
<td>(3 sh) Any PHL course</td>
</tr>
<tr>
<td>Theology</td>
<td>(6 sh) THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS</td>
</tr>
<tr>
<td>Art/Music</td>
<td>(3 sh) Any approved Art or Music course</td>
</tr>
<tr>
<td>Natural Science</td>
<td>(3-4 sh) Any approved Natural Science course</td>
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<tr>
<td>Social Science</td>
<td>(3 sh) EDU 250</td>
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Professional Education

Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDU 100* ∆</td>
<td>Foundations of Education or EDU 101 (1sh) 3</td>
</tr>
<tr>
<td>EDU 151</td>
<td>Technology for Learning 1</td>
</tr>
<tr>
<td>EDU 251</td>
<td>Technology &amp; Pedagogy for Learning 1</td>
</tr>
<tr>
<td>EDU 351</td>
<td>Technology, Pedagogy, &amp; Content Knowledge 1</td>
</tr>
<tr>
<td>EDU 216** ∆</td>
<td>Multicultural &amp; Social Issues in Education 3</td>
</tr>
<tr>
<td>EDU 230 Δ</td>
<td>Survey of Special Needs Education 3</td>
</tr>
<tr>
<td>EDU 250*** ∆</td>
<td>Educational Psychology 3</td>
</tr>
<tr>
<td>EDU 319 Δ</td>
<td>Classroom Management for Middle Childhood &amp; AYA 3</td>
</tr>
<tr>
<td>EDU 329 Δ</td>
<td>Differentiated Instruction &amp; Assessment 3</td>
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</table>

Adolescence to Young Adult Strand Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 210*</td>
<td>Teaching Adolescents to Young Adults 3</td>
</tr>
<tr>
<td>EDA 235*</td>
<td>Curriculum &amp; Instruction for Adolescents to Young Adults 3</td>
</tr>
<tr>
<td>EDA 250*</td>
<td>General Teaching Methods and Field Experience I 3</td>
</tr>
<tr>
<td>EDA 351-354*</td>
<td>Methods and Field Experience II 3</td>
</tr>
<tr>
<td>EDA 490*</td>
<td>Adolescent &amp; Young Adult Student Teaching 12</td>
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Reading Core

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>EDU 330</td>
<td>Developmental Reading through Content Area Reading 3</td>
</tr>
</tbody>
</table>

Content Specialization (Semester hours required)

- Integrated Language Arts 51
- Integrated Social Studies 48
- Integrated Mathematics 45
- Integrated Science 65
- Life Sciences 49

*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 Adolescence to Young Adult Program

**Degree:** Bachelor of Science  
**Major:** Adolescence to Young Adult Education  
**Teaching Field:** Integrated Language Arts

## Required Curriculum

### Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Semester Hours</th>
</tr>
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<tbody>
<tr>
<td>First Year Experience</td>
<td>(3 sh) FYE 100</td>
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<tr>
<td>English</td>
<td>(6 sh) ENG 101 AND ENG 102</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Ethics</td>
<td>(3 sh) PHL 103 OR ALL FIVE of the courses with a Δ</td>
</tr>
<tr>
<td>Enduring Question Seminar</td>
<td>(2-3 sh) Any 399 course</td>
</tr>
<tr>
<td>Capstone in the major</td>
<td>(varied) EDA 490</td>
</tr>
<tr>
<td>Service Learning</td>
<td>(20 hours prior to Gate II)</td>
</tr>
<tr>
<td>Cultural Diversity course or experience</td>
<td>(3 sh) EDU 216</td>
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### General Education

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>History</td>
<td>(3 sh) Any HST course</td>
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<tr>
<td>Literature</td>
<td>(3 sh) ENG 200 OR ENG 211</td>
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<tr>
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<td>(3 sh) Any PHL course</td>
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<tr>
<td>Natural Science</td>
<td>(3-4 sh) Any approved Natural Science course</td>
</tr>
<tr>
<td>Social Science</td>
<td>(3 sh) EDU 250</td>
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### Professional Education

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>EDU 100* Δ Foundations of Education or EDU 101 (1sh)</td>
<td>3</td>
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<tr>
<td>EDU 151 Technology for Learning</td>
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<tr>
<td>EDU 251 Technology &amp; Pedagogy for Learning</td>
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<tr>
<td>EDU 351 Technology, Pedagogy, &amp; Content Knowledge</td>
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<tr>
<td>EDU 216** Δ Multicultural &amp; Social Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 230 Δ Survey of Special Needs Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 250** Educational Psychology</td>
<td>3</td>
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<tr>
<td>EDU 319 Δ Classroom Management for Middle Childhood &amp; AYA</td>
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<tr>
<td>EDU 329 Δ Differentiated Instruction &amp; Assessment</td>
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### Adolescence to Young Adult Strand Courses

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>EDA 210 Teaching Adolescents to Young Adults</td>
<td>3</td>
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<tr>
<td>EDA 235 Curriculum &amp; Instruction for Adolescents to Young Adults</td>
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<tr>
<td>EDA 353* Language Arts Methods and Field Experience II</td>
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### Reading Core

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>EDU 212 Teaching Reading Through Literature for Young Adolescents</td>
<td>3</td>
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<tr>
<td>EDU 330 Developmental Reading through Content Area Reading</td>
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### Content Specialization: Integrated Language Arts

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
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<td>COM 100 Oral Communications</td>
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</tr>
<tr>
<td>ENG 101** Composition I: Essay Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102** Composition II: Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200** Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 220 Structures of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 300 Foundations of Western Literature</td>
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<tr>
<td>ENG 301 Studies in English Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 302 Studies in English Literature II</td>
<td>3</td>
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<td>ENG 303 Studies in American Literature I</td>
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<td>ENG 304 Studies in American Literature II</td>
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<tr>
<td>ENG 313 Theoretical Approaches to Writing &amp; Reading and Teaching Writing</td>
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<tr>
<td>ENG 315 Studies in Non-Western Literature</td>
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<td>ENG 316 Foundations of Rhetoric</td>
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<tr>
<td>ENG 390 Approaches to Criticism</td>
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<tr>
<td>ENG 401 Studies in Fiction</td>
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<tr>
<td>ENG 490 Senior Research Project</td>
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# Integrated Mathematics

**Degree:** Bachelor of Science  
**Major:** Adolescence to Young Adult Education  
**Teaching Field:** Integrated Mathematics

## Required Curriculum

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### Professional Education

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<td>Technology &amp; Pedagogy for Learning</td>
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<td>Multicultural &amp; Social Issues in Education</td>
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<td>EDA 210</td>
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<td>Curriculum &amp; Instruction for Adolescents to Young Adults</td>
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</tr>
<tr>
<td>EDA 250*</td>
<td>General Teaching Methods and Field Experience I</td>
<td>3</td>
</tr>
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<td>EDA 354*</td>
<td>Mathematics Methods and Field Experience II</td>
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<tr>
<td>EDU 330</td>
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### Content Specialization: Integrated Mathematics

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<tr>
<th>Course</th>
<th>Description</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>MTH 116</td>
<td>Math Pedagogy for Middle Childhood and AYA Teachers</td>
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<td>MTH 122 (P)**</td>
<td>College Algebra</td>
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<td>MTH 130 (P)</td>
<td>Elementary Analysis</td>
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<td>MTH 135</td>
<td>Analytical Geometry &amp; Calculus I</td>
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<tr>
<td>MTH 136</td>
<td>Analytical Geometry &amp; Calculus II</td>
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<td>MTH 204</td>
<td>Geometry</td>
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<tr>
<td>MTH 212</td>
<td>Statistics</td>
<td>3</td>
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<tr>
<td>MTH 215</td>
<td>Linear Algebra</td>
<td>3</td>
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<td>MTH 235</td>
<td>Calculus III</td>
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<td>MTH 242</td>
<td>Introduction to Mathematical Reasoning</td>
<td>3</td>
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<td>MTH 256</td>
<td>Discrete Mathematics</td>
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<td>MTH 301</td>
<td>Abstract Algebra</td>
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<td>MTH 305</td>
<td>Differential Equations</td>
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</tr>
<tr>
<td>MTH 490</td>
<td>History of Mathematics</td>
<td>3</td>
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</table>

(P) = Prerequisite Course  
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*Lourdes University Department 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 of Science  
**Major:** Adolescence to Young Adult Education  
**Teaching Field:** Integrated Social Studies

### Required Curriculum

#### First Year Experience
- (3 sh) FYE 100

#### 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 Δ

#### Enduring Question Seminar
- (2-3 sh) Any 399 course

#### Capstone in the major
- (varied) EDA 490

#### Service Learning
- (20 hours prior to Gate II)

#### Cultural Diversity course or experience
- (3 sh) EDU 216

### General Education

#### History
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#### Literature
- (3 sh) ENG 200 or ENG 211

#### 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
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#### Natural Science
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#### Social Science
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### Professional Education

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<tr>
<td>EDU 100* Δ</td>
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<td>EDU 151</td>
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<tr>
<td>EDA 210 ♦</td>
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<td>Curriculum &amp; Instruction for Adolescents to Young Adults</td>
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#### Content Specialization: Integrated Social Studies

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<td>HST 307</td>
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<td>HST 308</td>
<td>Civil War &amp; Reconstruction</td>
<td>3</td>
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<tr>
<td>HST 309</td>
<td>United States in the 20th Century</td>
<td>3</td>
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<td>HST 301</td>
<td>Ancient History</td>
<td>3</td>
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<td>HST 302</td>
<td>Medieval &amp; Renaissance Europe</td>
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<td>HST 303</td>
<td>Modern Europe</td>
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#### Select Three

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<td>HST 413</td>
<td>History of the Middle East</td>
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<td>HST 417</td>
<td>History of the Far East</td>
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</tr>
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<td>HST 419</td>
<td>History of Africa</td>
<td>3</td>
</tr>
<tr>
<td>HST 430</td>
<td>Historiography</td>
<td>3</td>
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<td>GEO 250</td>
<td>World Cultural Geography</td>
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<td>GEO 260</td>
<td>World Regional Geography</td>
<td>3</td>
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<td>PLS 122</td>
<td>American National Government</td>
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<td>Modern Political Thought</td>
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<td>BUS 255</td>
<td>Microeconomics</td>
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#### Additional Requirements

- A double major in AYA & History will require, in addition:
  - 2 History courses 6
  - 1 Art or Music course 3
  - 1 Natural Science course 3
  - 1 Math course 3

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**Integrated Science**

**Lourdes University Adolescence to Young Adult Program**

**Degree:** Bachelor of Science  
**Major:** Adolescence to Young Adult Education

**Teaching Field:** Integrated Science

**Required Curriculum**

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</tr>
<tr>
<td>EDU 250** ∆</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDU 319 ∆</td>
<td>Classroom Management for Middle Childhood &amp; AYA</td>
</tr>
<tr>
<td>EDU 329 ∆</td>
<td>Differentiated Instruction &amp; Assessment</td>
</tr>
</tbody>
</table>

#### Adolescence to Young Adult Strand Courses

<table>
<thead>
<tr>
<th>EDA 210 ♦</th>
<th>Teaching Adolescents to Young Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 235 ♦</td>
<td>Curriculum &amp; Instruction for Adolescents to Young Adults</td>
</tr>
<tr>
<td>EDA 250* ♦</td>
<td>General Teaching Methods and Field Experience I</td>
</tr>
<tr>
<td>EDA 352*</td>
<td>Science Methods and Field Experience II</td>
</tr>
<tr>
<td>EDA 490***</td>
<td>Adolescent &amp; Young Adult Student Teaching</td>
</tr>
</tbody>
</table>

#### Reading Core

| EDU 330 | Developmental Reading through Content Area Reading |

#### Content Specialization: Life Science

**Biology/Life Science**

<table>
<thead>
<tr>
<th>BIO 201/BIL 201</th>
<th>Principles of Biology I/Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 202/BIL 202</td>
<td>Principles of Biology II/Lab</td>
</tr>
<tr>
<td>BIO 204**</td>
<td>Basic Human Anatomy and Physiology</td>
</tr>
<tr>
<td>BIO 307/BIL 307</td>
<td>Cell Biology/Lab</td>
</tr>
<tr>
<td>BIO 308/BIL 308</td>
<td>Genetics/Lab</td>
</tr>
<tr>
<td>BIO 335/BIL 335</td>
<td>General Microbiology/Lab</td>
</tr>
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</table>

**Chemistry**

<table>
<thead>
<tr>
<th>CHM 181/CHL 181</th>
<th>General College Chemistry I/Lab</th>
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<tbody>
<tr>
<td>CHM 182/CHL 182</td>
<td>General College Chemistry II/Lab</td>
</tr>
<tr>
<td>CHM 301/CHL 301</td>
<td>Organic Chemistry I/Lab</td>
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<tr>
<td>CHM 302/CHL 302</td>
<td>Organic Chemistry II/Lab</td>
</tr>
<tr>
<td>CHM 306/CHL 306</td>
<td>Environmental Chemistry/Lab</td>
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**Physics**

<table>
<thead>
<tr>
<th>PHS 111</th>
<th>Introduction to Astronomy</th>
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<tbody>
<tr>
<td>PHS 201/PLA 301</td>
<td>College Physics I</td>
</tr>
<tr>
<td>PHS 202/PLA 302</td>
<td>College Physics II</td>
</tr>
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**Physical Science**

<table>
<thead>
<tr>
<th>PHS 114</th>
<th>Introduction to Geology</th>
</tr>
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<tbody>
<tr>
<td>PHS 112</td>
<td>Introduction to Earth Science</td>
</tr>
<tr>
<td>BIO 317</td>
<td>Principles of Ecology</td>
</tr>
</tbody>
</table>

*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 Adolescence to Young Adult Program

**Degree:** Bachelor of Science  
**Major:** Adolescence to Young Adult Education  
**Teaching Field:** Life Science

### Required Curriculum

#### Core Curriculum Requirements

- **First Year Experience**  
  - (3 sh) FYE 100
- **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 ∆
- **Enduring Question Seminar**  
  - (2-3 sh) Any 399 course
- **Capstone in the major**  
  - (varied) EDA 490
- **Service Learning**  
  - (20 hours prior to Gate II)
- **Cultural Diversity course or experience**  
  - (3 sh) EDU 216

#### General Education

- **History**  
  - (3 sh) Any HST course
- **Literature**  
  - (3 sh) ENG 200 or ENG 211
- **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

#### Professional Education

##### Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<td>EDU 230 Δ</td>
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<td>EDU 250 **</td>
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<tr>
<td>EDU 319 ∆</td>
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<td>EDU 329 ∆</td>
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##### Adolescence to Young Adult Strand Courses

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>EDA 235 ♦</td>
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<tr>
<td>EDA 250*</td>
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<tr>
<td>EDA 352*</td>
<td></td>
</tr>
<tr>
<td>EDA 490***</td>
<td></td>
</tr>
</tbody>
</table>

##### Reading Core

- **EDU 330**  
  - (3 sh) Developmental Reading through Content Area Reading

##### Content Specialization: Life Science

#### Biology/Life Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>BIO 201/BIL 201</td>
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<td>BIO 204**</td>
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<td>BIO 215</td>
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<td>BIO 306/BIL 306</td>
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<td>BIO 335/BIL 335</td>
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<td>BIO 402</td>
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<td>BIO 410</td>
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#### Chemistry/Physical/Earth Science

<table>
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<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
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<td>PHS 112</td>
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<tr>
<td>PHS 113</td>
<td></td>
</tr>
<tr>
<td>SCI 370</td>
<td></td>
</tr>
</tbody>
</table>

**Select One from the following list:**

- **PHS 111**  
  - Introduction to Astronomy
- **PHS 114**  
  - Introduction to Geology

*Courses that require Field Experience  
**Courses that meet Core or General Education requirements  
∆ Courses that meet partial Ethics requirement  
♦ Indicates courses that include clinical experience  
Lourdes University Department 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
Elementary Religion Teacher Certificate Program

The Elementary Religion Teacher Certificate is offered in collaboration with Department of Theological Studies. It is designed for Early Childhood and Middle Childhood Education majors who wish to teach religion in the Toledo Diocesan Catholic Elementary Schools. Teacher candidates who successfully complete the designated courses listed below and who complete the Diocesan Orientation Program will be certified to teach religion in the Toledo Diocese.

- EDE 350 Early Childhood Methods & Field Experiences II or
- EDM 351-356 Middle Childhood Methods & Field Experience II
- 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 High School Religion Teacher Certificate is offered in collaboration with the Department of Theological Studies. It may be earned by Adolescence to Young Adult (AYA) Education majors, theological studies majors, or by individuals who already hold a Bachelor’s degree.

The certificate program is designed to prepare teacher candidates with content knowledge in theological studies and the educational skills necessary to be successful religion teachers on 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:

- EDA 210 Teaching Adolescents and Young Adults ♦
- EDU 216 Multicultural & Social Issues in Education
- EDA 235 Curriculum & Instruction for Adolescents & Young Adults ♦
- EDU 250 Educational Psychology ♦
- EDU 319 Classroom Management for Middle Childhood and Adolescence to Young Adult Education
- EDA 355* Religious Education Methods and Field Experiences
- 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
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.

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 must take the following two courses:
- ENG 313 Theoretical Approaches to Writing and Reading.
- EDU 330 Developmental Reading Through Content Area Reading

The candidate must also pass the OAE test for Middle Childhood Language Arts, or pass the OAE Elementary Education Content Knowledge Subtest.

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*

*MTH 114 can be taken to fulfill a Core Curriculum Requirement

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

The candidate must also pass the OAE test for Middle Childhood Mathematics, or pass the OAE Elementary Education Content Knowledge Subtest.

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 for Middle Childhood Science, or pass the OAE Elementary Education Content Knowledge Subtest.
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 appropriate state specialty test 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 Grade 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 appropriate state specialty test to be eligible for a P-12 Ohio Reading Endorsement. Those successfully completing these courses will receive a certificate from the 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.
Graduate Education Programs

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

Professional Development
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 have been created to 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. In addition to the Graduate School Learning Goals, it is our expectation that those who successfully complete the program will demonstrate proficiency on the following outcomes:

- Demonstrating effective oral and written communication forms, graduate candidates will exhibit proficiency in the specific knowledge-bases and dispositions which form their areas of specialization.
- Recognizing that all students are unique gifts of God, graduate candidates 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, graduate candidates will demonstrate a commitment to social responsibility, global diversity and the standards of their discipline.
- Promoting the use of research-based instructional practices, graduate candidates 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, graduate candidates will demonstrate values and respect for global diversity in order to promote inclusive and responsive educational practices.
- Demonstrating effective oral and written communication forms, graduate candidates will exhibit proficiency in the specific knowledge-bases and dispositions which form their areas of specialization.
- Demonstrating proficiency in specific areas of specialization and research methodology, Masters of Education candidates will develop and present a capstone project.

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.
- Complete a satisfactory interview with the M.Ed. Program Director.

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 218, EDU 312, EDU 332.
- All other applicants must have completed 12 semester hours of undergraduate level reading coursework before being admitted. Lourdes Courses: EDU 218, EDU 312, EDU 330, EDU 332.
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.
- Complete an on-site campus visit consisting of individual interview and a writing sample.

**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.

## Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDU 600</td>
<td>Introduction to Graduate Studies &amp; Applied Research (3)</td>
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<tr>
<td>EDU 610</td>
<td>Learning Theory and Instruction (3)</td>
</tr>
<tr>
<td>EDU 611</td>
<td>Social, Cultural and Legal Issues in Education (3)</td>
</tr>
<tr>
<td>EDU 612</td>
<td>Current Trends in Curriculum and Instruction (3)</td>
</tr>
<tr>
<td>EDU 613</td>
<td>Current and Emerging Technologies in Education (3)</td>
</tr>
<tr>
<td>EDU 620</td>
<td>Action Research Project Design (3)</td>
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<tr>
<td>EDU 621</td>
<td>Action Research Project (3)</td>
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## Strand Courses

<table>
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<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDU 610</td>
<td>Learning Theory and Instruction (3)</td>
</tr>
<tr>
<td>EDU 630</td>
<td>Evolving Instructional Strategies (3)</td>
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<tr>
<td>EDU 631</td>
<td>Multiple Approaches to Assessment (3)</td>
</tr>
<tr>
<td>EDU 632</td>
<td>Accommodating Diversity in the Classroom (3)</td>
</tr>
<tr>
<td>EDU 633</td>
<td>The Teacher’s Leadership Role in Curriculum and Professional Development (3)</td>
</tr>
</tbody>
</table>

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.

## 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 appropriate state specialty test 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 and Strategies (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 the appropriate State of Ohio Specialty test. 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.
DEPARTMENT OF EDUCATION
Graduate Education/Professional Development

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 666: Educational Leadership to Support Special Education & Diversity (3 with field)
EDU 667: Community Engagement in the Educational Process (3)
EDU 668: Resource Management to Support School Effectiveness (3)
EDU 669: School Leadership: Social, Political, and Legal Issues (3)
EDU 670: Principal Internship and Capstone Portfolio (6)

Total 36 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 throughout the year and are generally held on the Lourdes University campus or in area schools.

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.

Information regarding professional development course offerings is available by contacting the Graduate School at 419-824-3517 or Carolyn Jaksetic, Graduate Program Director and Director of School and Educational Partnerships, at 419-824-3661.

Learner’s Edge
Lourdes University partners with Learner’s Edge in extending 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, common core, technology integration, teaching content specific classes and much more are available. Information on tuition, course syllabi, and registration can be found at http://www.learnersedgeinc.com
Teacher Candidate Performance Outcomes & Proficiencies
Overview

The Lourdes University Department of Education is committed to providing 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 are designed to provide students with the opportunities to acquire the needed competencies in order to meet the Lourdes University Department of Education (7) Performance Outcomes, which are aligned with the Ohio Standards for the Teaching Profession.

This section presents the Department of Education’s Claims, Teacher Candidate Performance Outcomes, and the Ohio Standards for the Teaching Profession. In addition, candidate proficiencies are described.

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

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 Department faculty developed four claims that demonstrate our program completers become caring, competent, and qualified educators.

The Lourdes University Department 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**

Cross-cutting 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 Department of Lourdes University recognizes and identifies the following cross-cutting 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.

<table>
<thead>
<tr>
<th>Lourdes University Education Performance Outcomes</th>
<th>OSTP Alignment</th>
<th>Lourdes Program Completer Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher candidate will model the Franciscan values of reverence, service, and learning.</td>
<td>ST 1: Students ST 5: Learning Environment ST 7: Professional Responsibility and Growth</td>
<td>3. 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.</td>
</tr>
<tr>
<td>2. The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.</td>
<td>ST 1: Students ST 2: Content ST 3: Assessment ST 4: Instruction</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>ST 1: Students ST 2: Content ST 3: Assessment ST 4: Instruction</td>
<td>2. Program completers understand student learning and development. Program completers are able to plan and implement developmentally appropriate and inclusive lessons. 4. Program completers communicate clear learning goals, use a variety of instructional strategies, accommodate individual differences, and provide appropriate formal and informal assessment.</td>
</tr>
<tr>
<td>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.</td>
<td>ST 1: Students ST 2: Content ST 3: Assessment ST 4: Instruction ST 5: Learning Environment</td>
<td>4. Program completers communicate clear learning goals, use a variety of instructional strategies, accommodate individual differences, and provide appropriate formal and informal assessment.</td>
</tr>
<tr>
<td>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.</td>
<td>ST 1: Students ST 5: Learning</td>
<td>3. 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.</td>
</tr>
<tr>
<td>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.</td>
<td>ST 6: Collaboration and Communication</td>
<td>3. 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.</td>
</tr>
<tr>
<td>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.</td>
<td>ST 7: Professional Responsibility and Growth</td>
<td>3. 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.</td>
</tr>
<tr>
<td>Outcome 1</td>
<td>Ohio Standards for Teacher Performance 1, 5, 7</td>
<td></td>
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<td>------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **The teacher candidate will model the Franciscan values of reverence, service, and learning.** | **ST 1:** **Students**  
Teachers understand student learning and development, and respect the diversity of the students they teach.  
**ST 5:** **Learning Environment**  
Teachers create learning environments that promote high levels of learning and achievement for all students.  
**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. |

| 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 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 |
LU Education: Teacher Candidate Performance Outcomes

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.

Ohio Standards for Teacher Performance 1, 2, 3, 4

<table>
<thead>
<tr>
<th>ST 1: Students</th>
<th>Teachers understand student learning and development, and respect the diversity of the students they teach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 2: Content</td>
<td>Teachers know and understand the content area for which they have instructional responsibility.</td>
</tr>
<tr>
<td>ST 3: Assessment</td>
<td>Teachers understand and use varied assessments to inform instructions, evaluate and ensure student learning.</td>
</tr>
<tr>
<td>ST 4: Instruction</td>
<td>Teachers plan and deliver effective instruction that advances the learning of each individual student.</td>
</tr>
</tbody>
</table>

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
- Possesses in-depth knowledge of student diversity as it applies to content learning
- Understands how individual students' backgrounds, experiences, learning, values, and interactions affect the learning of content
- Understands assessment types, their purposes, and what the data generate
- Understands how to prepare learners for assessments and how to make appropriate accommodations
- Knows how to connect content to relevant life experiences and career opportunities

Skills

- Plans, instructs, and assesses lessons that demonstrate content knowledge, use developmentally appropriate practices, and promote learning 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 learners and complex problem-solvers
- Involves learners in self-assessment and goal-setting
- Selects, develops, and uses a variety of diagnostic, formative, and summative assessments

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
<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Ohio Standards for Teacher Performance 1, 2, 3, 4</th>
</tr>
</thead>
</table>
| 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. | **ST 1:** **Students**  
Teachers understand student learning and development, and respect the diversity of the students they teach.  
**ST 2:** **Content**  
Teachers know and understand the content area for which they have instructional responsibility.  
**ST 3:** **Assessment**  
Teachers understand and use varied assessments to inform instructions, evaluate and ensure student learning.  
**ST 4:** **Instruction**  
Teachers plan and deliver effective instruction that advances the learning of each individual student. |

<table>
<thead>
<tr>
<th>Knowledge</th>
<th></th>
</tr>
</thead>
</table>
| 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 characteristics of special needs students  
Understands the unique developmental needs of students  
Understands assessment types, their purposes, and what the data generate  
Understands how to prepare learners for assessments and how to make appropriate accommodations |  |

<table>
<thead>
<tr>
<th>Skills</th>
<th></th>
</tr>
</thead>
</table>
| 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 learners 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 |  |

<table>
<thead>
<tr>
<th>Dispositions</th>
<th></th>
</tr>
</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>Outcome 4</th>
<th>Ohio Standards for Teacher Performance 1, 2, 3, 4, 5</th>
</tr>
</thead>
</table>
| **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.** | **ST 1: Students**  
Teachers understand student learning and development, and respect the diversity of the students they teach.  
**ST 2: Content**  
Teachers know and understand the content area for which they have instructional responsibility.  
**ST 3: Assessment**  
Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.  
**ST 4: Instruction**  
Teachers plan and deliver effective instruction that advances the learning of each individual student.  
**ST 5: Learning Environment**  
Teachers create learning environments that promote high levels of learning and achievement for all students. |

| 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 characteristics of special needs students  
Understands the unique developmental needs of students  
Understands assessment types, their purposes, and what the data generate  
Understands how to prepare learners for assessments and how to make appropriate accommodations  
Understands content-specific instructional strategies and knows when and how to apply those strategies to differentiate instruction  
Understands the relationship of knowledge within the discipline to knowledge in other content areas  
Knows how to connect content to relevant life experiences and career opportunities  
Knows how to evaluate and incorporate technology and other resources to enhance instruction and engage student learning  
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

<table>
<thead>
<tr>
<th>Outcome 4</th>
<th>Ohio Standards for Teacher Performance 1, 2, 3, 4, 5</th>
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</table>
| **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.** | **ST 1: Students**  
Teachers understand student learning and development, and respect the diversity of the students they teach.  
**ST 2: Content**  
Teachers know and understand the content area for which they have instructional responsibility.  
**ST 3: Assessment**  
Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.  
**ST 4: Instruction**  
Teachers plan and deliver effective instruction that advances the learning of each individual student.  
**ST 5: Learning Environment**  
Teachers create learning environments that promote high levels of learning and achievement for all students. |

| Skills | Uses content-specific instructional strategies and applies those strategies for differentiated instruction  
Connects knowledge within the discipline to knowledge in other content areas and to relevant life experiences and/or career opportunities  
Differentiates instruction to support the learning needs of all students  
Evaluates and incorporates technology and other resources to enhance instruction and engage student learning  
Applies knowledge of how students think and learn to instructional design and delivery to promote higher order thinking and creativity  
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) |

| 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 |
# 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.

### 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 classroom 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 to 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 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

<table>
<thead>
<tr>
<th>Outcome 6</th>
<th>Ohio Standards for Teacher Performance 6</th>
</tr>
</thead>
</table>
| **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: Collaboration and Communication**  
Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support learning. |

### Knowledge

- Knows a variety of methods that effectively communicate student progress
- Knows how to use appropriate and culturally responsive verbal and non-verbal communication to support student learning
- Understands how to work collaboratively with parents, caregivers and the school and local community to support students’ learning, emotional, and physical development
- Knows how to use appropriate and culturally responsive verbal and non-verbal communication to support student learning
- Understands how family, school, and community influences student learning
- Understands schools as organizations within historical, cultural, political, and social context

### 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 support 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
**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.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Ohio Standards for Teacher Performance 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the meaning of reflective practitioner and self-assessment strategies</td>
<td></td>
</tr>
<tr>
<td>Knows how to use learner data to analyze practice and differentiate instruction accordingly.*</td>
<td></td>
</tr>
<tr>
<td>Understands how personal bias may impact instruction and interactions with others</td>
<td></td>
</tr>
<tr>
<td>Know how to create a personal professional development plan</td>
<td></td>
</tr>
<tr>
<td>Understand the meaning of efficacy and how it enhances teaching performance</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Uses a variety of data to evaluate and improve instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of resources to engage in reflective practice</td>
<td></td>
</tr>
<tr>
<td>Recognizes personal biases and expands understanding of diversity to enrich learning and teaching</td>
<td></td>
</tr>
<tr>
<td>Engages in ongoing professional development activities that support personal, student, and school needs</td>
<td></td>
</tr>
<tr>
<td>Collaborates with colleagues and engages in opportunities to improve learning and teaching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Values and embraces learning as a lifelong process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values reflective and ethical practices and a commitment to continued professional growth and development</td>
<td></td>
</tr>
<tr>
<td>Values the importance of constructive relationships with the students, families (parents/guardians), school personnel, and community</td>
<td></td>
</tr>
<tr>
<td>Values a passionate commitment to the teaching profession and to advocacy for all students</td>
<td></td>
</tr>
<tr>
<td>Renders service, when needed, with professionalism and sensitivity</td>
<td></td>
</tr>
</tbody>
</table>

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.
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. Each value is supported by standards and specific behavioral indicators. 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 (learning styles and multiple intelligences)
- Utilizes authentic assessment providing various forms of assessment to meet the needs of all learners
- Supports students as they participate as 21st 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 so as 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.
  Behavior 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.
  Behavior Indicators: Teacher candidate:
  • Create opportunities for service learning

Standard 3: The teacher candidate renders service, when needed, with professionalism and sensitivity.
  Behavior 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
DEPARTMENT OF EDUCATION
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 and 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).

T1 Facilitate and Inspire Student Learning and Creativity
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

T2 Design and Develop Digital-Age Learning Experiences and Assessments
Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

T3 Model Digital-Age Work and Learning
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

T4 Promote and Model Digital Citizenship and Responsibility
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

T5 Engage in Professional Growth and Leadership
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

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Teacher Candidate Requirements & 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 requirements and have not been officially accepted into the Lourdes University Department of Education.
  - **EDEP**  Pre-Education Early Childhood Major
  - **EDMP**  Pre-Education Middle Childhood Major
  - **EDAP**  Pre-Education 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 and 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 degree students seeking an approved teacher preparation program that prepares them for teacher licensure, but have not fulfilled the Program Admission requirements and have not been officially accepted into the Lourdes University Department of Education. It should be noted that licensures 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 degree students seeking an approved teacher preparation program that prepares them for a teaching license. Licensure students have fulfilled the program admission 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 degree licensed teachers seeking Professional Development course work.
  - **ND—EDP**  Professional Development for Teachers

- **Graduate Students**
  Graduate students who are degree licensed teachers seeking a Masters degree.
  - **EDTC**  Master of Education Teaching and Curriculum
  - **EDRE**  Master of Education Reading
  - **EDLD**  Master of Education in Educational Leadership

- **Pre-Licensure Endorsements**
  Licensure students are degree students seeking an approved teacher preparation program that prepares them for teacher licensure, but have not fulfilled the Program Admission requirements and have not been officially accepted into the Lourdes University Department of Education. It should be noted that licenses are only issued by the Ohio Department of Education and not Lourdes University.
  - **EDRC**  P-12 Reading
  - **EDTL**  Teacher Leader
  - **ED45**  Elementary Generalist
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
Lourdes University Department 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 Standards for the Teaching Profession (2).
II. Clinical/Field Experiences

The Lourdes University Department 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 embedded within certain teacher education courses at Lourdes University are designed to support the development of competent and professional teachers. In addition, field experiences are designed to give teacher candidates diverse experiences in demographic locations, cultures, racial and ethnic backgrounds, and diversity of students’ abilities and needs.

The Department of Education field experiences are designed in a sequential and timely manner to provide teacher candidates with classroom opportunities to observe and to apply their knowledge of curriculum development and theoretical perspectives presented to them in their college classrooms.

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. Teacher candidates are to refer to the Field Experiences Handbook for all policies, experiences, requirements, and procedures related to field experiences.
Field Experiences

Although there are multiple opportunities provided throughout the teacher preparation program for teacher candidates to interact with PK-12 students, **four** structured field experiences are required in each program Early (EDE), Middle (EDM), and Adolescence to Young Adult (AYA). The Lourdes Department of Education Clinical and Field Experience Handbook has more detailed information about these courses and requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
</table>
| **EDU 100** Foundations of Education  
(Two 1 day experiences- Observation) | 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.                                           |
| **EDE, EDM, EDA 250** Methods and Field I  
(30 hours) | 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 350-356** Methods and Field II  
(Minimum 150 hours) | Teacher 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** Foundations of Education  
(Minimum 75 days) | 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. |
DEPARTMENT OF EDUCATION
Requirements and Assessment

III. Assessment

Praxis Core Tests
The Lourdes University Department of Education requires that all students seeking a degree to earn passing scores on the Praxis Core Academic Skills Educators Test. 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 tests is available at https://www.ets.org/praxis.

Praxis Core Academic Skills for Educators Tests consist of three separate tests:

- **Reading Test:** The Core Reading test includes sets of questions that require the integration and analysis of multiple documents as well as some alternate response type questions.

- **Writing Test:** The Core Writing test assesses both argumentative writing and informative/explanatory writing, and will contain one writing task for each writing type. In addition, multiple-choice questions will be added to address the importance of research strategies and assess strategies for revising and improving text.

- **Mathematics Test:** The Core Mathematics test includes numeric entry and multiple choice questions, and will also offer an on-screen calculator to help ensure that questions are testing mathematical reasoning by reducing the chance that a candidate’s wrong response comes from a simple arithmetic error.

Praxis Core tests include objective response questions, such as single-selection multiple-choice questions, multiple-selection multiple-choice questions, and numeric entry questions. The Praxis Core Writing test also includes two essay sections. 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 will be reported for reading, mathematics and writing on both the individual and the combined tests.

Students may submit ACT or SAT scores to be used in place of Praxis Core Test score as follows:
- Reading ≥ ACT 21 or SAT ≥ 450
- English ≥ ACT 18 or SAT ≥ 430
- Math ≥ ACT 22 or SAT ≥ 520

The ACT/SAT scores are obtained by submitting a student’s high school transcripts to the admissions office.
The actual testing time and number of questions for each *Praxis* Core test is shown below:

<table>
<thead>
<tr>
<th>Test</th>
<th>Number of Questions</th>
<th>Testing Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>56</td>
<td>85 minutes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>56</td>
<td>85 minutes</td>
</tr>
<tr>
<td>Optional Break (for Combined Test only)</td>
<td>–</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Writing (2 sections)</td>
<td>40</td>
<td>40 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

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 Department of Education receive the test scores.

**Praxis Core Academic Skills for Educators Tests**

<table>
<thead>
<tr>
<th>Praxis Core Tests</th>
<th>ETS Test Code</th>
<th>Computer Test</th>
<th>Passing Score*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Academic Skills for Educators: Reading</td>
<td>5712</td>
<td>MC</td>
<td>156</td>
</tr>
<tr>
<td>Core Academic Skills for Educators: Writing</td>
<td>5722</td>
<td>MC/CR</td>
<td>162</td>
</tr>
<tr>
<td>Core Academic Skills for Educators: Mathematics</td>
<td>5732</td>
<td>MC</td>
<td>150</td>
</tr>
</tbody>
</table>

*Passing Scores represent the scores for the new Praxis Core test as of Fall 2013.

**Praxis Core Test Fees***

<table>
<thead>
<tr>
<th>Computer-delivered Test Code</th>
<th>Test Title</th>
<th>Construct</th>
<th>Hours</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>5712</td>
<td>Core Academic Skills for Educators: Reading</td>
<td>MC</td>
<td>2</td>
<td>$90</td>
</tr>
<tr>
<td>5722</td>
<td>Core Academic Skills for Educators: Writing</td>
<td>MC/CR</td>
<td>2.5</td>
<td>$90</td>
</tr>
<tr>
<td>5732</td>
<td>Core Academic Skills for Educators: Mathematics</td>
<td>MC</td>
<td>2</td>
<td>$90</td>
</tr>
<tr>
<td>5751</td>
<td>Core Academic Skills for Educators: Combined Test (Reading, Writing, Mathematics)</td>
<td>MC/CR</td>
<td>5</td>
<td>$150</td>
</tr>
</tbody>
</table>

*ETS sets the test fees and may change them at any time.

**Registration Information**

It is the sole responsibility of the student to register for and take the required examinations.
Ohio Assessments for Educators

The Ohio Assessments for Educators (OAE) assess the content-area and professional (pedagogical) knowledge of candidates who are seeking initial Ohio educator licensure. The assessments are aligned with Ohio Academic Content Standards and Common Core State Standards. The tests are developed and administered by the Evaluation Systems group of Pearson. The state of Ohio requires passage of the assessments for licensure.

The Ohio Assessments for Educators are delivered as computer-based assessments. The assessments include multiple-choice questions and some also include constructed-response assignments.

Assessments in the Ohio Assessments for Educators program will be administered at test centers located in Ohio and throughout the United States. Assessments will be available either year-round, 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 Department of Education requires that all students must earn a passing score on their OAE content test as one of the criteria for student teaching. 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 Ohio Department of Education requires that all candidates must earn a passing score on their OAE for licensure. Since this test is based on the candidate’s pedagogical knowledge we strongly recommend that candidates take it shortly after student teaching.
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 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 assess, 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. 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 classrooms part of a portfolio. Each edTPA is uploaded to Pearson for scoring by teacher educators with subject-area and grade-level expertise, and experience mentoring, teaching or supervising teachers.
- The edTPA counts as a portion of the overall student teaching grade.

**Teacher candidates are charged an assessment fee of $300, which is set by Pearson, the company that developed and manages the edTPA. The assessment fee is estimated to be about $300 and is consistent with fees for other performance-based assessments of teaching. The assessment fee supports the costs associated with the activities required to develop, launch, maintain, and manage the assessment and program.**
Lourdes University Department of Education is committed to preparing teacher candidates with the knowledge, skills, and dispositions, needed to meet the Teacher Candidate 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 are required to 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 are submitted and maintained in the Teacher Candidate Development Portfolio (TCDP). The TCDP is 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. Artifacts in the Teacher Candidate Development Portfolio for Gate III demonstrate the necessary knowledge, skills and dispositions required of Lourdes 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 and assessment 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 the program director that the Gate I Portfolio is complete and is being submitted electronically, and asks the program director to arrange an interview with the Gate I Program Admission Committee. This committee 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 the advisor that the Gate II Portfolio is complete and is being submitted electronically, and asks the program director to arrange an interview with the Gate II Student Teaching Admission Committee. This committee will review the portfolio and conduct an interview with the student as part of the admission to student teaching process.

Gate III Assessment: Program Completion Requirement

The teacher education teacher candidate completes the Gate III requirements, informs the advisor that that the Gate III Portfolio is complete and being submitted electronically, and asks the program director to arrange an interview with the Gate III Program Completion Committee. This committee 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.

### Gate I Assessment
**Program Admission Requirements**
- Completed Credential File
- Overall GPA 3.0 or higher
- Successful BCI/FBI Background Check
- Education Core cluster (C or higher)
- EDU 100 or 101, 151, 230, and 250
- Qualifying scores on Praxis Core tests
- OR qualifying ACT or SAT sub-scores*
- Protecting Youth training
- Satisfactory dispositions assessment
- Successful review of Teacher Candidate Development Portfolio
- Successful interview and approval of the Program Admission Committee

**Remediation**
- Deny Admission
- Counsel Out

**Decision**

### Gate II Assessment
**Student Teaching Admission Requirements**
- Successful BCI/FBI Background Check
- Overall GPA 3.0 or higher
- Completion of Education and content courses with a GPA of 3.0 or higher
- Field Experiences 250, 350 (C+ or higher)
- OAE Content Assessment passed
- Completion of 20 hours of approved Service Learning
- Satisfactory dispositions assessment
- Teacher Candidate Development Portfolio successfully reviewed
- Successful interview and approval of the Student Teaching Admission Committee

**Remediation**
- Deny Admission
- Counsel Out

**Decision**

### Gate III Assessment
**Program Completion Requirements**
- Completion of Lourdes University degree requirements*
- Overall GPA 3.0 or higher
- Completion of Student Teaching with a grade of B+ or higher
- Passing score on Teacher Performance Assessment (edTPA)
- Satisfactory dispositions assessment
- Successful review/ defense of Teacher Candidate Development Portfolio

### Entry and Employment Years Assessments
- Surveys: Employer, Alumni, & Program Completer

*Not required for Licensure Only Candidates*
**Teacher Candidate Development Portfolio**

All of the assessments are submitted in and required documents and artifacts are maintained in the candidate’s portfolio.

<table>
<thead>
<tr>
<th>Gate I Assessment</th>
<th>Artifact</th>
<th>Uploaded to Assessment System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction (Video)</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>Resume</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Outcome 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher candidate will model the Franciscan values of reverence, service, and learning</td>
<td>EDU 100 Field Assessment Form completed by Cooperating Teachers or EDU 101 Field Experience Reflection</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Outcome 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.</td>
<td>EDE/M/A 210 Grade</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Outcome 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>EDU 230 Reflection on Clinical Experience and Impact on Teaching Assignment</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Learning Outcome 7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>EDU 250 Theory Application Assignment</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Learning Outcome 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.</td>
<td>EDU 250 Theory Application Assignment</td>
<td>✓</td>
</tr>
</tbody>
</table>
## DEPARTMENT OF EDUCATION
### Requirements and Assessment

<table>
<thead>
<tr>
<th>Gate II Assessment</th>
<th>Artifact</th>
<th>Uploaded to Assessment System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction (artifacts updated)</strong></td>
<td>X</td>
<td>√</td>
</tr>
<tr>
<td>Introduction (Video)</td>
<td>X</td>
<td>√</td>
</tr>
<tr>
<td>Resume</td>
<td>X</td>
<td>√</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>X</td>
<td>√</td>
</tr>
</tbody>
</table>

### Learning Outcomes

**Integration of all learning outcomes**
- EDE/A/M 350-5 Modified edTPA scored rubrics
- EDE/M/A 350-355 Final Field Experience Evaluation from both Cooperating Teacher(s) and Supervisor

**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
- Department Behaviors and Dispositions Assessment of ongoing Student Academic Alerts

**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.
- EDE/M/A 250 Lesson Plan with Rubric

**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.
- EDU 329 Higher Order Thinking Assignment
- EDU 330 Formative Assessment and Differentiated Instruction Assignment

**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
<table>
<thead>
<tr>
<th>Learning Outcome 7</th>
<th>(Composite) Reflection on EDE/M/A 250 Field Experience</th>
<th>√</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 6</td>
<td>(Composite) Reflection on EDE/M/A 350 Field Experience</td>
<td>√</td>
</tr>
<tr>
<td>Learning Outcome 1</td>
<td>EDE/M/A 235 Ohio School Report Card Newsletter Assignment</td>
<td>√</td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td>EDU 316 Diversity Autobiography Assignment</td>
<td>√</td>
</tr>
<tr>
<td>Learning Outcome 5</td>
<td>EDU 316 Diversity Autobiography Assignment</td>
<td>√</td>
</tr>
</tbody>
</table>

**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.

**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.

**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.

**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.
## DEPARTMENT OF EDUCATION
### Requirements and Assessment

<table>
<thead>
<tr>
<th>Gate III Assessment</th>
<th>Artifact</th>
<th>Uploaded to Assessment System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (artifacts updated)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction (Video)</td>
<td>X</td>
<td>√</td>
</tr>
<tr>
<td>Resume</td>
<td>X</td>
<td>√</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>X</td>
<td>√</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integration of all learning outcomes</strong></td>
<td>edTPA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDE/M/A 450 Midterm and Final Field Experience Evaluations from both Cooperating Teacher(s) and Supervisor</td>
<td>√</td>
</tr>
<tr>
<td><strong>Learning Outcome 1</strong></td>
<td>Final Dispositions Assessment assigned in seminar</td>
<td>√</td>
</tr>
<tr>
<td>The teacher candidate will model the Franciscan values of reverence, service, and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Outcome 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.</td>
<td></td>
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<tr>
<td><strong>Learning Outcome 3</strong></td>
<td>edTPA Score Report</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Learning Outcome 4</strong></td>
<td></td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Learning Outcome 5</strong></td>
<td></td>
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<tr>
<td>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</td>
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<tr>
<td><strong>Learning Outcome 6</strong></td>
<td></td>
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<tr>
<td>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.</td>
<td>EDE/M/A 450 <strong>Two</strong> artifacts of candidate’s choice (e.g., newsletter, website, letter, etc.)</td>
<td>√</td>
</tr>
<tr>
<td><strong>Learning Outcome 7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>edTPA Score Report</td>
<td>√</td>
</tr>
</tbody>
</table>
# GATE I—ASSESSMENT

## Student Teaching Admission Requirements

Students seeking a degree or licensure in the Teacher Education Program are considered Pre-Education majors until they have completed the following Program Admission Requirements and have been approved for acceptance by the Department into the Program.

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

1. Complete Credential File
   - Three (3) Letters of Reference
   - Medical Record (signed—not stamped—by licensed physician or nurse practitioner)
   - Good Moral Character Statement
   - Child Care Non-Conviction Statement (EDE only)
   - Right to Deny Admission: The Department of Education Dean reserves the right to deny any student admission to the Department 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 Department of Education Criminal Background Check – Authorization and Release Form
   - Photo/Video Research Release Form
   - 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.

2. Successful BCI/FBI background check (see page 94 for details)

3. Overall GPA of 3.0 or higher

4. Completion of Required Courses – (C or higher)
   - EDU 100 or EDU 101: Foundations of Education
   - EDU 151: Technology for Learning
   - EDU 230: Survey of Special Needs Education
   - EDU 250: Educational Psychology

5. Praxis Core tests (earn qualifying scores)*
   - Reading 156
   - Writing 162
   - Mathematics 150

OR ACT/SAT (Earn qualifying scores)*
   - ACT Math ≥ 22
   - SAT Math ≥ 520
   - ACT Reading ≥ 21
   - SAT Reading ≥ 450
   - ACT English ≥ 18
   - SAT Writing ≥ 430

6. Satisfactory dispositions assessment

7. Successful review of the Teacher Candidate Development Portfolio

8. Successful interview and approval of the Program Admission Committee for admission to the Lourdes University Department of Education.

*Not required for licensure-only candidates
### GATE II—ASSESSMENT
#### Student Teaching Admission Requirements

Education majors seeking approval for student teaching (490) must meet the following requirements. Education majors are not allowed to enroll in student teaching until requirements have been met.

1. Successful BCI/FBI Background Check
2. Overall GPA of 3.0 or higher
3. Completion of education and content courses with accumulative content GPA of 3.0 or higher
4. Successful completion with an earned grade of C+ of higher for 250 field experience
5. Successful completion with an earned grade of C+ or higher for 350 series field experience.
6. OAE Content Assessment (passed)
7. Completion of 20 hours of approved Service Learning
8. Satisfactory dispositions assessment
9. Successful review of Teacher Candidate Development Portfolio
10. Successful interview for Student Teaching and approval of the Student Teaching Admission Committee.

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

The following criteria must be successfully met in order for students to complete 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

### Department of Education Appeal Process

The Lourdes University Department 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. It should be noted that this appeal process deals with requirements specific to the Department 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 obtain and complete an Appeals Form from the Department of Education.

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

Lourdes University Department 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 which require a service component.

2. Complete service hours from a pre-approved list of service learning sites. This list can be found on the Lourdes University website at http://www.lourdes.edu/pd.aspx, and describes the project/experience, including the location, contact person, and the number of hours designated for completion of the project or experience. The list will be updated as we get requests for community needs. Placement in agencies and/or schools will be approved by Carolyn Jaksetic, the Director of School and Educational Partnerships, and not by individual students.

3. Participation in current service learning opportunities that are advertised by the Lourdes University Department of Mission & Ministry.

4. *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.

*These types of requests will require approval of the Director of School and Educational Partnerships PRIOR to beginning the experience to verify that the experience meets the Department of Education requirements.

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.

*License 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 as applying to all pre-service college and university teacher candidates who are assigned to a field site. Background checks are therefore required for candidates in Lourdes University’s Department of Education degree and licensure programs.

Both background checks (BCI and FBI) must be completed through WebCheck, which allows for 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 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 Department 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 field work 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 Department of Education, 6832 Convent Blvd., Sylvania, OH 43560.
Candidates are responsible for the cost of the criminal background check and the cost of obtaining additional information to verify or clarify potentially disqualifying or questionable results. Candidates also need to be aware that it may take a minimum of 30 days to process the results of the background check. **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 Department of Education prior to beginning any clinical and field work.**

The Lourdes University Department 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 Department, the candidate will be denied admission and/or be dismissed from the Department 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 Department of Education degree and/or licensure programs under this policy may appeal the Lourdes University Department of Education decision under the following conditions:

- Candidate has five (5) days to make a written appeal to the Chair of the Department of Education to petition a review of the investigation outcomes.
- The Chair of the Department of Education must convene a Department of Education Faculty Review Board within ten (10) days of receiving the written appeal.
- The Department 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 Department 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 will **NOT** be given copies of their Background Check Reports by the Lourdes University Department of Education without the candidate 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 Department of Education may constitute grounds for immediate dismissal from the programs.
Academic Policies

& Procedures
The intention of this section of the handbook is to present requirements and policies specific to the Lourdes University Department of Education as well as to highlight general university policies and procedures. It is not our intent to include all academic policies and procedures pertaining to all Lourdes University students, as presented in the Lourdes University Student Handbook and the Academic Catalog. Also, Lourdes University Department 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.

**Independent Study Courses**

During their course of study, students are allowed to take a maximum of two independent study courses for a bachelor degree. If a student needs more than two independent studies to complete his/her degree, he/she must appeal in writing to the dean of the school from which the independent studies will be offered.

Students may request a course as an independent study if one or more of the following conditions apply: 1) it is a specific course needed to fulfill the requirements for graduation in the student’s program of study and it will not be offered within the student’s academic program completion period; 2) it is an elective course that the department does not offer regularly; 3) it is a student-initiated topics course. An independent study will not be given for a course that the student was advised to take when it was offered, but chose not to do so.

In order to register for an independent study, students must obtain the signatures of their advisor, the instructor, and the chair of the department that will be offering the course on an “Extraordinary Status (green) Form.”

Student must present the Approval to Register—Extraordinary Status Form, obtainable from advisors, to the Registrar when registering for an independent study.

The department chair has the authority to determine of the proposed independent study will be offered.

Academic departments have their own policies regarding which of their courses may be taken as independent studies and which may not. Departments are not obligated to offer independent study courses.

**Attendance**

**Policy** - Students are expected to attend class regularly. Classroom attendance is critical to teacher development and training. Attendance habits are an indicator of a student’s present commitment and a predictor of future behaviors on the job. As such, attendance will be considered in determining grades and in assessing candidate dispositions as part of the gate criteria.

A student who judges that absence from a class session is necessary must assume responsibility for the decision. It is the student’s responsibility, not the instructor’s, to arrange to make up work due to absence; the instructor is not obligated to permit a student to make up class tests missed through absence. Assignments are due on dates designated regardless of absence, unless the instructor grants extensions. Students who fail to attend class prior to the published “freeze date” will be automatically dropped from class by the Registrar’s Office.

**Procedure** - The Lourdes University Department of Education faculty monitor attendance as per written guidelines on individual course outlines and syllabi.

**Retaking a Class** – Students who wish to repeat a course must inform the Registrar at the time of registration. Students will receive only the credit and quality points from the most recent registration, although the grade first earned will remain on the record it will not be counted in the grade point average.

**All courses may only be repeated once.** To determine whether a course may be repeated, a student who does not drop from a class prior to the financial aid “freeze date” is considered to have “taken” the course.
Missed or Late Assignments
(including clinical & field-based assignments)

Policy - It is expected that students turn in course assignments on time. Students who fail to do so may be subject to any/or all of the following actions as determined by the course instructor:
- reduction in assignment grade
- lowered grade for course
- refused acceptance of assignment

Procedure - The Lourdes University Department of Education faculty will individually determine the appropriate action to be taken.

Withdrawal Policy

Policy - Students must formally withdraw from a class by signing a drop slip obtained from their academic advisor and returning it to the Registrar’s Office. Instructors may not submit a drop slip to the Registrar’s Office for a student. The drop slip must then be taken to the Bursar’s Office for any financial adjustment. Students are financially responsible for any class from which they do not formally withdraw.

Procedure - Students must be aware that excessive numbers of “incompletes” and/or “withdrawals” may jeopardize their student financial aid. Students are encouraged to check with the Financial Aid office prior to dropping, withdrawing, or requesting an incomplete for a course.

Incomplete Grades

Policy - The grade of I (Incomplete) is given to students at the end of a semester after they have made arrangements with the instructor to complete the work of the course. Assignment of the grade of I may be given only when a substantial portion of the work in a course has been satisfactorily completed. No student has a right to this grade and it is given only at the discretion of the instructor. An I grade that is not converted to another grade before the end of the next semester (summer session excluded) becomes an F. Students are not permitted to withdraw from any course for which an I grade has been issued.

Procedure - Students wishing to receive an “Incomplete” for a course must submit a request in writing to the instructor at least two (2) weeks prior to the final examination. Arrangements are to be made by the Lourdes University Department of Education faculty member and the student, prior to the issuance of an incomplete grade, as to how the remaining work will be completed prior to the end of the semester and what actions are to be taken by the student in order to have the incomplete changed to a grade.

It is not the instructor’s responsibility to contact the student, but rather, it is up to the student to contact the instructor. However, instructors are to be sure that an understanding of the arrangements exists between both instructor and student when the incomplete is issued. Failure to submit in writing a plan acceptable to the faculty member negates the student’s request for an Incomplete. An Incomplete may result in a lowered grade at the discretion of the faculty member.
Grade Cards and Unpaid Tuition

Policy - Grade cards and transcripts are not issued to any student who has a balance due on tuition, any library fines, book bills, and/or other fines.

Procedure - Grades and/or transcripts will be issued when all financial matters are completed.

Accessibility Services

Policy - The Office of Accessibility Services coordinates academic adjustments for students with disabilities. Specific guidelines for determining eligibility for services can be found in the Lourdes University Policy on Accessibility Services, available from the Office of Accessibility Services, or on the Lourdes University website. To receive academic adjustments, students with disabilities must first provide documentation of the disability to the Director. The Director notifies the faculty members of the appropriate adjustments. Students should also discuss the established services with each of their professors.

Lourdes University is committed to providing access to its programs and its facilities. The program Learning Outcomes state: “Students will gain a realistic self-appraisal of their disability” and “Students will develop self-advocacy skills.” Accessibility Services brochures that provide accessibility and parking information are available at the Welcome Center and the Office of Accessibility Services.

Procedure - Students who have a disability documented with the Director of Academic Services need to inform their instructor(s) regarding the following:

- The adaptations or the accommodations you have established with the Director of Academic Services.
- Emergency medical information, and/or
- Specific arrangements to be implemented if the building must be evacuated.

Dress/Grooming Code

Policy - Students are considered to be representatives of Lourdes University when involved in clinical and field-based activities. Therefore, students are expected to be appropriately and professionally attired and well groomed at all times.

Procedure - Failure to comply with the aforementioned dress/grooming code may result in disciplinary action and/or reduction of points or grade for a class at the discretion of the Lourdes University Department of Education faculty member. In addition, it is an indicator of a student’s professional disposition and will be taken into consideration when assessing the candidate’s disposition as part of the gate criteria.

Academic Honesty

Policy - A goal of Lourdes University is to engage students in an honest and dynamic search for truth. Academic honesty is a hallmark of such a quest. Accordingly, students are expected and encouraged to engage in all aspects of their academic studies in an honest and ethical manner. The Department of Education considers the violation of academic honesty as serious and a violation of ethical and professional conduct. Refer to the Lourdes University Academic Catalog for the definition, sanctions, and appeals procedure. Should instances of academic dishonesty arise, the following policies and procedures will be in force.

Procedure - If it is determined that a student has violated the academic honesty policy, any or all of the following actions may be taken:

Student is immediately placed on probationary status in the Education program for the duration of one academic year (two semesters, excluding summer) and/or student is immediately dismissed from the Education program.

The action(s) taken will be determined by the Lourdes University Department of Education faculty following procedures established by Lourdes University and the Department of
Education. Decisions regarding this policy may be appealed through the Lourdes University grievance procedures (See the Lourdes University Academic Catalog).

**E-mail Policy**

**Policy** - Students are required to use their Lourdes University e-mail accounts for e-mail communications with the University faculty and staff. If a student uses another e-mail account to submit an assignment, the student does so at his or her own risk. Should the document fail to arrive for whatever reason, the student is accountable for a missing assignment, subject to the terms of the individual instructor’s syllabus. Under no circumstances should faculty or staff be transmitting FERPA-protected information to students via any e-mail account other than the student’s Lourdes e-mail account.

**Suspicion of Child Abuse, Neglect, Child Endangerment, and/or Felony**

**Policy** - Suspicion of child abuse, child neglect, child endangering and/or a felony as identified on the Ohio Department of Job and Family Services Statement requires further investigations into a student’s back-ground by the Department of Education.

**Procedure** - As one of several requirements for admission to the Education programs, students must submit three (3) references to the Department of Education. A review of all references must be free of any suspicion of child abuse, child neglect, child endangering and/or any felony as identified on the Ohio Department of Job and Family Services Statement. The Department of Education reserves the right to contact references for additional information if deemed necessary. Review of one or more references that give testimony to conviction of child abuse, child neglect and/or felony will result in the student being denied admission to the Lourdes University Education programs. Please refer to the fingerprinting and background check section of this handbook relevant to this issue.
Policies and Procedures for Student Teaching

Please note the following policies and procedures regarding student teaching:

1. It is the responsibility of the candidate to meet all of the requirements of Gate II, as outlined in the Student Handbook, prior to registering for student teaching.

2. Placement of all student teachers is the responsibility of the Coordinator of Clinical and Field Experiences. A teacher candidate may not, under any circumstances make any prior contact with schools concerning his/her placement.

3. Teacher candidates will be placed within a fifty (50) mile radius of Lourdes University and/or Tiffin University.

4. Prior to beginning student teaching, the teacher candidate, the cooperating teacher, and the field supervisor will meet to discuss all the details of the student teaching experience.

5. All content courses are encouraged to be completed prior to student teaching; furthermore, teacher candidates are strongly encouraged to refrain from taking other courses with student teaching and may have to complete an Appeal to do so.

6. Any teacher candidate participating in extra-curricular activities must follow the student teaching/extracurricular activity policy. (See policy below.)

7. Teacher candidates are required to attend all student teaching seminars and edTPA workshops. Attendance at these seminars is mandatory and a percentage of the student teaching grade is earned by fulfilling this requirement.

Student Teaching/Extracurricular Activity Policy

A teacher candidate who is involved in intercollegiate athletics, drama, and/or other extracurricular activities is STRONGLY ADVISED not to arrange student teaching during the same semester he/she is engaged in any of these activities. If a teacher candidate is unable to avoid this conflict, the following conditions apply:

1. A teacher candidate will be excused a maximum of three (3) times to take part in an activity. These dates MUST be established and approved by the university field supervisor and the cooperating teacher PRIOR to beginning student teaching.

2. In case the activity or game is canceled, the teacher candidate is expected to be present at the student teaching school site, if at all possible.

3. Under no circumstance will a teacher candidate be permitted to leave student teaching early in order to practice or participate in an extracurricular activity held on or off campus other than the three approved dates.

4. A teacher candidate doing student teaching during the second semester SHOULD NOT PLAN to take part in “spring trips” during the university spring break. The teacher candidate must follow the calendar of the school in which he/she is doing student teaching.

5. Any time missed by a teacher candidate during the fifteen weeks (75 full days) of Student Teaching must be made up with the exception of the excused absences noted in #1.
Resolution of Clinical and Field Experience Problem

1. Any person involved in a Lourdes University clinical and field experience (teacher candidate, cooperating teacher, university field supervisor) may call for resolution of a clinical and field experience problem. The process can be set in motion by contacting the Coordinator of Clinical and Field Experiences in the Department of Education at Lourdes University by presenting the perceived problem in written form.

2. The Coordinator of Clinical and Field Experiences will initiate an immediate review of the problem by contacting the principal of the school and advising him/her of the problem and the impending review procedure.

3. The preliminary review procedure will require the Coordinator of Clinical and Field Experiences to meet with all parties in an effort to resolve the problem. If the problem is not resolved through this procedure, a formal review will be undertaken.

   a) The formal review will include all persons involved in the problem and selected faculty members of the Lourdes University Department of Education. The participants will convene at the call of the Chair of the Department of Education.
   
   b) The written decision about the problem will be forwarded to all participants of the review process;

   c) Any teacher candidate who wishes to appeal a decision may submit a written appeal to the Chair of Lourdes University Department of Education. The appeal will be reviewed by the student’s field supervisor, his/her academic advisor, and the Chair of the Department of Education.

   d) Any decision resulting from the formal review will be binding on all participating parties.

4. After studying the problem, the following actions may be recommended:

   a) The teacher candidate may return to the school site to resume the experience, but be closely observed, to assure that progress is being made to correct the problem; or

   b) The teacher candidate may be reassigned to another site; or

   c) The teacher candidate may be requested to complete remedial work prior to another student teaching experience; or

   d) The teacher candidate may conduct remedial work simultaneously with the student teaching experience; or

   e) The teacher candidate may have a temporary diminished work assignment in student teaching; or the teacher candidate may be dismissed from student teaching until evidence is presented to the Coordinator of Clinical and Field Experiences or Chair of the Lourdes University Department of Education that the problem is resolved and a return to student teaching is warranted.

   f) On an individual basis, any combination of above solutions may be prescribed or other actions may be considered

   g) If the problem is unresolved and the student teaching assigned end date arrives, the teacher candidate will receive an “I” (Incomplete grade) indicating that this phase of the student teaching field experience must be completed.

5. In the event that the performance of the teacher candidate is a serious problem, then he or she may be asked to leave the school site until the review process can be set in place. At no time will a reassignment of the teacher candidate be made based on the decision of one person.

6. The review plan and any decision must be signed by the teacher candidate, Chair of the Department and the Coordinator of Clinical and Field Experiences. By signing the plan the teacher candidate acknowledges that he/she understands the decision. (Adopted 2005)

**Detailed Student Teaching Policies are outlined in the Clinical and Field Experience Handbook.
Civility Statement
Classroom Bill of Rights and Responsibilities

The following constitutes an agreement between the students and course instructor. If you have any concerns about these standards, please bring them to the instructor’s attention.

• Everyone (students, instructors, and guests) has the right to work in a harassment-free, hostility-free environment; harassment of others and explicit or deliberate hostility will not be tolerated.

• Everyone (students, instructors, and guests) has the right to be treated with respect and dignity at all times, even in the midst of heated disagreement.

• Everyone (students, instructors, and guests) has the responsibility to behave as a competent adult and to be open and polite to one another.

• Everyone (students, instructors, and academic guests) has the responsibility to come to every class fully prepared to listen, to participate, to learn, and to teach.

• Everyone (students, instructors, and guests) has the responsibility to work together to create an environment in which active learning, including responsible and respectful questioning, is encouraged.

• The instructor has the responsibility to treat all students fairly and to evaluate students’ work accurately, in terms of the skills that any student is expected to gain.

• The instructor has the responsibility to make assignment requirements and evaluation criteria as clear as possible.

• Students have the right to feel confident that their work is being evaluated on its own merits, not on the basis of the students’ personal opinions.

• Students have the responsibility to view their instructor as a partner in their education, not as someone who is bent on causing students anxiety and frustration.

• Students have the responsibility to understand that the instructor is not primarily responsible for making students understand; it is the students’ job to study, to ask questions, and to learn.

• Students have the responsibility to keep an open mind and to try to comprehend what the instructor is trying to get across to them.

• Students have the responsibility to read the assignments carefully, noting important ideas and rephrasing information in their own words.

• Students have the responsibility to work through examples in the assignments and in class discussions or lectures, and to ask questions if they do not understand concepts or examples.

• Students have the responsibility to do all assigned homework with proper attention and thought.

• Students have the responsibility to ask for help when they need it; help is available from the instructor, from other students, and from other resources on campus.

• Students have the responsibility to accept that their work will be evaluated in terms of the skills any student is expected to gain.

• Students have the responsibility to try to integrate the information into other courses and into other areas of their lives.
Academic Support,
Resources,
Services & Outreach Programs
Lourdes University and the Department of Education provide a range of academic support services and student services to help students succeed academically and enjoy their Lourdes University experience.

**Counseling and Career Services**

Career Services is available to all students and alumni, with office hours Monday through Friday year ’round by appointment. Career Services helps students explore and define decisions related to choosing a major and career focus through self assessments such as the Myers-Briggs Type Indicator and the Strong Interest Inventory. Also offered is education and coaching on the mechanics of a job search, with specific attention directed to writing a resume, appropriate correspondence and interviewing preparation.

Career Services utilizes an on-line career center, Optimal Resume, for reviewing and editing resumes as well as interview practice and preparation. Career Services offers personal appointments, workshops and assists in classroom instruction to ensure employment readiness. The Career Services website (www.lourdes.edu/career) hosts a variety of convenient resources, including links to additional information sources. Lourdes students and alumni may also register on College Central, an on-line job board where employers post positions specifically for Lourdes students, in addition to the approximately 50,000 job opportunities listed nationwide: www.collegecentral.com/lourdes.

**Academic Support Center**

The Academic Support Center provides free academic support to all Lourdes University students in good standing in a nurturing environment conducive for academic learning and inquiry. The Academic Support Center offers a place where students and faculty can work together or independently accessing developmental, mentoring, and multi-media technologies that deliver supplementary instructional, learning assistant, and training assistant programs.

**The TRiO Program**

The federally funded TRiO Program is designed to provide qualified students with academic support, counseling, mentoring, cultural enrichment, tutoring and much more.

Only Freshmen and Sophomore students are eligible for the TRiO Program if two of the following apply:

- You meet federal financial guidelines
- Neither of your parents graduated with a four-year degree
- You have a documented disability

**Tutoring**

This service is available to all students free of charge and is provided on a one-to-one basis at a time that is mutually agreeable between student and tutor.

**Developmental Courses**

The following courses are designed to support students in the development of basic skills necessary for their academic success.

**ENG 097 Developmental Reading**

3 Semester Hours

Introduces skills for students who need or want to improve in reading fluency, comprehension, rate and retention. Credit does not apply toward graduation.

**ENG 098 Developmental Writing**

3 Semester Hours

Students will be placed in ENG 098 or ENG 101 on the basis of their scores on standard tests of written expression. Those students placed in ENG 098 must pass the course with a minimum grade of C before registering for ENG 101 or any other English course. The credit hours for ENG 098 may not be applied toward graduation.

**MTH 097 Developmental Math**

3 Semester Hours

Involves practical arithmetic; decimals, fractions, ratios, percentages; operations on numbers; introduction to algebra. Designed to develop skills of persons with a limited background in mathematics. **Prerequisite:** Placement Test in Computation. Offered on a Satisfactory/Unsatisfactory basis. Credit does not apply to graduation.
Center for Professional Studies

The Sr. Felicia Novak Teacher Center, within the Center for Professional Studies, provides support for pre-service teachers.

- **The Resource Library** is a collection of manipulatives, curriculum guides, and informative materials related to teacher education. The Resource Library provides students with a variety of curriculum and instructional media materials for developing lesson plans, instructional activities, and curriculum.

- **The Instructional Technology Lab** is a collection of computers, educational equipment and software designed to support students in meeting their technology proficiency requirements. The Department of Education opens the Technology Lab and invites current and past students to come in and brush up on their skills.

The Center for Science Education and the Environment

The Center for Science Education and the Environment (CSEE) of Lourdes University, directed by the College of Education and the College of Arts and Sciences, focuses on enhancing science education and environmental stewardship in the community. The Center works to improve understanding of science, the natural world, and human activities and to build community relationships for sustainability in local, regional, and national endeavors.

The Department of Education carries out the mission of the Center by using inquiry-based science activities to enhance content knowledge, science process skills, and science pedagogy skills for Lourdes students, professional teachers, and P-12 students. The Center provides diverse programs in the Franciscan spirit. P-12 programs include family events, special classes, summer camp for grades 5-10, and Science-on-Wheels that brings innovative environmental science curriculum to P-12 schools. Programs for professional teachers include workshops, a summer institute, and an environmental science resource center. Lourdes University education majors are pivotal in developing and delivering these programs.