![Lourdes University logo]

**LOURDES**
U N I V E R S I T Y
Sponsored by the Sisters of St. Francis

# DIVISION OF EDUCATION
# Student Handbook

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

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Updated Fall 2020

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Dear education students:

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

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

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

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

We are excited to be a part of your journey.

Sincerely,

Vince Laverick, Ed.D.

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

Division of Education Office - Assisi 150A
Phone: 419-824-3713 Fax: 419-824-3510

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## DIVISION OF EDUCATION OVERVIEW
### *Introduction*

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

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

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

## DIVISION OF EDUCATION OVERVIEW
### *Mission and Guiding Principles*

## *Mission Statement*

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



## *Guiding Principles*

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

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

# DIVISION OF EDUCATION

## *Degrees and Programs*

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

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

## *Endorsement and Certificate Programs*

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

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

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

**Certificates**
Elementary Religion Teacher Certificate
Catholic High School Religion Teacher Certificate

**Lourdes University**

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

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

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

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

**Tiffin University**

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

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

### Professional Education Courses, Seminars and Workshops

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

Lourdes University partners with Learners Edge in extending professional development graduate credit in association with distance learning (print-based and online) continuing education courses. Registration information may be found at http://www.learnersedge.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, Ohio Assessment for Educators 18 & 19 test to receive an Elementary Generalist Grades 4-5 Endorsement. This endorsement program requires 50 clinical hours.

### State of Ohio Reading Endorsement (Graduate Level)

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

### Master of Education Degree in Teaching and Curriculum

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

### State of Ohio Reading Endorsement

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

### Master of Education Degree in Special Education

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

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

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

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

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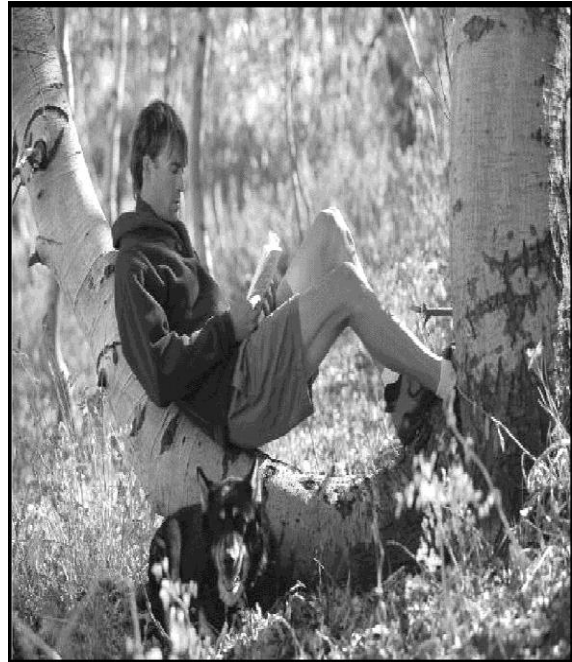
# DIVISION OF EDUCATION
## *ORGANIZATIONAL OVERVIEW*

## *DIVISION OF EDUCATION*

### TEACHER PREPARATION

### TEACHER DEVELOPMENT

### MASTER OF EDUCATION

- Teaching and Curriculum
- Educational Leadership— *The Principal Academy*
- Special Education

### Early Childhood
(Grades PreK-5) Option for Dual Endorsement in Special Education

### Professional Development
Courses and Seminars

### Middle Childhood
(Grades 4-9)

### Adolescence to Young Adult
(Grades 7-12)

### K-12 Intervention Specialist

### 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

# Division of Education Programs



**Early Childhood Education**

**Middle Childhood Education**

**Adolescence to Young Adult Education**

# Early Childhood Program
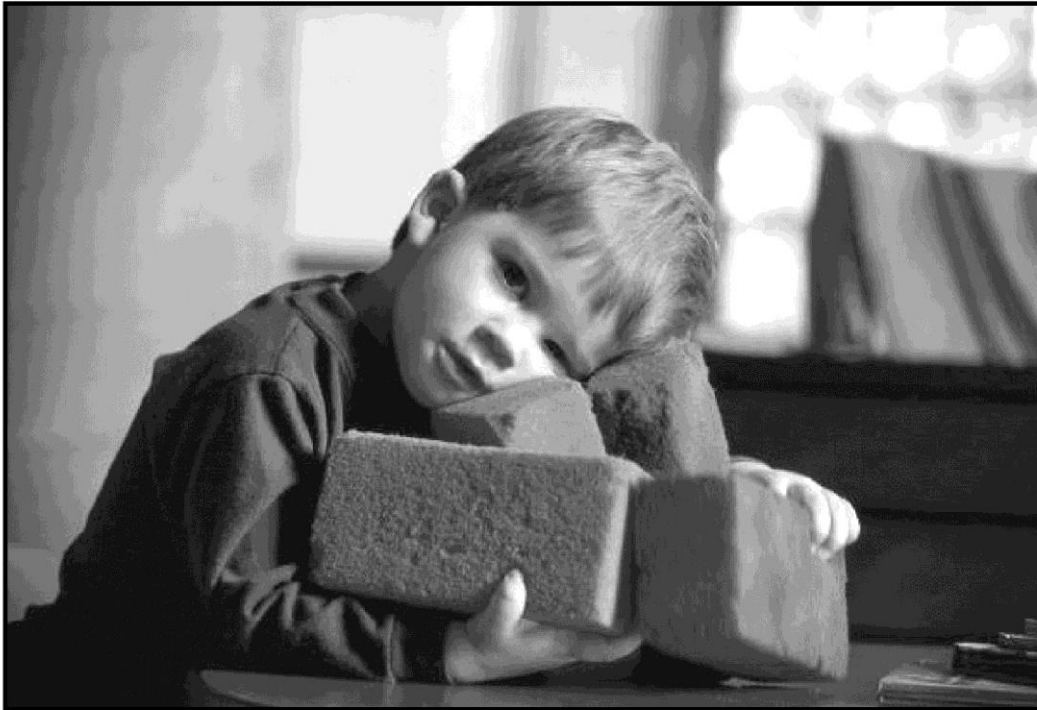
**Bachelor of Arts – Early Childhood Education**

*Overview*
**Early Childhood Program**

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

**Early Childhood Program**
*Curriculum Overview*
The Early Childhood Program is based on contemporary research and the current standard requirements of the Council for the Accreditation of Educator Preparation (CAEP); Ohio Department of Higher Education (ODHE); Ohio Department of Education (ODE); National Association for the Education of Young

Children (NAEYC); International Society for Teaching in Education (ISTE); and the Council for Exceptional Children (CED).

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

# DIVISION OF EDUCATION
## Early Childhood Program

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

### Professional Education Curriculum
Professional education courses provide teacher candidates with the knowledge, skills and dispositions necessary to become an effective teacher as reflected in the Ohio Standards for the Teaching Profession. 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 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 (for students enrolled Fall 2019 and prior)

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

## Required Curriculum

### Core Curriculum Requirements

| | | |
|---|---|---|
| First Year Experience | (3 sh) | FYE 101 |
| 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 Δ* |
| 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 and MUS 113 |
| Natural Science | (3-4 sh) | SCI 170 |
| Social Science | (3 sh) | EDU 250 |

### Professional Education-Foundation Courses

| | | Semester Hours |
|---|---|---|
| EDU 100* Δ | Foundations of Education or EDU 101 (1sh) | 3 |
| FYE 101 | College Connections | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology | 3 |
| EDU 317 Δ | Classroom Management for Early Childhood Education | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |

### 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 220 | Reading Comprehension Skills & Strategies | 3 |
| EDU 221 | Content Area Reading | 3 |
| EDU 324 | The Role of Phonics and the Foundations of Reading | 3 |
| EDU 335 | Reading Diagnosis, Assessment & Instructional Implications | 3 |

## Curriculum Content

### Language Arts

| | |
|---|---|
| COM 100 | Oral Communications (3) |
| ENG 101** | Composition I: Essay Writing (3) |
| ENG 102** | Composition II: Research & Writing (3) |
| ENG 200** | Introduction to Literature (3) |

### Science

| | |
|---|---|
| BIO 253 | Health Science for Teachers of Early Childhood (3) |
| SCI 170** | Survey of Science (3) |
| SCI 370 | Integrated Science for Teachers (3) |

### Mathematics

| | |
|---|---|
| MTH 112** | Mathematical Principles for Teachers of Young Children (3) |
| MTH 224 | Math for Teachers of Young Children I (3) |
| MTH 225 | Math for Teachers of Young Children II (3) |

### Social Studies

| | |
|---|---|
| HST 121** | Survey of United States History I (3) |
| HST 219** | Ohio History (3) |
| PLS 122 | American National Government (3) |
| GEO 250 | World Cultural Geography (3) |

### Art and Music

ART 117** Art for Teachers of Young Children (3)
MUS 113** Integrating Music Into the Early Childhood Classroom (3)

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

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

**Degree:** Bachelor of Arts        **Major:** Early Childhood Education PreK-Grade 5

### Required Curriculum
**Core Curriculum Requirements**

| | | |
|---|---|---|
| First Year Experience | (3 sh) | LUC 101 |
| English | (6 sh) | ENG 101 AND 313 |
| Mathematics | (3 sh) | MTH 112 |
| 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) | 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 and MUS 113 |
| Natural Science | (3-4 sh) | SCI 170 |
| Social Science | (3 sh) | EDU 250 |

**Professional Education-Foundation Courses**          **Semester Hours**

| | | |
|---|---|---|
| EDU 100* Δ | Foundations of Education or EDU 101 (1sh) | 3 |
| LUC 101 | College Connections | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology & Human Development | 3 |
| EDU 317 Δ | Classroom Management for Early Childhood Education | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |

**Early Childhood Strand**

| | | |
|---|---|---|
| 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 220 | Reading Comp Skills, Strategies & the Writing Process in Inclusive Settings | 3 |
| EDU 221 | Content Area Reading & Writing | 3 |
| EDU 324 | The Role of Phonics and the Foundations of Reading & Writing | 3 |
| EDU 335 | Reading Diagnosis & Assessment | 3 |

### Curriculum Content

**Language Arts**

| | |
|---|---|
| COM 100 | Oral Communications (3) |
| ENG 101** | Composition I: Essay Writing (3) |
| ENG 313** | Theoretical Approaches to Writing, Reading, & the Teaching of Writing (3) |
| ENG 200** | Introduction to Literature (3) |
| ENG 220 | Structures of the English Language (3) |

**Science**

| | |
|---|---|
| SCI 170** | Survey of Science (3) |
| SCI 370 | Integrated Science for Teachers (3) |

**Mathematics**

| | |
|---|---|
| MTH 112** | Mathematical Principles for Teachers of Young Children (3) |
| MTH 224 | Math for Teachers of Young Children I (3) |
| MTH 225 | Math for Teachers of Young Children II (3) |

**Social Studies**

| | |
|---|---|
| HST 121** | Survey of United States History I (3) |
| HST 219** | Ohio History (3) |
| PLS 122 | American National Government (3) |
| GEO 250 | World Cultural Geography (3) |

**Art and Music**

ART 117** Art for Teachers of Young Children (3)
MUS 113** Integrating Music Into the Early Childhood Classroom (3)

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

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

**Degree: Bachelor of Arts**        **Major: Dual Elementary Education Program**

## Required Curriculum
### Core Curriculum Requirements

| | | | |
|---|---|---|---|
| First Year Experience | (3 sh) | LUC 101 | |
| English | (6 sh) | ENG 101 AND 313 | |
| 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 and MUS 113 |
| Natural Science | (3-4 sh) | SCI 170 |
| Social Science | (3 sh) | EDU 250 |

### Professional Education-Foundation Courses

| | | Semester Hours |
|---|---|---|
| EDU 100* ∆ | Foundations of Education or EDU 101 (1sh) | 3 |
| LUC 101 | College Connections | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216** ∆ | Multicultural & Social Issues in Education | 3 |
| EDU 230 ∆ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology | 3 |
| EDU 317 ∆ | Classroom Management for Early Childhood Education | 3 |
| EDU 329 ∆ | Differentiated Instruction & Assessment | 3 |

### Early Childhood Strand

| | | |
|---|---|---|
| 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 |
| EDD 350* | Dual Elementary Education Program Field Experience II | 3 |
| EDD 490*/** | Dual Elementary Education Program Methods Practicum | 12 |

### Reading Strand

| | | |
|---|---|---|
| EDU 220 | Reading Comp Skills, Strategies & the Writing Process in Inclusive Settings | 3 |
| EDU 221 | Content Area Reading & Writing | 3 |
| EDU 324 | The Role of Phonics and the Foundations of Reading & Writing | 3 |
| EDU 335 | Reading Diagnosis & Assessment | 3 |

## Curriculum Content

### Language Arts

| | |
|---|---|
| COM 100 | Oral Communications (3) |
| ENG 101** | Composition I: Essay Writing (3) |
| ENG 313** | Theoretical Approaches to Writing, Reading, & the Teaching of Writing (3) |
| ENG 200** | Introduction to Literature (3) |
| ENG 220 | Structures of the English Language (3) |

### Science

| | |
|---|---|
| SCI 170** | Survey of Science (3) |
| SCI 370 | Integrated Science for Teachers (3) |

### Mathematics

| | |
|---|---|
| MTH 112** | Mathematical Principles for Teachers of Young Children (3) |
| MTH 224 | Math for Teachers of Young Children I (3) |
| MTH 225 | Math for Teachers of Young Children II (3) |

### Social Studies

| | |
|---|---|
| HST 121** | Survey of United States History I (3) |
| HST 219** | Ohio History (3) |
| PLS 122 | American National Government (3) |
| GEO 250 | World Cultural Geography (3) |

### Art and Music

| | |
|---|---|
| ART 117** | Art for Teachers of Young Children (3) |
| MUS 113** | Integrating Music Into the Early Childhood Classroom (3) |

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

### Elementary Religion Teacher
### Certificate Program

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

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



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

# Middle Childhood Education

## Bachelor of Arts in
## Middle Childhood Education

# DIVISION OF EDUCATION
## Middle Childhood Program

*Overview*
**Middle Childhood Program**

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

**Middle Education Program**
*Curriculum Overview*

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

The curriculum reflects well-established and contemporary principles and practices in order to offer teacher candidates the necessary knowledge, skills and dispositions to become caring, competent, qualified educators. Specifically, the Ohio Standards for the Teaching Profession serve as the criteria for assessment of the competencies and skills of 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.

## DIVISION OF EDUCATION
## Middle Childhood Program

**Core and General Education Curriculum**

The Core and General Education courses provide the skills and competencies essential for all college-educated adults.
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**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 provide teacher candidates with content to create effective learning experiences for young adolescents.

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

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

**Concentration Areas: Language Arts, Social Studies, Mathematics, Science (two of four) Core**

**Curriculum Requirements**

| | | |
|---|---|---|
| First Year Experience | (3 sh) | FYE 101 |
| English | (6 sh) | ENG 101 AND ENG 102 |
| Mathematics | (3 sh) | MTH 114 OR Any MTH course above 114 |
| Ethics | (3 sh) | PHL 103 *OR ALL FIVE of the courses with a* Δ |
| Enduring Question Seminar | (2-3 sh) | Any 399 course |
| Capstone in the major | (varied) | EDM 490 |
| Service Learning | (20 hours 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, 211, 212, 213, 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | SCI 170 |
| Social Science | (3 sh) | EDU 250 |

| **Professional Education-Foundation Courses** | | **Semester Hours** |
|---|---|---|
| EDU 100* Δ | Foundations of Education or EDU 101 (1sh) | 3 |
| FYE 101 | College Connections | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |

| **Middle Childhood Strand** | | |
|---|---|---|
| EDM 210 ♦ | Education for Young Adolescents | 3 |
| EDM 235 ♦ | Integrated Curriculum and Instruction | 3 |
| EDM 250* | Middle School Methods, Seminars, and Field Experience I | 3 |
| EDM 351-356* | Middle School Methods, Seminars and Field Experience II | 3 |
| EDM 490*/** | Middle Childhood Student Teaching | 12 |

| **Reading Strand** | | |
|---|---|---|
| EDU 220 | Reading Comprehension Skills and Strategies | 3 |
| EDU 221 | Content Area Reading | 3 |
| EDU 324 | The Role of Phonics and the Foundation of Reading | 3 |
| EDU 335 | Reading Diagnosis, Assessment & Instructional Implications | 3 |

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

**Language Arts**

| | |
|---|---|
| COM 100** | Oral Communications (3 sh) |
| | Young Adolescent to Young Adult (3 sh) |
| ENG 101** | Composition I: Essay Writing (3sh) |
| ENG 102** | Composition II: Research and Writing (3 sh) |
| ENG 200** | Introduction to Literature (3 sh) |
| ENG 313 | Theoretical Approaches to Reading & Writing (3 sh) |
| ENG 220 | Structures of the English Language (3 sh) |
| ENG 300 | Foundations of Western Literature I (3 sh) |

**Mathematics**

| | |
|---|---|
| MTH 114** | Mathematical Principles for Educators II (3 sh)— If ACT <22/SAT, 520, OR Any MTH course about 114 |
| MTH 116 | Math Pedagogy for Middle Childhood & AYA Teachers (3 sh) |
| MTH 122 | College Algebra (3 sh) |
| MTH 130 | Elementary Analysis (3 sh) |
| MTH 132 | Calculus for the Managerial Sciences (3 sh) |
| MTH 204 | Geometry (3 sh) |
| MTH 212 | Statistics (3 sh) |

**Science**

| | |
|---|---|
| BIO/L 201 | Principles of Biology I/Lab (4 sh) |
| BIO 215** | Basic Ecology (3 sh) |
| CHM/L 130 | Intro to General Chemistry (3 sh) |
| SCI 370 | Integrated Science for Teachers (3 sh) |
| PHS 112 | Introduction to Earth Science (3 sh) |
| PHS 113 | Principles of Physical Science (3 sh) |
| BIO 254 | Health Science for Teachers of Young Adolescents |

**Social Studies**

| | |
|---|---|
| HST 103 | History of World Civilizations I (3 sh) |
| HST 121** | Survey of U.S. History I (3 sh) |
| HST 122 | Survey of U.S. History II (3 sh) |
| HST 219** | Ohio History (3 sh) |
| PLS 122 | American National Government (3 sh) |
| GEO 260 | World Regional Geography (3 sh) |
| BUS 200 | Introduction to Economics (3 sh) |

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

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

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

**Concentration Areas: Language Arts, Social Studies, Mathematics, Science (two of four) Core**

**Curriculum Requirements**

| | | |
|---|---|---|
| First Year Experience | (3 sh) | LUC 101 |
| English | (6 sh) | ENG 101 AND ENG 313 |
| Mathematics | (3 sh) | MTH 114 OR Any MTH course above 114 |
| Ethics | (3 sh) | PHL 103 *OR ALL FIVE of the courses with a* Δ |
| Enduring Question Seminar | (2-3 sh) | Any 399 course |
| Capstone in the major | (varied) | EDM 490 |
| Service Learning | (20 hours 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 200,211,212,213, 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | SCI 170 |
| Social Science | (3 sh) | EDU 250 |

**Professional Education-Foundation Courses** — **Semester Hours**

| | | |
|---|---|---|
| EDU 100* Δ | Foundations of Education or EDU 101 (1sh) | 3 |
| LUC 101 | College Connections | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology & Human Development | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |

**Middle Childhood Strand**

| | | |
|---|---|---|
| EDM 235 ♦ | Integrated Curriculum and Instruction | 3 |
| EDM 250* | Middle School Methods, Seminars, and Field Experience I | 3 |
| EDM 351-356* | Middle School Methods, Seminars and Field Experience II | 3 |
| EDM 490*/** | Middle Childhood Student Teaching | 12 |

**Reading Strand**

| | | |
|---|---|---|
| EDU 220 | Reading Comp Skills, Strategies & the Writing Process in Inclusive Settings | 3 |
| EDU 221 | Content Area Reading & Writing | 3 |
| EDU 324 | The Role of Phonics and the Foundations of Reading & Writing | 3 |
| EDU 335 | Reading Diagnosis & Assessment | 3 |

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

**Language Arts**

| | |
|---|---|
| COM 100** | Oral Communications (3 sh) Young Adolescent to Young Adult (3 sh) |
| ENG 101** | Composition I: Essay Writing (3sh) |
| ENG 200** | Introduction to Literature (3 sh) |
| ENG 313 | Theoretical Approaches to Reading & Writing(3 sh) |
| ENG 220 | Structures of the English Language (3 sh) |
| ENG 300 | Foundations of Western Literature I (3 sh) |

**Mathematics**

| | |
|---|---|
| MTH 114** | Mathematical Principles for Educators II (3 sh)— If ACT <22/SAT, 520, OR Any MTH course about 114 |
| MTH 116 | Math Pedagogy for Middle Childhood & AYA Teachers (3 sh) |
| MTH 122 | College Algebra (3 sh) |
| MTH 130 | Elementary Analysis (3 sh) |
| MTH 132 | Calculus for the Managerial Sciences (3 sh) |
| MTH 204 | Geometry (3 sh) |
| MTH 212 | Statistics (3 sh) |

**Science**

| | |
|---|---|
| BIO/L 201 | Principles of Biology I/Lab (4 sh) |
| BIO 215** | Basic Ecology (3 sh) |
| CHM/L 130 | Intro to General Chemistry (3 sh) |
| SCI 370 | Integrated Science for Teachers (3 sh) |
| PHS 112 | Introduction to Earth Science (3 sh) |
| PHS 113 | Principles of Physical Science (3 sh) |
| BIO 254 | Health Science for Teachers of Young Adolescents |

**Social Studies**

| | |
|---|---|
| HST 103 | History of World Civilizations I (3 sh) |
| HST 121** | Survey of U.S. History I (3 sh) |
| HST 122 | Survey of U.S. History II (3 sh) |
| HST 219** | Ohio History (3 sh) |
| PLS 122 | American National Government (3 sh) |
| GEO 260 | World Regional Geography (3 sh) |
| BUS 200 | Introduction to Economics (3 sh) |

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

# Lourdes University Middle Childhood Program

### Elementary Religion Teacher
### Certificate Program

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

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

### Middle Childhood Generalist Endorsement

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



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# Adolescence to Young Adult Program



## Bachelor of Science
## Adolescence to Young Adult Education

## DIVISION OF EDUCATION
## Adolescence to Young Adult Program

### *Overview*
### Adolescence to Young Adult Overview

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

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.

### Adolescence to Young Adult Program
### *Curriculum Overview*

The Lourdes Division of Education has designed the curriculum based on contemporary research and the most current standards of the Council for the Accreditation of Educator Preparation, (CAEP); Ohio Department of Higher Education (ODHE); Ohio Department of Education (ODE); International Society 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).



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# DIVISION OF EDUCATION
## Adolescence to Young Adult Program

### Core and General Education Curriculum

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

### Professional Education Curriculum

The Professional Education Curriculum provides a teacher candidate with the courses to become an effective teacher as reflected in the Ohio Standards for the Teaching Profession. In addition, teacher candidates observe, learn, and practice the gift of teaching so they will become caring competent qualified educators. The Professional Education curriculum places special emphasis on meeting the needs of 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 provide teacher candidates with the content to create effective learning experiences for adolescents.

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

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

## *Course of Study*

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

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

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

## Required Curriculum
### Core Curriculum Requirements

| | | |
|---|---|---|
| First Year Experience | (3 sh) | FYE 101 |
| English | (6 sh) | ENG 101 AND ENG 102 |
| Mathematics | (3 sh) | MTH 114 OR Any MTH course above 114 |
| Ethics | (3 sh) | PHL 103 *OR ALL FIVE of the courses with a* Δ |
| Enduring Question Seminar | (2-3 sh) | |
| Capstone in the major | (varied) | EDA 450 |
| Service Learning | (20 hours in Gate I and 20 hours in Gate II) | |
| Cultural Diversity course or experience | (3 sh) | EDU 216 |

### General Education

| | | |
|---|---|---|
| History | (3 sh) | Any HST course |
| Literature | (3 sh) | ENG 200, 211, 212,213 or 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | Any approved Natural Science course |
| Social Science | (3 sh) | EDU 250 |

### Professional Education-Foundation Courses

| | | Semester Hours |
|---|---|---|
| EDU 100* Δ | Foundations of Education or EDU 101 (1sh) | 3 |
| FYE 101 | College Connections | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |

### Adolescence to Young Adult Strand Courses

| | | |
|---|---|---|
| EDA 210♦ | Teaching Adolescents to Young Adults | 3 |
| EDA 235 ♦ | Curriculum & Instruction for Adolescents to Young Adults | 3 |
| EDA 250* | General Teaching Methods and Field Experience I | 3 |
| EDA 351-354* | Methods and Field Experience II | 3 |
| EDA 490* | Adolescent & Young Adult Student Teaching | 12 |

### Reading Core

| | | |
|---|---|---|
| EDU 221 | Content Area Reading | 3 |

### Content Specialization (Semester hours required)

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

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

# Lourdes University Adolescence to Young Adult Program

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

**Teaching Field:** Integrated Language Arts

**Required Curriculum**

**Core Curriculum Requirements**

| | | |
|---|---|---|
| First Year Experience | (3 sh) | FYE 101 |
| English | (6 sh) | ENG 101 AND ENG 102 |
| Mathematics | (3 sh) | MTH 114 OR Any MTH course above 114 |
| Ethics | (3 sh) | PHL 103 *OR ALL FIVE of the courses 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 | (3 sh) | Any HST course |
| Literature | (3 sh) | ENG 200, 211, 212, 213 or 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101,125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | Any approved Natural Science course |
| Social Science | (3 sh) | EDU 250 |

| **Professional Education-Foundation Courses** | | | **Semester Hours** |
|---|---|---|---|
| EDU 100* Δ | Foundations of Education | or EDU 101 (1sh) | 3 |
| FYE 101 | Collee Connections | | 3 |
| EDU 151 | Technology for Learning | | 1 |
| EDU 251 | Technology & Pedagogy for Learning | | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | | 3 |
| EDU 230 Δ  ♦ | Survey of Special Needs Education | | 3 |
| EDU 250** ♦ | Educational Psychology | | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | | 3 |

| **Adolescence to Young Adult Strand Courses** | | |
|---|---|---|
| EDA 210 ♦ | Teaching Adolescents to Young Adults | 3 |
| EDA 235 ♦ | Curriculum & Instruction for Adolescents to Young Adults | 3 |
| EDA 353* | Language Arts Methods and Field Experience II | 3 |
| EDA 490*/** | Adolescent & Young Adult Student Teaching | 12 |

| **Reading Core** | | |
|---|---|---|
| EDU 220 | Reading Comprehension Skills & Strategies | 3 |
| EDU 221 | Content Area Reading | 3 |

| **Content Specialization: Integrated Language Arts** | | |
|---|---|---|
| ENG 101** | Composition I: Essay Writing | 3 |
| ENG 102** | Composition II: Research and Writing | 3 |
| ENG 200** | Introduction to Literature | 3 |
| ENG 220 | Structures of the English Language | 3 |
| ENG 313 | Theoretical Approaches to Writing & Reading and Teaching Writing | 3 |
| ENG 316 | Foundations of Rhetoric | 3 |
| ENG 390 | Approaches to Criticism | 3 |
| ENG 405 | Shakespeare | 3 |
| ENG 490 | Senior Research Project | 3 |
| *Select One* | | |
| ENG 211 | Postcolonial Literature | 3 |
| ENG 212 | Gender and Literature | 3 |
| ENG 213 | Multicultural U.S. Literature | 3 |
| ENG 214 | Ecology and Literature | 3 |
| *Select Three* | | |
| ENG 300 | Foundations of Western Literature | 3 |
| ENG 301 | Studies in English Literature I | 3 |
| ENG 302 | Studies in English Literature II | 3 |
| ENG 303 | Studies in American Literature I | 3 |
| ENG 304 | Studies in American Literature II | 3 |
| ENG 315 | Non-Western Literature | 3 |
| *Select Two* | | |
| ENG 401 | Studies in Fiction | 3 |
| ENG 402 | Studies in Drama | 3 |
| ENG 403 | Studies in Poetry | 3 |
| ENG 410 | Studies in Film | 3 |
| ENG 411 | Single Author Study | 3 |
| ENG 440 | Studies in Rhetoric | 3 |

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

# Lourdes University Adolescence to Young Adult Program

**Degree:** Bachelor of Science **Major:** Adolescence to Young Adult Education
**Teaching Field: Integrated Social Studies**
**Required Curriculum**
**Core Curriculum Requirements**

| | | |
|---|---|---|
| First Year Experience | (3 sh) | FYE 101 |
| English | (6 sh) | ENG 101 AND ENG 102 |
| Mathematics | (3 sh) | MTH 114 OR Any MTH course above 114 |
| Ethics | (3 sh) | PHL 103 *OR ALL FIVE of the courses 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 | (3 sh) | Any HST course |
| Literature | (3 sh) | ENG 200, 211, 212, 213, or 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | Any approved Natural Science course |
| Social Science | (3 sh) | EDU 250 |

**Professional Education-Foundation Courses**                           **Semester Hours**

| | | |
|---|---|---|
| EDU 100* Δ | Foundations of Education OR EDU 101 (1sh) | 3 |
| FYE 101 | College Connections | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |

**Adolescence to Young Adult Strand Courses**

| | | |
|---|---|---|
| EDA 210 ♦ | Teaching Adolescents to Young Adults | 3 |
| EDA 235 ♦ | Curriculum & Instruction for Adolescents to Young Adults | 3 |
| EDA 250* ♦ | General Teaching Methods and Field Experience I | 3 |
| EDA 351* | Social Studies Methods and Field Experience II | 3 |
| EDA 490*/** | Adolescent & Young Adult Student Teaching | 12 |

**Reading Core**

| | | |
|---|---|---|
| EDU 221 | Content Area Reading | 3 |

**Content Specialization: Integrated Social Studies**

| | | |
|---|---|---|
| HST 301 | Ancient History | 3 |
| HST 302 | Medieval & Renaissance Europe | 3 |
| HST 303 | Modern Europe | 3 |
| HST 307 | The American Revolution and the Early Republic | 3 |
| HST 308 | Civil War & Reconstruction | 3 |
| HST 309 | United States in the 20th Century | 3 |
| GEO 250 | World Cultural Geography | 3 |
| GEO 260 | World Regional Geography | 3 |
| PLS 122 | American National Government | 3 |
| PLS 201 | Modern Political Thought | 3 |
| BUS 254 | Macroeconomics | 3 |
| BUS 255 | Microeconomics | 3 |
| HST 490 | Capstone: Historical Methods | 3 |

*Select Three*

| | | |
|---|---|---|
| HST 411 | History of Latin America | 3 |
| HST 413 | History of the Middle East | 3 |
| HST 417 | History of the Far East | 3 |
| HST 419 | History of Africa | 3 |

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

# Lourdes University Adolescence to Young Adult Program

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

**Teaching Field: Integrated Science**

**Required Curriculum**

**Core Curriculum Requirements**

| | | |
|---|---|---|
| First Year Experience | (3 sh) | FYE 101 |
| English | (6 sh) | ENG 101 AND ENG 102 |
| Mathematics | (3 sh) | MTH 114 OR Any MTH course above 114 |
| Ethics | (3 sh) | PHL 103 *OR ALL FIVE of the courses with a Δ* |
| Enduring Question Seminar | (2-3 sh) | Any 399 course |
| Capstone in the major | (varied) | EDA 490 |
| Service Learning | (20 hours in Gate I and 20 hours in Gate II) | |
| Cultural Diversity course or experience | (3 sh) | EDU 216 |

**General Education**

| | | |
|---|---|---|
| History | (3 sh) | Any HST course |
| Literature | (3 sh) | ENG 200, 211, 212, 213, or 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | Any approved Natural Science course |
| Social Science | (3 sh) | EDU 250 |

**Professional Education-Foundation Courses**                                                                **Semester Hours**

| | | |
|---|---|---|
| EDU 100* Δ | Foundations of Education OR EDU 101 (1sh) | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |

**Adolescence to Young Adult Strand Courses**

| | | |
|---|---|---|
| EDA 210 ♦ | Teaching Adolescents to Young Adults | 3 |
| EDA 235 ♦ | Curriculum & Instruction for Adolescents to Young Adults | 3 |
| EDA 250* ♦ | General Teaching Methods and Field Experience I | 3 |
| EDA 352* | Science Methods and Field Experience II | 3 |
| EDA 490*/** | Adolescent & Young Adult Student Teaching | 12 |

**Reading Core**

| | | |
|---|---|---|
| EDU 221 | Content Area Reading | 3 |

**Content Specialization: Integrated Science**

**Biology/Life Science**

| | | |
|---|---|---|
| BIO 201/BIL 201 | Principles of Biology I/Lab | 4 |
| BIO 202/BIL 202 | Principles of Biology II/Lab | 4 |
| BIO 204** | Basic Human Anatomy and Physiology | 3 |
| BIO 307/BIL 307 | Cell Biology/Lab | 4 |
| BIO 308/BIL 308 | Genetics/Lab | 4 |
| BIO 335/BIL 335 | General Microbiology/Lab | 4 |

**Chemistry**

| | | |
|---|---|---|
| CHM 181/CHL 181 | General College Chemistry I/Lab | 4 |
| CHM 182/CHL 182 | General College Chemistry II/Lab | 4 |
| CHM 301/CHL 301 | Organic Chemistry I/Lab | 4 |
| CHM 302/CHL 302 | Organic Chemistry II/Lab | 4 |
| CHM 306/CHL 306 | Environmental Chemistry/Lab | 4 |

**Physics**

| | | |
|---|---|---|
| PHS 111 | Introduction to Astronomy | 3 |
| PHS 201/PLA 301 | College Physics I | 5 |
| PHS 202/PLA 302 | College Physics II | 5 |

**Physical Science**

| | | |
|---|---|---|
| PHS 114 | Introduction to Geology | 3 |
| PHS 112 | Introduction to Earth Science | 3 |
| BIO 317 | Principles of Ecology | 3 |

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

# Lourdes University Adolescence to Young Adult Program

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

## Core Curriculum Requirements

| | | |
|---|---|---|
| First Year Experience | (3 sh) | FYE 101 |
| English | (6 sh) | ENG 101 AND ENG 102 |
| Mathematics | (3 sh) | MTH 114 OR Any MTH course above 114 |
| Ethics | (3 sh) | PHL 103 *OR ALL FIVE of the courses 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 | (3 sh) | Any HST course |
| Literature | (3 sh) | ENG 200, 211, 212, 213, or 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | Any approved Natural Science course |
| Social Science | (3 sh) | EDU 250 |

| **Professional Education-Foundation Courses** | | **Semester Hours** |
|---|---|---|
| EDU 100*Δ | Foundations of Education OR EDU 101 (1sh) | 3 |
| FYE 101 | College Connections | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216**Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |
| **Adolescence to Young Adult Strand Courses** | | |
| EDA 210 ♦ | Teaching Adolescents to Young Adults | 3 |
| EDA 235 ♦ | Curriculum & Instruction for Adolescents to Young Adults | 3 |
| EDA 250* ♦ | General Teaching Methods and Field Experience I | 3 |
| EDA 352* | Science Methods and Field Experience II | 3 |
| EDA 490*/** | Adolescent & Young Adult Student Teaching | 12 |
| **Reading Core** | | |
| EDU 221 | Content Area Reading | 3 |
| **Content Specialization: Life Science** | | |
| **Biology/Life Science** | | |
| BIO 201/BIL 201 | Principles of Biology/Lab | 4 |
| BIO 202/BIL 202 | Principles of Biology II/Lab | 4 |
| BIO 204** | Basic Human Anatomy and Physiology | 3 |
| BIO 215 | Basic Ecology | 3 |
| BIO 307/BIL 307 | Cell Biology/Lab | 4 |
| BIO 308/BIL 308 | Genetics /Lab | 4 |
| BIO 335/BIL 335 | General Microbiology/Lab | 4 |
| BIO 402 | Introduction to Research | 1 |
| BIO 410 | Biology Seminar | 2 |
| *Select One* | | |
| BIO 306/BIL 306 | Vertebrate Zoology/Lab | 4 |
| BIO 311/BIL 311 | Invertebrate Zoology/Lab | 4 |
| **Chemistry/Physical/Earth Science** | | |
| CHM 140/CHL 140 | General, Organic and Biological Chemistry | 4 |
| PHS   112 | Introduction to Earth Science | 3 |
| PHS   113 | Principles of Physical Science | 3 |
| SCI   370 | Integrated Science for Teachers | 3 |
| *Select One* | | |
| PHS 111 | Introduction to Astronomy | 3 |
| PHS 114 | Introduction to Geology | 3 |

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

# Lourdes University Adolescence to Young Adult Program

**Degree: Bachelor of Science**         **Major: Adolescence to Young Adult Education**
**Teaching Field: Integrated Mathematics**
**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* Δ |
| Enduring Question Seminar | (2-3 sh) | |
| Capstone in the major | (varied) | EDA 490 |
| Service Learning | (20 hours) | |
| Cultural Diversity course or experience | (3 sh) | EDU 216 |

**General Education**

| | | |
|---|---|---|
| History | (3 sh) | Any HST course |
| Literature | (3 sh) | ENG 200, 211, 212, 213, or 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | Any approved Natural Science course |
| Social Science | (3 sh) | EDU 250 |

**Professional Education**

**Foundation Courses**                                                                 **Semester Hours**

| | | |
|---|---|---|
| EDU 100* Δ | Foundations of Education    or EDU 101 (1sh) | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |

**Adolescence to Young Adult Strand Courses**

| | | |
|---|---|---|
| EDA 210♦ | Teaching Adolescents to Young Adults | 3 |
| EDA 235♦ | Curriculum & Instruction for Adolescents to Young Adults | 3 |
| EDA 250*♦ | General Teaching Methods and Field Experience I | 3 |
| EDA 354* | Mathematics Methods and Field Experience II | 3 |
| EDA 490*/** | Adolescent & Young Adult Student Teaching | 12 |

**Reading Core**

| | | |
|---|---|---|
| EDU 221 | Content Area Reading | 3 |

**Content Specialization: Integrated Mathematics**

| | | |
|---|---|---|
| MTH 116 | Math Pedagogy for Middle Childhood and AYA Teachers | 3 |
| MTH 122** | College Algebra | |
| MTH 130 | Elementary Analysis | 3 |
| MTH 135 | Analytical Geometry & Calculus I | 4 |
| MTH 136 | Analytical Geometry & Calculus II | 4 |
| MTH 204 | Geometry | 3 |
| MTH 212 | Statistics | 3 |
| MTH 215 | Linear Algebra | 3 |
| MTH 235 | Calculus III | 4 |
| MTH 242 | Introduction to Mathematical Reasoning | 3 |
| MTH 256 | Discrete Mathematics | 3 |
| MTH 301 | Abstract Algebra | 3 |
| MTH 305 | Differential Equations | 3 |
| MTH 490 | History of Mathematics | 3 |

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

*Course of Study*

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

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

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

## Required Curriculum
**Core Curriculum Requirements**

| | | |
|---|---|---|
| First Year Experience | (3 sh) | LUC 101 |
| English | (6 sh) | ENG 101 AND ENG 313 |
| Mathematics | (3 sh) | MTH 114 OR Any MTH course above 114 |
| Ethics | (3 sh) | PHL 103 *OR ALL FIVE of the courses with a* Δ |
| Enduring Question Seminar | (2-3 sh) | |
| Capstone in the major | (varied) | EDA 450 |
| Service Learning | (20 hours in Gate I and 20 hours in Gate II) | |
| Cultural Diversity course or experience | (3 sh) | EDU 216 |

**General Education**

| | | |
|---|---|---|
| History | (3 sh) | Any HST course |
| Literature | (3 sh) | ENG 200, 211, 212,213 or 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | Any approved Natural Science course |
| Social Science | (3 sh) | EDU 250 |

**Professional Education-Foundation Courses** — Semester Hours

| | | |
|---|---|---|
| EDU 100* Δ | Foundations of Education or EDU 101 (1sh) | 3 |
| LUC 101 | College Connections | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology & Human Development | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |

**Adolescence to Young Adult Strand Courses**

| | | |
|---|---|---|
| EDA 235 ♦ | Curriculum & Instruction for Adolescents to Young Adults | 3 |
| EDA 250* | General Teaching Methods and Field Experience I | 3 |
| EDA 351-354* | Methods and Field Experience II | 3 |
| EDA 490* | Adolescent & Young Adult Student Teaching | 12 |

**Reading Core**

| | | |
|---|---|---|
| EDU 221 | Content Area Reading & Writing | 3 |

**Content Specialization (Semester hours required)**

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

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

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

**Teaching Field: Integrated Language Arts**

**Required Curriculum**

**Core Curriculum Requirements**

| | | |
|---|---|---|
| First Year Experience | (3 sh) | LUC 101 |
| English | (6 sh) | ENG 101 AND ENG 313 |
| Mathematics | (3 sh) | MTH 114 OR Any MTH course above 114 |
| Ethics | (3 sh) | PHL 103 *OR ALL FIVE of the courses with a* 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 | (3 sh) | Any HST course |
| Literature | (3 sh) | ENG 200, 211, 212, 213 or 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101,125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | Any approved Natural Science course |
| Social Science | (3 sh) | EDU 250 |

**Professional Education-Foundation Courses**                                          **Semester Hours**

| | | | |
|---|---|---|---|
| EDU 100* Δ | Foundations of Education | or EDU 101 (1sh) | 3 |
| LUC 101 | Collee Connections | | 3 |
| EDU 151 | Technology for Learning | | 1 |
| EDU 251 | Technology & Pedagogy for Learning | | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | | 3 |
| EDU 250** ♦ | Educational Psychology & Human Development | | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | | 3 |

**Adolescence to Young Adult Strand Courses**

| | | |
|---|---|---|
| EDA 235 ♦ | Curriculum & Instruction for Adolescents to Young Adults | 3 |
| EDA 353* | Language Arts Methods and Field Experience II | 3 |
| EDA 490*/** | Adolescent & Young Adult Student Teaching | 12 |

**Reading Core**

| | | |
|---|---|---|
| EDU 220 | Reading Comp Skills, Strategies & the Writing Process in Inclusive Settings | 3 |
| EDU 221 | Content Area Reading & Writing | 3 |

**Content Specialization: Integrated Language Arts**

| | | |
|---|---|---|
| ENG 101** | Composition I: Essay Writing | 3 |
| ENG 313** | Theoretical Approaches to Writing, Reading, & the Teaching of Writing | 3 |
| ENG 200** | Introduction to Literature | 3 |
| ENG 220 | Structures of the English Language | 3 |
| ENG 313 | Theoretical Approaches to Writing & Reading and Teaching Writing | 3 |
| ENG 316 | Foundations of Rhetoric | 3 |
| ENG 390 | Approaches to Criticism | 3 |
| ENG 405 | Shakespeare | 3 |
| ENG 490 | Senior Research Project | 3 |

*Select One*

| | | |
|---|---|---|
| ENG 211 | Postcolonial Literature | 3 |
| ENG 212 | Gender and Literature | 3 |
| ENG 213 | Multicultural U.S. Literature | 3 |
| ENG 214 | Ecology and Literature | 3 |

*Select Three*

| | | |
|---|---|---|
| ENG 300 | Foundations of Western Literature | 3 |
| ENG 301 | Studies in English Literature I | 3 |
| ENG 302 | Studies in English Literature II | 3 |
| ENG 303 | Studies in American Literature I | 3 |
| ENG 304 | Studies in American Literature II | 3 |
| ENG 315 | Non-Western Literature | 3 |

*Select Two*

| | | |
|---|---|---|
| ENG 401 | Studies in Fiction | 3 |
| ENG 402 | Studies in Drama | 3 |
| ENG 403 | Studies in Poetry | 3 |
| ENG 410 | Studies in Film | 3 |
| ENG 411 | Single Author Study | 3 |
| ENG 440 | Studies in Rhetoric | 3 |

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

**Degree:** Bachelor of Science **Major:** Adolescence to Young Adult Education
**Teaching Field:** Integrated Social Studies
**Required Curriculum**
**Core Curriculum Requirements**

| | | |
|---|---|---|
| First Year Experience | (3 sh) | LUC 101 |
| English | (6 sh) | ENG 101 AND ENG 313 |
| Mathematics | (3 sh) | MTH 114 OR Any MTH course above 114 |
| Ethics | (3 sh) | PHL 103 *OR ALL FIVE of the courses with a* 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 | (3 sh) | Any HST course |
| Literature | (3 sh) | ENG 200, 211, 212, 213, or 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | Any approved Natural Science course |
| Social Science | (3 sh) | EDU 250 |

| **Professional Education-Foundation Courses** | | **Semester Hours** |
|---|---|---|
| EDU 100* Δ | Foundations of Education OR EDU 101 (1sh) | 3 |
| LUC 101 | College Connections | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology & Human Development | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |

| **Adolescence to Young Adult Strand Courses** | | |
|---|---|---|
| EDA 235 ♦ | Curriculum & Instruction for Adolescents to Young Adults | 3 |
| EDA 250* ♦ | General Teaching Methods and Field Experience I | 3 |
| EDA 351* | Social Studies Methods and Field Experience II | 3 |
| EDA 490*/** | Adolescent & Young Adult Student Teaching | 12 |

| **Reading Core** | | |
|---|---|---|
| EDU 221 | Content Area Reading & Writing | 3 |

| **Content Specialization: Integrated Social Studies** | | |
|---|---|---|
| HST 301 | Ancient History | 3 |
| HST 302 | Medieval & Renaissance Europe | 3 |
| HST 303 | Modern Europe | 3 |
| HST 307 | The American Revolution and the Early Republic | 3 |
| HST 308 | Civil War & Reconstruction | 3 |
| HST 309 | United States in the 20th Century | 3 |
| GEO 250 | World Cultural Geography | 3 |
| GEO 260 | World Regional Geography | 3 |
| PLS 122 | American National Government | 3 |
| PLS 201 | Modern Political Thought | 3 |
| BUS 254 | Macroeconomics | 3 |
| BUS 255 | Microeconomics | 3 |
| HST 490 | Capstone: Historical Methods | 3 |
| ***Select Three*** | | |
| HST 411 | History of Latin America | 3 |
| HST 413 | History of the Middle East | 3 |
| HST 417 | History of the Far East | 3 |
| HST 419 | History of Africa | 3 |

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

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

**Degree: Bachelor of Science**     **Major: Adolescence to Young Adult Education**
**Teaching Field: Integrated Science**
**Required Curriculum**
**Core Curriculum Requirements**

| | | |
|---|---|---|
| First Year Experience | (3 sh) | LUC 101 |
| English | (6 sh) | ENG 101 AND ENG 313 |
| Mathematics | (3 sh) | MTH 114 OR Any MTH course above 114 |
| Ethics | (3 sh) | PHL 103 *OR ALL FIVE of the courses with a Δ* |
| Enduring Question Seminar | (2-3 sh) | Any 399 course |
| Capstone in the major | (varied) | EDA 490 |
| Service Learning | (20 hours in Gate I and 20 hours in Gate II) | |
| Cultural Diversity course or experience | (3 sh) | EDU 216 |

**General Education**

| | | |
|---|---|---|
| History | (3 sh) | Any HST course |
| Literature | (3 sh) | ENG 200, 211, 212, 213, or 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | Any approved Natural Science course |
| Social Science | (3 sh) | EDU 250 |

**Professional Education-Foundation Courses** **Semester Hours**

| | | |
|---|---|---|
| EDU 100* Δ | Foundations of Education OR EDU 101 (1sh) | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology & Human Development | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |

**Adolescence to Young Adult Strand Courses**

| | | |
|---|---|---|
| EDA 235 ♦ | Curriculum & Instruction for Adolescents to Young Adults | 3 |
| EDA 250* ♦ | General Teaching Methods and Field Experience I | 3 |
| EDA 352* | Science Methods and Field Experience II | 3 |
| EDA 490*/** | Adolescent & Young Adult Student Teaching | 12 |

**Reading Core**

| | | |
|---|---|---|
| EDU 221 | Content Area Reading & Writing | 3 |

**Content Specialization: Life Science**
**Biology/Life Science**

| | | |
|---|---|---|
| BIO 201/BIL 201 | Principles of Biology I/Lab | 4 |
| BIO 202/BIL 202 | Principles of Biology II/Lab | 4 |
| BIO 204** | Basic Human Anatomy and Physiology | 3 |
| BIO 307/BIL 307 | Cell Biology/Lab | 4 |
| BIO 308/BIL 308 | Genetics/Lab | 4 |
| BIO 335/BIL 335 | General Microbiology/Lab | 4 |

**Chemistry**

| | | |
|---|---|---|
| CHM 181/CHL 181 | General College Chemistry I/Lab | 4 |
| CHM 182/CHL 182 | General College Chemistry II/Lab | 4 |
| CHM 301/CHL 301 | Organic Chemistry I/Lab | 4 |
| CHM 302/CHL 302 | Organic Chemistry II/Lab | 4 |
| CHM 306/CHL 306 | Environmental Chemistry/Lab | 4 |

**Physics**

| | | |
|---|---|---|
| PHS 111 | Introduction to Astronomy | 3 |
| PHS 201/PLA 301 | College Physics I | 5 |
| PHS 202/PLA 302 | College Physics II | 5 |

**Physical Science**

| | | |
|---|---|---|
| PHS 114 | Introduction to Geology | 3 |
| PHS 112 | Introduction to Earth Science | 3 |
| BIO 317 | Principles of Ecology | 3 |

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

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

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

**Core Curriculum Requirements**

| | | |
|---|---|---|
| First Year Experience | (3 sh) | LUC 101 |
| English | (6 sh) | ENG 101 AND ENG 313 |
| Mathematics | (3 sh) | MTH 114 OR Any MTH course above 114 |
| Ethics | (3 sh) | PHL 103 *OR ALL FIVE of the courses with a* 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 | (3 sh) | Any HST course |
| Literature | (3 sh) | ENG 200, 211, 212, 213, or 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | Any approved Natural Science course |
| Social Science | (3 sh) | EDU 250 |

**Professional Education-Foundation Courses**

| | | Semester Hours |
|---|---|---|
| EDU 100*Δ | Foundations of Education OR EDU 101 (1sh) | 3 |
| LUC 101 | College Connections | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216**Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ♦ | Survey of Special Needs Education | 3 |
| EDU 250**♦ | Educational Psychology & Human Development | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |

**Adolescence to Young Adult Strand Courses**

| | | |
|---|---|---|
| EDA 235♦ | Curriculum & Instruction for Adolescents to Young Adults | 3 |
| EDA 250*♦ | General Teaching Methods and Field Experience I | 3 |
| EDA 352* | Science Methods and Field Experience II | 3 |
| EDA 490*/** | Adolescent & Young Adult Student Teaching | 12 |

**Reading Core**

| | | |
|---|---|---|
| EDU 221 | Content Area Reading & Writing | 3 |

**Content Specialization: Life Science**

**Biology/Life Science**

| | | |
|---|---|---|
| BIO 201/BIL 201 | Principles of Biology/Lab | 4 |
| BIO 202/BIL 202 | Principles of Biology II/Lab | 4 |
| BIO 204** | Basic Human Anatomy and Physiology | 3 |
| BIO 215 | Basic Ecology | 3 |
| BIO 307/BIL 307 | Cell Biology/Lab | 4 |
| BIO 308/BIL 308 | Genetics /Lab | 4 |
| BIO 335/BIL 335 | General Microbiology/Lab | 4 |
| BIO 402 | Introduction to Research | 1 |
| BIO 410 | Biology Seminar | 2 |

*Select One*

| | | |
|---|---|---|
| BIO 306/BIL 306 | Vertebrate Zoology/Lab | 4 |
| BIO 311/BIL 311 | Invertebrate Zoology/Lab | 4 |

**Chemistry/Physical/Earth Science**

| | | |
|---|---|---|
| CHM 140/CHL 140 | General, Organic and Biological Chemistry | 4 |
| PHS   112 | Introduction to Earth Science | 3 |
| PHS   113 | Principles of Physical Science | 3 |
| SCI   370 | Integrated Science for Teachers | 3 |

*Select One*

| | | |
|---|---|---|
| PHS 111 | Introduction to Astronomy | 3 |
| PHS 114 | Introduction to Geology | 3 |

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

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

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

| | | | |
|---|---|---|---|
| First Year Experience | (3 sh) | LUC 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) | | |
| Capstone in the major | (varied) | EDA 490 | |
| Service Learning | (20 hours) | | |
| Cultural Diversity course or experience | (3 sh) | EDU 216 | |

**General Education**

| | | |
|---|---|---|
| History | (3 sh) | Any HST course |
| Literature | (3 sh) | ENG 200, 211, 212, 213, or 214 |
| Philosophy | (3 sh) | Any PHL course |
| Theology | (6 sh) | THS 101, 125, 218, 220, 221, 235, 312 OR 316, AND a 200 level or above THS |
| Art/Music | (3 sh) | Any approved Art or Music course |
| Natural Science | (3-4 sh) | Any approved Natural Science course |
| Social Science | (3 sh) | EDU 250 |

**Professional Education**

**Foundation Courses**

| | | Semester Hours |
|---|---|---|
| EDU 100* Δ | Foundations of Education    or EDU 101 (1sh) | 3 |
| EDU 151 | Technology for Learning | 1 |
| EDU 251 | Technology & Pedagogy for Learning | 1 |
| EDU 351 | Technology, Pedagogy, & Content Knowledge | 1 |
| EDU 216** Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology & Human Development | 3 |
| EDU 319 Δ | Classroom Management for Middle Childhood & AYA | 3 |
| EDU 329 Δ | Differentiated Instruction & Assessment | 3 |

**Adolescence to Young Adult Strand Courses**

| | | |
|---|---|---|
| EDA 235 ♦ | Curriculum & Instruction for Adolescents to Young Adults | 3 |
| EDA 250* ♦ | General Teaching Methods and Field Experience I | 3 |
| EDA 354* | Mathematics Methods and Field Experience II | 3 |
| EDA 490*/** | Adolescent & Young Adult Student Teaching | 12 |

**Reading Core**

| | | |
|---|---|---|
| EDU 221 | Content Area Reading & Writing | 3 |

**Content Specialization: Integrated Mathematics**

| | | |
|---|---|---|
| MTH 116 | Math Pedagogy for Middle Childhood and AYA Teachers | 3 |
| MTH 122** | College Algebra | |
| MTH 130 | Elementary Analysis | 3 |
| MTH 135 | Analytical Geometry & Calculus I | 4 |
| MTH 136 | Analytical Geometry & Calculus II | 4 |
| MTH 204 | Geometry | 3 |
| MTH 212 | Statistics | 3 |
| MTH 215 | Linear Algebra | 3 |
| MTH 235 | Calculus III | 4 |
| MTH 242 | Introduction to Mathematical Reasoning | 3 |
| MTH 256 | Discrete Mathematics | 3 |
| MTH 301 | Abstract Algebra | 3 |
| MTH 305 | Differential Equations | 3 |
| MTH 490 | History of Mathematics | 3 |

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

# Education Intervention Specialist Program

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

# Lourdes University Education Intervention Specialist Program

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

**Required Curriculum**

**Core Curriculum Requirements**

| | | |
|---|---|---|
| First Year Experience | (3 sh) | LUC 101 |
| English | (6 sh) | ENG 101 AND 313 |
| Mathematics | (3 sh) | MTH 112 |
| 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) | EIS 490 |
| Service Learning | (20 hrs. prior to Gate II) | |
| Cultural Diversity course or experience | (3 sh) | EDU 216 |

**General Education**

| | | |
|---|---|---|
| History | (6 sh) | HST 121 AND 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 and MUS 113 |
| Natural Science | (3-4 sh) | SCI 170 |
| Social Science | (3 sh) | EDU 250 |

**Professional Education-Foundation Courses**        **Semester Hours**

| | | |
|---|---|---|
| EDU 100* Δ | Foundations of Education or EDU 101 (1sh) | 3 |
| LUC 101 | College Connections | 3 |
| EDU 216** Δ | Multicultural & Social Issues in Education | 3 |
| EDU 230 Δ ♦ | Survey of Special Needs Education | 3 |
| EDU 250** ♦ | Educational Psychology and Human Development | 3 |
| EDU 317 or 319 Δ | Classroom Management for Early Childhood Education | 3 |

**Early Childhood Strand**

| | | |
|---|---|---|
| EDE 235 ♦ | Integrated Curriculum & Instruction in Early Childhood | 3 |
| EDE 307 | Special Needs Assessment & Instructional Adaptations | 3 |
| EDE 315 | Family, School, and Community Relations | 3 |
| EIS 203 | Positive Behavior Interventions | 3 |
| EIS 204 | Instruction Interventions | 3 |
| EIS 206 | Transitions & Students with Exceptionalities | 3 |
| EIS 250* | Methods & Field Experience I | 3 |
| EIS 304 | Law & Policy | 3 |
| EIS 306 | Assistive Technology | 3 |
| EIS 350 * | Field Experience for Special | 3 |
| EIS 401 | Math, Science & Social Studies Instruction | 3 |
| EIS 402 | Adapting Curriculum & Instruction | 3 |
| EIS 490* | Student Teaching Internship & Seminar Special Education K-12 | 12 |

**Reading Strand**

| | | |
|---|---|---|
| EDU 220 | Reading Comp Skills, Strategies & the Writing Process in Inclusive Settings | 3 |
| EDU 221 | Content Area Reading & Writing | 3 |
| EDU 324 | The Role of Phonics and the Foundations of Reading & Writing | 3 |
| EDU 335 | Reading Diagnosis & Assessment | 3 |

**Curriculum Content**

**Language Arts**

| | |
|---|---|
| COM 100 | Oral Communications (3) |
| ENG 101** | Composition I: Essay Writing (3) |
| ENG 313** | Theoretical Approaches to Writing, Reading, & the Teaching of Writing (3) |
| ENG 200** | Introduction to Literature (3) |

**Mathematics**

| | |
|---|---|
| MTH 112** | Mathematical Principles for Teachers of Young Children (3) |

**Science**

| | |
|---|---|
| SCI 170** | Survey of Science (3) |

**Social Studies**

| | |
|---|---|
| HST 121** | Survey of United States History I (3) |
| HST 219** | Ohio History (3) |

**Art and Music**

| | |
|---|---|
| ART 117** | Art for Teachers of Young Children (3) |
| MUS 113** | Integrating Music Into the Early Childhood Classroom (3) |

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# Endorsement & Certificate Programs

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

# DIVISION OF EDUCATION
## Endorsement and Certificate Programs

### Elementary Religion Teacher Certificate Program

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

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



### Catholic High School Religion Teacher Certificate Program

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

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

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

*\* Indicates courses that require Field Experience*
*♦ Indicates courses that require Clinical Experience*

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**DIVISION OF EDUCATION**
**Certificate and Endorsement Programs**

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### Middle Childhood Generalist Endorsement

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

### Middle Childhood Endorsement for Language Arts

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

- ENG 101   Composition I Essay Writing
- ENG 102   Research & Writing
- ENG 200   Introduction to Literature
The candidate completes these two courses:
- ENG 313   Theoretical Approaches to Writing and Reading.
- EDU 221   Content Area Reading
The candidate must also pass the OAE test 28 for Middle Childhood Language Arts, **or** pass the OAE Elementary Education Content Knowledge Subtests 18 & 19.

### Middle Childhood Endorsement for Social Studies

The candidate must take the following courses:

- PLS 122   American National Government
- GEO 260   World Regional Geography

- HST 121   Survey of the United States History I*
- HST 219   Ohio History*

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

### Middle Childhood Endorsement for Mathematics

The candidate must take the following courses:

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

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

### Middle Childhood Endorsement for Science

The candidate must take the following courses:
- SCI 170   Survey of Science*
- SCI 370   Integrated Science for Teachers

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

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

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**DIVISION OF EDUCATION**
**Certificate and Endorsement Programs**

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### Middle Childhood Generalist Endorsement

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

### Middle Childhood Endorsement for Language Arts

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

- ENG 101   Composition I Essay Writing
- ENG 102   Research & Writing
- ENG 200   Introduction to Literature
The candidate completes these two courses:
- ENG 313   Theoretical Approaches to Writing and Reading.
- EDU 221   Content Area Reading
The candidate must also pass the OAE test 28 for Middle Childhood Language Arts, **or** pass the OAE Elementary Education Content Knowledge Subtests 18 & 19.

### Middle Childhood Endorsement for Social Studies

The candidate must take the following courses:

- PLS 122   American National Government
- GEO 260   World Regional Geography

- HST 121   Survey of the United States History I*
- HST 219   Ohio History*

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

### Middle Childhood Endorsement for Mathematics

The candidate must take the following courses:

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

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

### Middle Childhood Endorsement for Science

The candidate must take the following courses:
- SCI 170   Survey of Science*
- SCI 370   Integrated Science for Teachers

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

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

# DIVISION OF EDUCATION
## Certificate and Endorsement Programs

### Early Childhood Generalist Endorsement
### (Graduate Level)

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

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

### State of Ohio Reading Endorsement
### (Graduate Level)

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

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

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

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

The courses fulfilling the requirements for the endorsement certificate program are listed below:
- EDU 640  Literacy Foundations, Strategies, and Cultural Competencies (3)
- EDU 641  Phonics and Applied Word Study (3)
- EDU 642  Reading and Writing in the P-12 Classroom (3)
- EDU 643  Literacy Assessment, Diagnosis, and Intervention (3)
- EDU 644  Practicum: Professionalism in Clinical Literacy Practice (3)

# Graduate Education Programs



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

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

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

- Demonstrate effective oral and written communication forms, graduates will exhibit proficiency in the specific knowledge bases and dispositions, which form their areas of specialization.
- Recognize that all students are unique gifts of God, graduates will demonstrate an understanding of contemporary curriculum teaching and learning theories and will be able to apply these to promote learning for all.
- Grounded in the Franciscan values of learning, reverence and service, graduates will demonstrate a commitment to social responsibility, global diversity and the standards of their discipline.
- Promote the use of research-based instructional practices, graduates will incorporate the use of instructional technologies to support student learning and literacies, as well as their own professional development.
- Grounded in 21st Century skills and dispositions, graduates will demonstrate values and respect for global diversity in order to promote inclusive and responsive educational practices.

## Admission
Students seeking admission to the **Master of Education in Teaching and Curriculum** must:
- Possess a Bachelor degree from a regionally accredited institution with a minimum 2.75 cumulative GPA.
- Submit a completed Graduate Application for Admission.
- Request an official copy of all college transcripts.
- Provide a current resume and three (3) letters of recommendation.

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

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

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

- Possess a Bachelor degree from a regionally accredited institution with a minimum 2.75 cumulative GPA.

- Submit a completed Graduate Application for Admission

- Request an official copy of all college transcripts.

# DIVISION OF EDUCATION
## Graduate Education/Professional Development

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

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

### Program Completion Requirements

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

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

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

### Master of Education Degree in Teaching and Curriculum

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

- The program provides quality, relevant, coordinated, and enriching professional development experiences to advance, enhance, and update the knowledge and skills of teachers.

- Teachers who complete the program will be able to advance, enhance, and update the knowledge and skills of their students and the learning communities in which they work and serve.

### *Core Courses*

EDU 600    Introduction to Graduate Studies & Applied Research (3)
EDU 610    Learning Theory and Instruction (3)

EDU 611    Social, Cultural and Legal Issues in Education (3)
EDU 612    Current Trends in Curriculum and Instruction (3)
EDU 613    Current and Emerging Technologies in Education (3)
EDU 620    Action Research Project Design (3)
           EDU 621 Action Research Project (3)

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

**Total 33 semester hours**

### Master of Education Degree with a Major in Reading

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

- The program provides quality, relevant, coordinated, and enriching professional development experiences to advance, enhance, and update the knowledge and skills of teachers in the areas of curriculum and literacy studies.

- Teachers who complete the program will be able to advance, enhance, and update the knowledge and literacy skills of their students and the learning communities in which they work and serve.

# DIVISION OF EDUCATION
## Graduate Education/Professional Development

*Core Courses*

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

*Strand Courses*

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

**Total 33 semester hours**

### Master of Education Degree in Educational Leadership

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

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

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

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

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

**Required Curriculum**

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

**Total 36 semester hours**

# DIVISION OF EDUCATION
## Graduate Education/Professional Development

### Master of Education Degree in Special Education

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

**Required Curriculum**

EDU 678: Foundations of Education of Individuals with Exceptionalities (3)

EDU 679: Collaboration between School, Families, and Community Support Service (3)

EDU 680: Positive Behavioral Interventions for Individuals with Exceptionalities (3)

EDU 681: Instructional Interventions for Individuals with Exceptionalities (3)

EDU 682: Reading Diagnoses and Assessment (3)

EDU 683: Special Education Law and Policy (3)

EDU 684: Assessment and Diagnosis (3)

EDU 685: Reading Comprehension Skills, Strategies and the Writing Process in Inclusive Classrooms (3)

EDU 686: The Role of Phonics and the Foundations of Reading and Writing (3)

**Initial Licensure Students**

EDU 690: Student Teaching (6)

**Those with current teaching license**

Graduate Elective Courses (6)

**Total 33 semester hours**

### Professional Development

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

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

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

### Learner's Edge

Lourdes University partners with Learners 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.learnersedge.com

# Teacher Candidate Performance Outcomes & Proficiencies

## *Overview*

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

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

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

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

**Division of Education**
**Mission**
**Guiding Principles**

Teacher Candidate
Performance Outcomes
*and*
Ohio Standards for the
Teaching Profession

Program
Completer
Claims

**CANDIDATE PROFICIENCIES**

**Knowledge**

Students
Content
Assessment
Instruction
Profession

**Skills**

Planning
Instruction
Assessment
Reflection

**Dispositions**

Learning
Reverence
Service

**Crosscutting Themes**

51
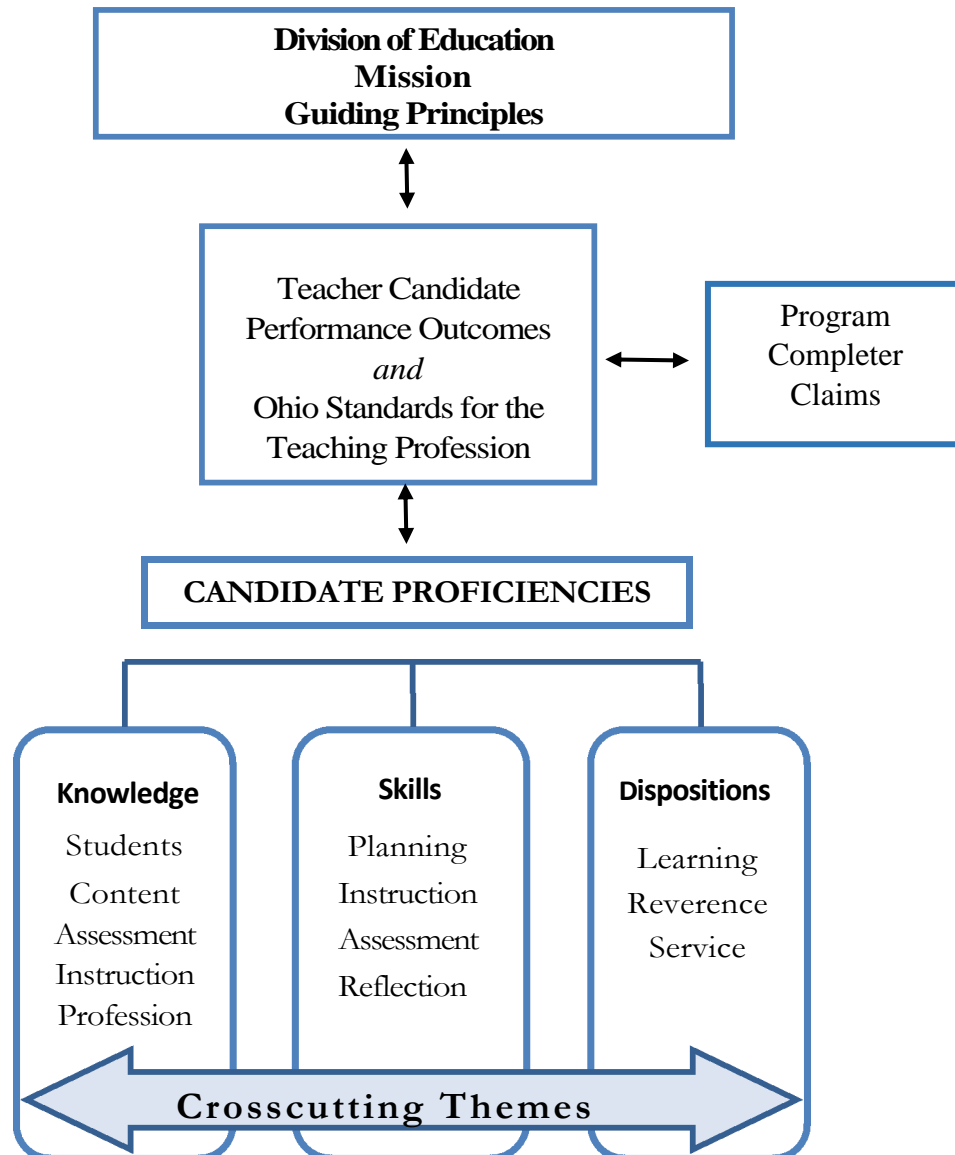
# DIVISION OF EDUCATION
## Teacher Candidate Proficiencies and Performance Outcomes

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

## Ohio Standards for the Teaching Profession

**Standard # 1: Students**
Teachers understand student learning and development, and respect the diversity of the students they teach.

**Standard # 2: Content**
Teachers know and understand the content area for which they have instructional responsibility.

**Standard # 3: Assessment**
Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

**Standard # 4: Instruction**
Teachers plan and deliver effective instruction that advances the learning of each individual student.

**Standard # 5: Learning Environment**
Teachers create learning environments that promote high levels of learning and achievement for all students.

**Standard # 6: Collaboration and Communication**
Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

**Standard # 7: Professional Responsibility and Growth**
Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

## Lourdes University Division of Education Teacher Candidate Performance Outcomes

1. The teacher candidate will model the Franciscan values of reverence, service, and learning.

2. The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.

3. The teacher candidate will plan developmentally appropriate and inclusive lessons that articulate clear learning goals, connect prior and future learning, and include appropriate assessment strategies that advance the learning of each individual student.

4. The teacher candidate will use a variety of instructional strategies, which may incorporate the appropriate use of technology, to make content comprehensible; to promote high order thinking; and use varied assessments to inform instruction, evaluate and ensure student learning.

5. The teacher candidate will create a positive and safe learning environment, incorporating consistent and appropriate standards for behavior, which respects and celebrates the diversity of all students.

6. The teacher candidate will use a variety of communication methods and collaborate with students, families (parents/guardians), school personnel, and community to support student learning and development.

7. The teacher candidate will engage in reflective practice to improve teaching performance and assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community

# DIVISION OF EDUCATION
## Teacher Candidate Performance Outcomes and Proficiencies

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

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

1. Program completers know their subject matter.

2. Program completers understand student learning and development. Program completers are able to plan and implement developmentally appropriate and inclusive lessons.

3. Program completers communicate clear learning goals, use a variety of instructional strategies, accommodate individual differences, and provide appropriate formal and informal assessment.

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



## CROSS CUTTING THEMES

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

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

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

**Learning to Learn***
Candidates express an awareness of the need for lifelong learning in their discipline and in the profession as well as the need to continually apply their knowledge to new and different situations.

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

# DIVISION OF EDUCATION
## Teacher Candidate Performance Outcomes and Proficiencies

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

| Lourdes University Education Performance Outcomes | OSTP Alignment | Lourdes Program Completer Claims |
|---|---|---|
| 1. The teacher candidate will model the Franciscan values of reverence, service, and learning. | ST 1: Students<br>ST 5: Learning Environment<br>ST 7: Professional Responsibility and Growth | 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. |
| 2. The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity. | ST 1: Students<br>ST 2: Content<br>ST 3: Assessment<br>ST 4: Instruction | 1. Program completers know their subject content.<br>2. Program completers understand student learning and development. Program completers are able to plan and implement developmentally appropriate and inclusive lessons. |
| 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. | ST 1: Students<br>ST 2: Content<br>ST 3: Assessment<br>ST 4: Instruction | 2. Program completers understand student learning and development. Program completers are able to plan and implement developmentally appropriate and inclusive lessons.<br>4. Program completers communicate clear learning goals, use a variety of instructional strategies, accommodate individual differences, and provide appropriate formal and informal assessment. |
| 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. | ST 1: Students<br>ST 2: Content<br>ST 3: Assessment<br>ST 4: Instruction<br>ST 5: Learning Environment | 4. Program completers communicate clear learning goals, use a variety of instructional strategies, accommodate individual differences, and provide appropriate formal and informal assessment. |
| 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. | ST 1: Students<br>ST 5: Learning | 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. |
| 6. The teacher candidate will use a variety of communication methods and collaborate with students, families (parents/guardians), school personnel, and community to support student learning and development. | ST 6: Collaboration and Communication | 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. |
| 7. The teacher candidate will engage in reflective practice to improve teaching performance and assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community. | ST 7: Professional Responsibility and Growth | 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. |

## DIVISION OF EDUCATION
## Teacher Candidate Performance Outcomes and Proficiencies

| LU Education: Teacher Candidate Performance Outcomes | |
|---|---|
| **Outcome 1**<br>**The teacher candidate will model the Franciscan values of reverence, service, and learning.** | **Ohio Standards for Teacher Performance 1, 5, 7** |
| | ST 1: **Students**<br>Teachers understand student learning and development, and respect the diversity of the students they teach.<br>ST 5: **Learning Environment**<br>Teachers create learning environments that promote high levels for learning and achievement for all students.<br>ST 7: **Professional Responsibility and Growth**<br>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<br><br>Understands how values impact their teaching<br><br>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<br><br>Values and embraces learning as a lifelong process<br><br>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<br><br>Values reflective and ethical practices and a commitment to continued professional growth and development<br><br>Treats students, co-operating teachers, administration and others with respect, justice and dignity<br><br>Values the importance of constructive relationships with the students, families (parents/ guardians), school personnel, and community<br><br>Values and respects the uniqueness and diversity of all individuals<br>Believes all students can learn at different rates and in different ways<br><br>Shows reverence for self and others through professional appearance, speech and actions<br>Values a passionate commitment to the teaching profession and to advocacy for all students<br><br>Values the importance of modeling and teaching service to others<br>Renders service, when needed, with professionalism and sensitivity |

## LU Education: Teacher Candidate Performance Outcomes

| Outcome 2 | Ohio Standards for Teacher Performance 1, 2, 3, 4 |
|---|---|
| **The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.** | ST 1: **Students**<br>    Teachers understand student learning and development, and respect the diversity of the students they teach.<br>ST 2: **Content**<br>    Teachers know and understand the content area for which they have instructional responsibility.<br>ST 3: **Assessment**<br>    Teachers understand and use varied assessments to inform instructions, evaluate and ensure student learning.<br>ST 4: **Instruction**<br>    Teachers plan and deliver effective instruction that advances the learning of each individual student. |

| *Knowledge* | Knows the content<br>Knows the academic language of the discipline Understands common misconceptions in learning content<br>Knows the Ohio Academic Content Standards<br>Understands the relationship of knowledge within the discipline to knowledge in other content areas<br>Knows various research-based, content-specific instructional strategies<br>Understands the role of language and culture as it relates to learning and teaching specific content<br>Understands the principles of how students learn and develop<br>Understands characteristics of special needs students Understands the unique developmental needs of students<br>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<br>Understands assessment types, their purposes, and what the data generate<br>Understands how to prepare learners for assessments and how to make appropriate accommodations<br>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<br>Analyzes data to monitor student progress and learning and to plan, differentiate, and modify instruction<br>Provides students with effective, descriptive feedback in order to guide progress toward quality work<br>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<br>Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers<br>Involves learners in self-assessment and goal-setting<br>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<br>Values and embraces learning as a lifelong process<br>Values and respects the uniqueness and diversity of all individuals |

# LU Education: Teacher Candidate Performance Outcomes

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

| | |
|---|---|
| *Knowledge* | Knows the content <br> Knows the academic language of the discipline <br> Understands common misconceptions in learning content <br> Knows the Ohio Academic Content Standards <br> Possesses in-depth knowledge of student diversity as it applies to planning, instruction, and assessment <br> Knows various research-based instructional strategies that address students' developmental, cultural, and linguistic strengths and needs <br> Knows how to adjust lesson plans based on assessment data <br> Understands the role of language and culture as it relates to learning and teaching <br> Understands the principles of how students learn and develop <br> Understands characteristics of special needs students <br> Understands the unique developmental needs of students <br> Understands assessment types, their purposes, and what the data generate <br> Understands how to prepare learners for assessments and how to make appropriate accommodations |
| *Skills* | Assists in appropriate identification, instruction, and interventions for special needs students <br> Uses knowledge of content-specific concepts, assumptions, academic language, and skills to plan instruction <br> Creates or selects teaching methods, learning activities, instructional materials, technologies, or other resources that are appropriate for all students <br> Analyzes data to monitor student progress and learning and to plan, differentiate, and modify instruction <br> Provides students with effective, descriptive feedback in order to guide progress toward quality work <br> Aligns instructional goals and activities with school and Ohio Academic Content Standards <br> Uses information about students' learning, performance, and language development to plan and deliver instruction <br> Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers <br> Involves learners in self-assessment and goal-setting <br> Selects, develops, and uses a variety of diagnostic, formative, and summative assessments <br> Becomes familiar with relevant aspects of students' background, knowledge, and experiences in order to differentiate instruction for individuals and groups of students <br> Articulates clear learning goals that are appropriate for the students <br> Demonstrates understanding of the connections between prior learning, current content, and the content that remains to be learned in the future <br> Prepares learners for assessments and makes appropriate accommodations |
| *Dispositions* | Commits to understanding and using a variety of appropriate instructional and assessment practices that challenge all students to learn <br> Values and respects the uniqueness and diversity of all individuals <br> Believes all students can learn at different rates and in different ways |

## LU Education: Teacher Candidate Performance Outcomes

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

## LU Education: Teacher Candidate Performance Outcomes

| Outcome 4 | Ohio Standards for Teacher Performance 1, 2, 3, 4, 5 |
|---|---|
| **The teacher candidate will use a variety of instructional 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** <br> Teachers understand student learning and development, and respect the diversity of the students they teach. <br> ST 2: **Content** <br> Teachers know and understand the content area for which they have instructional responsibility. <br> ST 3: **Assessment** <br> Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. <br> ST 4: **Instruction** <br> Teachers plan and deliver effective instruction that advances the learning of each individual student. <br> ST 5: **Learning Environment** <br> 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 <br> Connects knowledge within the discipline to knowledge in other content areas and to relevant life experiences and/or career opportunities <br> Differentiates instruction to support the learning needs of all students <br> Evaluates and incorporates technology and other resources to enhance instruction and engage student learning <br> Applies knowledge of how students think and learn to instructional design and delivery to promote higher order thinking and creativity <br> Selects, develops, and uses a variety of diagnostic, formative, and summative assessments <br> 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 <br> 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 <br> Believes all students can learn at different rates and in different ways |

## LU Education: Teacher Candidate Performance Outcomes

| Outcome 5 | Ohio Standards for Teacher Performance 1, 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. | ST 1: **Students** <br>     Teachers understand student learning and development, and respect the diversity of the students they teach. <br> ST 5: **Learning Environment** <br>     Teachers create learning environments that promote high levels of learning and achievement for all students. |
| *Knowledge* | Understands the essential components of an environment that is physically, socially, and emotionally conducive to learning <br> Possesses in-depth knowledge of student diversity as it applies to creating a positive classroom environment <br> Knows how to establish, convey, and monitor clear norms and expectations for students <br>     Knows appropriate strategies to create appropriate relationships with students, families, and the school community <br> Knows how identify, instruct, and intervene on behalf of special needs students <br>     Understands how individual students' backgrounds, experiences, learning, values, and interactions affect the learning environment <br> Knows how to help students learn productively and cooperatively <br> Understands behavioral theories and concepts <br> Understands current social issues and how they affect students <br> Knows appropriate strategies to create and manage classroom environments <br> 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 <br> Establishes, conveys, and monitors clear norms and expectations for students Identifies and responds to social/emotional issues affecting students in the classroom/ school environment <br> Treats all students fairly and established an environment that is respectful, supportive, and caring <br> Creates an environment that is physically and emotionally safe <br> 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 <br> Maintains an environment that is conducive to learning for all students <br> Collaborates with students, families, and colleagues to create a safe learning environment Makes the physical environment safe and conducive to learning <br> 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 <br> 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 <br> Treats students, co-operating teachers, administration and others with respect, justice and dignity <br> Values the importance of constructive relationships with the students, families (parents/ guardians), school personnel, and community <br> Values and respects the uniqueness and diversity of all individuals <br> Believes all students can learn at different rates and in different ways <br> Reverence for self and others through professional appearance, speech and actions |

## LU Education: Teacher Candidate Performance Outcomes

| Outcome 6 | Ohio Standards for Teacher Performance 6 |
|---|---|
| **The teacher candidate will use a variety of communication methods and collaborate with students, families (parents/guardians), school personnel, and community to support student learning and development.** | ST 6: **Collaboration and Communication**<br>     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<br>Knows how to use appropriate and culturally responsive verbal and non-verbal communication to support student learning<br>Understands how to work collaboratively with parents, caregivers and the school and local community to support students' learning, emotional, and physical development<br>Knows how to use appropriate and culturally responsive verbal and non-verbal communication to support student learning<br>Understands how family, school, and community influences student learning<br>Understands schools as organizations within historical, cultural, political, and social context |
| *Skills* | Uses a variety of communication methods to convey student progress<br>Uses appropriate and culturally responsive verbal and non-verbal communication to support student learning<br>Works collaboratively with parents, caregivers and the school and local community to support students' learning, emotional, and physical development<br>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<br>     Values the importance of modeling and teaching service to others renders service, when needed, with professionalism and sensitivity<br>Values the importance of constructive relationships with the students, families (parents/guardians), school personnel, and community<br>Values and respects the uniqueness and diversity of all individuals shows reverence for self and others through professional appearance, speech and actions |

## LU Education: Teacher Candidate Performance Outcomes

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

**DIVISION OF EDUCATION**

**Teacher Candidate Performance Outcomes and Proficiencies**

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## *DISPOSITIONS*

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

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### Disposition: Learning

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

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

**Behavioral Indicators**: Teacher Candidate:

- Applies content to real-world situations and experiences
- Utilizes hands-on, real-life models and examples to make content meaningful and relevant
- Enriches classroom environment with content related resources (i.e. books, peripherals, hands-on materials, etc...)
- Uses best practice, research based pedagogy, to engage learners
- Plans lessons which accommodate all learners
- Utilizes authentic assessment providing various forms of assessment to meet the needs of all learners
- Supports students as they participate as $21^{st}$ 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

## DIVISION OF EDUCATION
## Teacher Candidate Performance Outcomes and Proficiencies

**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

# DIVISION OF EDUCATION
## Teacher Candidate Performance Outcomes and Proficiencies

**Disposition: Service**

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

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

  **Behavioral Indicators:**  Teacher candidate:

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

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

- Create opportunities for service learning

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

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

# DIVISION 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 English literacy and language development among learners.

**Social Emotional Growth**

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

**Reflective Practice**

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

**Dispositions**

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

## TECHNOLOGY PROFICIENCIES

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

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

**Strand: Information & Communication Technology**

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

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

T3 Use digital learning tools and resources to construct knowledge.

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

**Strand: Society and Technology**

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

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

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

**Strand: Design and Technology**

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

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

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

T4 Evaluate designs using functional, aesthetic and creative elements.

# Teacher Candidate Requirements



# & Assessment

# DIVISION OF EDUCATION
## Requirements and Assessment

**Classification of Students**

EDU Students are classified as follows:

### Pre-Education Majors

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

- **EDEP -** Pre-Education Early Childhood Major
- **EDMP -** Pre-Education Middle Childhood Major
- **EDAP -** Pre-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, have fulfilled the Program Admission Requirements (Gate 1), and **have** been officially accepted into the program.

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

### Pre-Licensure Students

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

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

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

### Licensure Students

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

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

### Professional Development Students

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

- **ND – EDP** - Professional Development for Teachers

### Graduate Students

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

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

*Graduate students* who are degreed licensed teachers seeking an endorsement.

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

# DIVISION OF EDUCATION
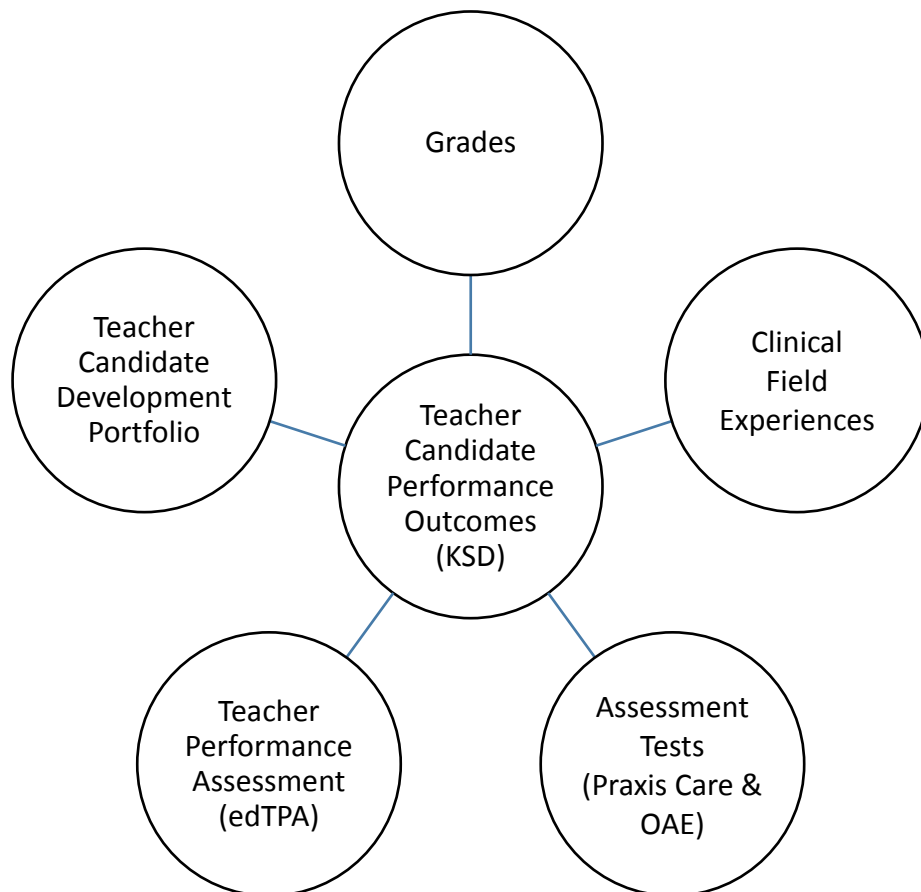## Requirements and Assessment

**Teacher Candidate Assessment**
*Overview*

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

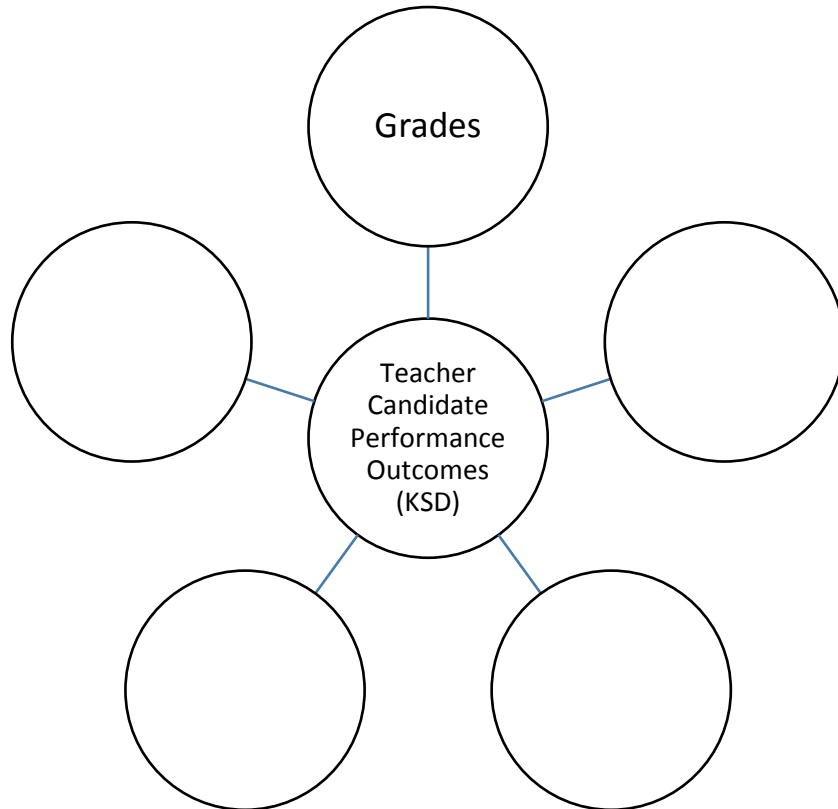**The five components of this Teacher Candidate Assessment process are:**
- Grades/Assignments
- Clinical and Field Experiences
- Assessment Tests (Praxis CORE/OAE)
- Teacher Performance Assessment (edTPA)
- Teacher Candidate Development Portfolio

**Teacher Candidate Assessment Components**

*I. Grades*

Grades

Teacher
Candidate
Performance
Outcomes
(KSD)

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

In addition to the overall GPA, the *content* GPA—that is the grade point average of the courses that comprise the candidate's content area(s)/discipline(s) of study—is also an assessment component. This measure is a reflection of the candidate's achievement in those specific courses that provide the fundamental knowledge of subjects for which a candidate will eventually have instructional responsibility. The importance of knowledge of content is stressed in both the Lourdes University Performance Outcomes (5) and the Ohio Learning Standards (2).

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

# DIVISION OF EDUCATION
## Requirements and Assessment

## II. Clinical/Field Experiences
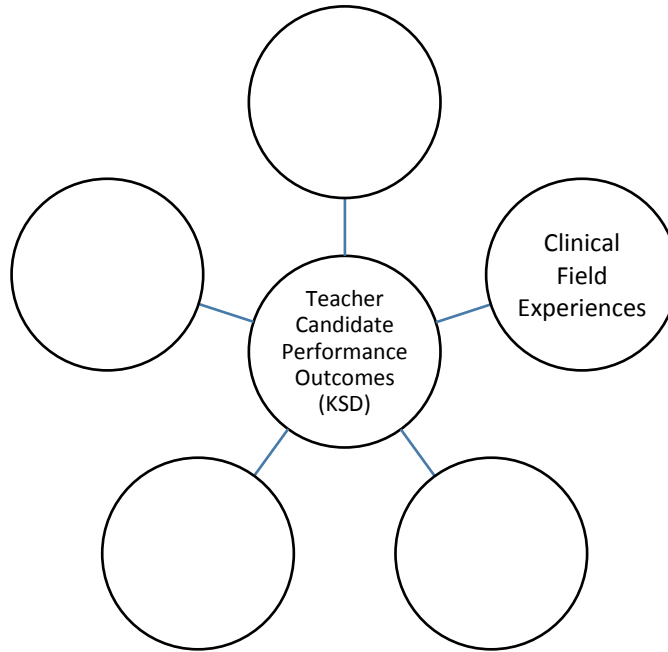


The Lourdes University Division of Education believes that it must provide its teacher candidates with extensive opportunities to participate in meaningful classroom opportunities where they are able to put theory and knowledge into "action".

### Clinical experiences

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

### Field Experiences

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

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

# DIVISION OF EDUCATION
## Requirements and Assessment

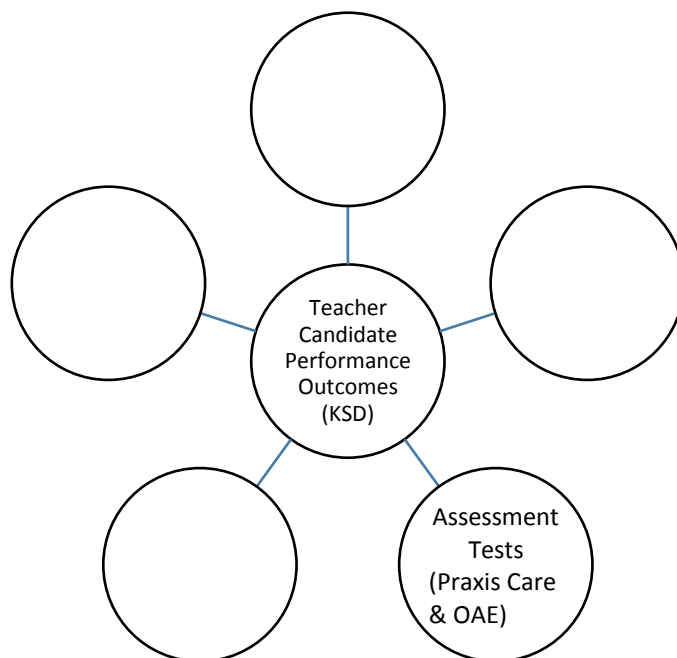### Clinical Experiences

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

**Field Experiences**

| EDE, EDM, EDA 250<br><br>*(30 hours)*<br>*(3 semester hours)* | **EDE 250 Early Childhood Methods and Field Experience I**<br>**EDM 250 Middle Childhood Methods and Field Experience I**<br>**EDA 250 General Teaching Methods and Field Experience I**<br>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<br><br>*(150 hours)*<br>*(3 semester hours)* | **EDE 350 Early Childhood Methods and Field Experience II**<br>**EDM 351 Language Arts and Social Studies Methods Field Experience II**<br>**EDM 352 Language Arts and Mathematics Methods Field Experience II**<br>**EDM 353 Language Arts and Science Methods Field Experience II**<br>**EDM 354 Science and Mathematics Methods Field Experience II**<br>**EDM 355 Science and Social Studies Methods Field Experience II**<br>**EDM 356 Mathematics and Social Studies Methods Field Experience II**<br>**EDA 351 Social Studies Methods and Field Experience II**<br>**EDA 352 Science Methods and Field Experience II**<br>**EDA 353 Language Arts Methods and Field Experience II**<br>**EDA 354 Mathematics Methods and Field Experience II**<br>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**<br><br>**(***Minimum 75 days*)<br>*(12 semester hours)* | **EDE 490 Capstone: Early Childhood Student Teaching**<br>**EDM 490 Capstone: Middle Childhood Student Teaching**<br>**EDA 490 Capstone: Adolescent to Young Adult Student Teaching**<br>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. |

# DIVISION OF EDUCATION
## Requirements and Assessment

### III. Assessment



**ACT, SAT or Praxis Core Tests**

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

Reading ≥ ACT 21 or SAT ≥ 450
English ≥ACT 18 or SAT ≥ 430
Math ≥ ACT 22 or SAT ≥ 520
The ACT/SAT scores are on a student's high school transcripts or can be obtained by contacting the high school of graduation.

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

Praxis Core Academic Skills for Educators Tests consist of three separate tests or one combined test:
Core Academic Skills for Educators
Reading Test (#5712), passing score 156
Writing Test (#5722), passing score 162
Mathematics Test (5732). Passing score 150
Combined Test - Reading, Writing, Mathematics (5751)

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

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

# DIVISION OF EDUCATION
## Requirements and Assessment

## Ohio Assessments for Educators

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

Information about the Ohio Assessments for Educators (OAE) is available at https://www.oh.nesinc.com. The assessments are 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 Division of Education requires that all candidates must earn a passing score of 220 on their OAE content assessment(s) as one of the Gate II requirements. Since this test is based on the candidates content knowledge we strongly recommend that all content courses be completed prior to taking the test(s).

## Pedagogical Knowledge Assessments

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

## Reading Assessment

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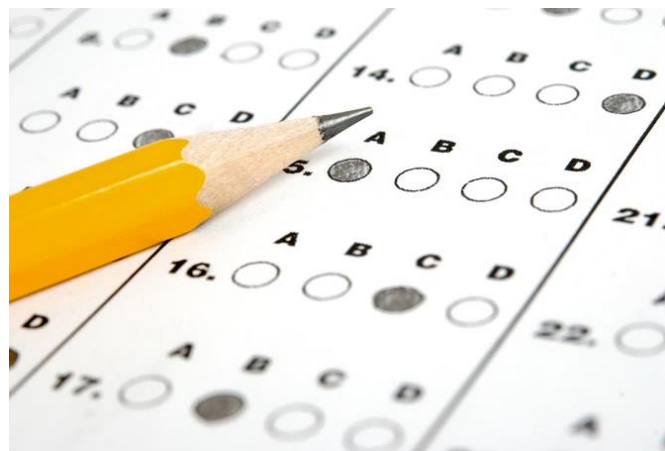
## IV. Teacher Performance Assessment (edTPA™)
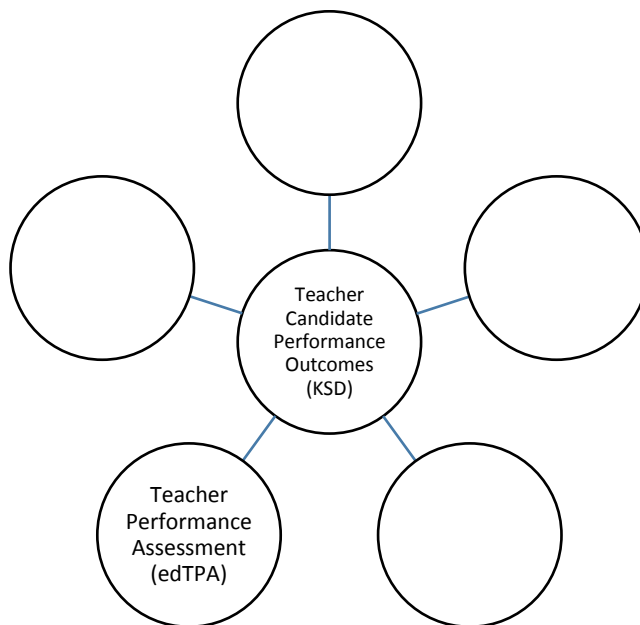


The Teacher Performance Assessment, the edTPA, is a performance-based, subject specific assessment and support system used by more than 600 teacher programs in some 40 states to emphasize measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

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

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

## *V. Teacher Candidate Development Portfolio*
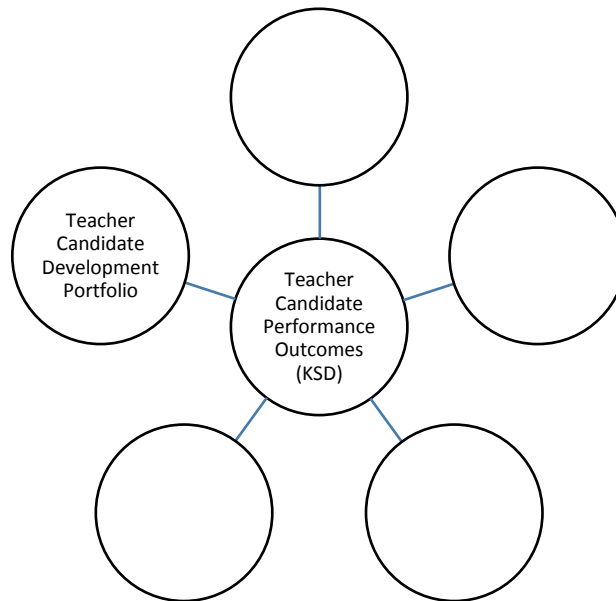


Lourdes University Division of Education prepares teacher candidates with the knowledge, skills, and dispositions, needed to meet the Teacher Candidate Performance Outcomes. These outcomes and proficiencies are based on the Ohio Department of Education Standards for the Teaching Profession and the Interstate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

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

skills and dispositions required to be admitted to a teacher education program. Artifacts in the Teacher Candidate Development Portfolio for Gate II demonstrate the necessary knowledge, skills and dispositions required to be approved for student teaching. 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.

# DIVISION OF EDUCATION
## Requirements and Assessment

## TCDP Assessment Process

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

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

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

## Gate II Assessment: Admission to Student Teaching

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

## Gate III Assessment: Program Completion Requirement

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

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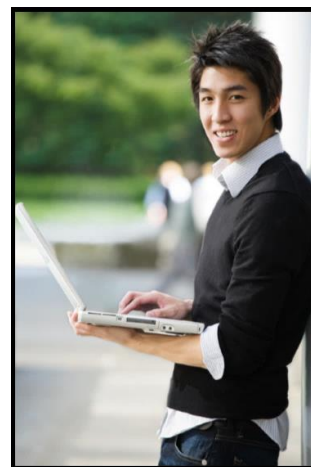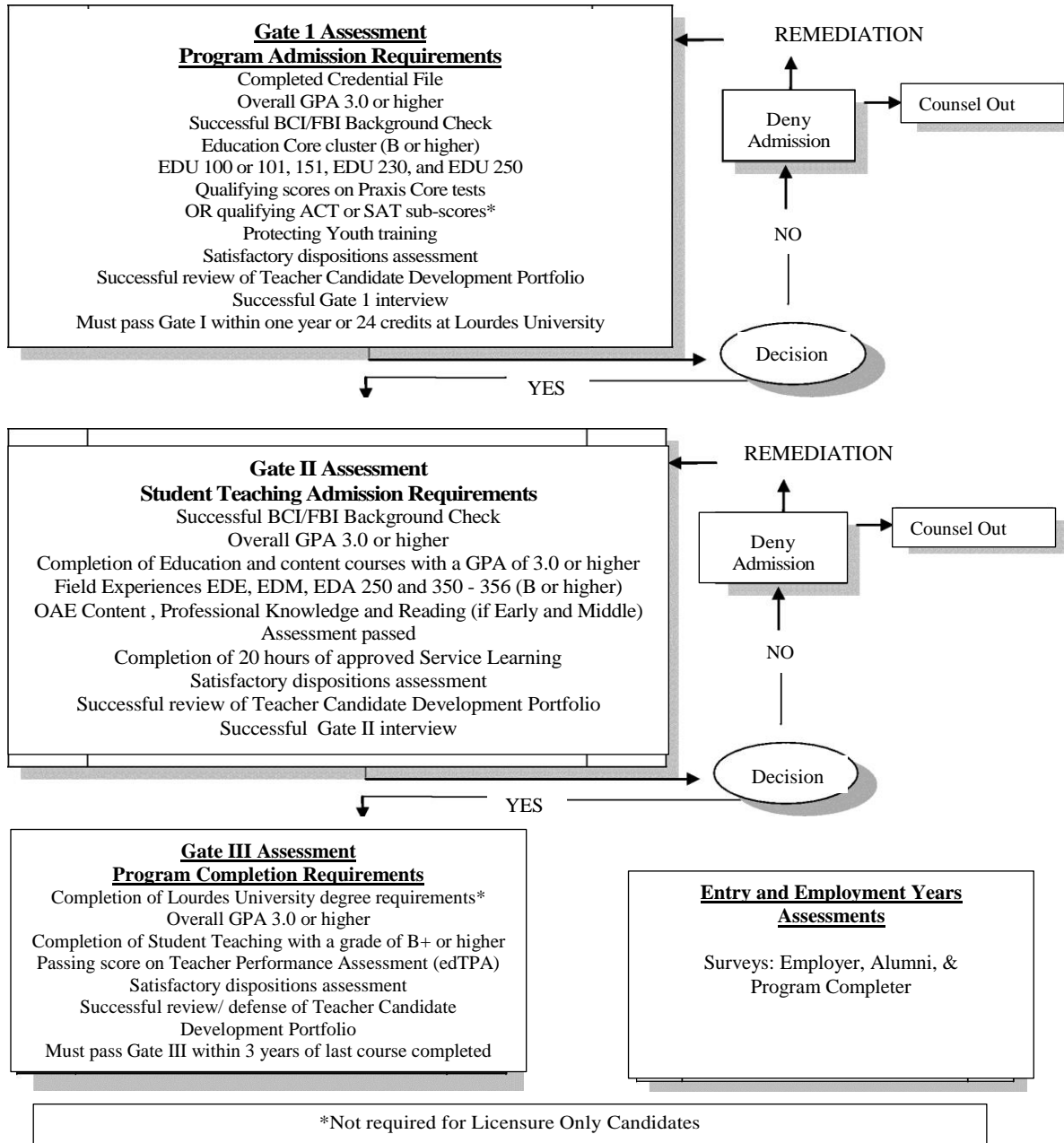
# TEACHER CANDIDATE ASSESSMENT GATES

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

- **Grades**
- **Field Experience**
- **Assessment Tests**

- **Teacher Performance Assessment**
- **Teacher Candidate Development Portfolio**

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

**Gate 1 Assessment**
**Program Admission Requirements**
Completed Credential File
Overall GPA 3.0 or higher
Successful BCI/FBI Background Check
Education Core cluster (B or higher)
EDU 100 or 101, 151, EDU 230, and EDU 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 Gate 1 interview
Must pass Gate I within one year or 24 credits at Lourdes University

REMEDIATION

Counsel Out

Deny Admission

NO

Decision

YES

**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 EDE, EDM, EDA 250 and 350 - 356 (B or higher)
OAE Content , Professional Knowledge and Reading (if Early and Middle)
Assessment passed
Completion of 20 hours of approved Service Learning
Satisfactory dispositions assessment
Successful review of Teacher Candidate Development Portfolio
Successful Gate II interview

REMEDIATION

Counsel Out

Deny Admission

NO

Decision

YES

**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
Must pass Gate III within 3 years of last course completed

**Entry and Employment Years Assessments**

Surveys: Employer, Alumni, & Program Completer

*Not required for Licensure Only Candidates

## DIVISION OF EDUCATION
## Requirements and Assessment

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

| Gate I Assessment | Artifact | Uploaded to Assessment System |
|---|---|---|
| **Introduction** | | |
| Introduction (Video) | X | √ |
| Resume | X | √ |
| Philosophy of Education | X | √ |
| **Learning Outcomes** | | |
| **Learning Outcome 1**<br>The teacher candidate will model the Franciscan values of reverence, service, and learning | EDU 100 Field Assessment Form completed by Cooperating Teachers or EDU 101 Field Experience Reflection | √ |
| | EDU 100/101 Dispositions Paper | √ |
| | Division Behaviors and Dispositions Assessment of ongoing Student Academic Alerts | |
| **Learning Outcome 5**<br>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<br><br>**Learning Outcome 7**<br>The teacher candidate will engage in reflective practice to improve teaching performance and assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community. | EDU 230 Reflection on Clinical Experience and Impact on Teaching Assignment | √ |
| **Learning Outcome 2**<br>The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity. | EDU 250 Theory Application Assignment | √ |

| Gate II Assessment | Artifact | Uploaded to Assessment System |
|---|---|---|
| **Introduction (artifacts updated)** | | |
| Introduction (Video) | X | √ |
| Resume | X | √ |
| Philosophy of Education | X | √ |
| **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**<br>The teacher candidate will model the Franciscan values of reverence, service, and learning | EDE/M/A 250 Field Experience Feedback Log from Cooperating Teacher | √ |
| | Division Behaviors and Dispositions Assessment of ongoing Student Academic Alerts | √ |
| **Learning Outcome 2**<br>The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.<br>**Learning Outcome 3**<br>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. | EDE/M/A 250 Lesson Plan with Rubric | √ |
| **Learning Outcome 4**<br>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**<br>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 | √ |

| | | |
|---|---|---|
| ***Learning Outcome 7***<br>*The teacher candidate will engage in reflective practice to improve teaching performance and assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.* | (Composite) Reflection on EDE/M/A 250 Field Experience | √ |
| | (Composite) Reflection on EDE/M/A 350 Field Experience | √ |
| **Learning Outcome 6**<br>The teacher candidate will use a variety of communication methods and collaborate with students, families (Parents/guardians), school personnel, and community to support student learning and development. | EDE/M/A 235 Ohio School Report Card Newsletter Assignment | √ |
| **Learning Outcome 1**<br>The teacher candidate will model the Franciscan values of reverence, service, and learning<br><br>**Learning Outcome 2**<br>The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.<br><br>**Learning Outcome 5**<br>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 216 Diversity Autobiography Assignment | √ |

<table>
<tr><td colspan="3" align="center"><b>DIVISION OF EDUCATION<br>Requirements and Assessment</b></td></tr>
<tr><td align="center"><b>Gate III Assessment</b></td><td align="center"><b>Artifact</b></td><td align="center"><b>Uploaded to<br>Assessment System</b></td></tr>
<tr><td colspan="3"><b>Introduction (artifacts updated)</b></td></tr>
<tr><td>Introduction (Video)</td><td align="center">X</td><td align="center">√</td></tr>
<tr><td>Resume</td><td align="center">X</td><td align="center">√</td></tr>
<tr><td>Philosophy of Education</td><td align="center">X</td><td align="center">√</td></tr>
<tr><td colspan="3"><b>Learning Outcomes</b></td></tr>
<tr><td rowspan="2"><b><i>Integration of all learning outcomes</i></b></td><td>edTPA</td><td align="center">√</td></tr>
<tr><td>EDE/M/A 490 Midterm and Final Field Experience Evaluations from both Cooperating Teacher(s) and Supervisor</td><td align="center">√</td></tr>
<tr><td><u><b>Learning Outcome 1</b></u><br>The teacher candidate will model the Franciscan values of reverence, service, and learning</td><td>Final Dispositions Assessment assigned in seminar</td><td align="center">√</td></tr>
<tr><td><u><b>Learning Outcome 2</b></u><br>The teacher candidate will demonstrate an understanding of subject content, developmentally appropriate teaching practices, student learning and development, assessment, and respect for diversity.<br><br><u><b>Learning Outcome 3</b></u><br>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.<br><br><u><b>Learning Outcome 4</b></u><br>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.<br><br><u><b>Learning Outcome 5</b></u><br>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>edTPA Score Report</td><td align="center">√</td></tr>
<tr><td><u><b>Learning Outcome 6</b></u><br>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 490 <b>Two</b> artifacts of candidate's choice (e.g., newsletter, website, letter, etc.)</td><td align="center">√</td></tr>
<tr><td><u><b>Learning Outcome 7</b></u><br>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 align="center">√</td></tr>
</table>

# DIVISION OF EDUCATION
## Requirements and Assessment

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

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

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

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

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

*Not required for licensure-only candidates

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



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# DIVISION OF EDUCATION
## Requirements and Assessment

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

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

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

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

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

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

*Not required for licensure-only candidates
**Required for Licensure but not for Program Completion)
***Must receive License within 3 years of program completion or final undergraduate courses

## Division of Education
## Appeal Process

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

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

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

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

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

### Service Learning Requirement

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

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

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

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

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

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

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

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

# DIVISION OF EDUCATION
## Requirements and Assessment

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

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

The Lourdes University Division of Education reserves the right to deny any candidate admission to the degree and/or teacher licensure programs based on the results of the following:
- Criminal background check
- Review of police reports (past year)
- References
- Investigation of previous employers

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

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

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

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

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

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

# Clinical and Field



# Experiences

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

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

*Clinical experiences*

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

*Field Experiences*

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

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

**Clinical/Field Site:**
- Is a public or non-public school
- Meets its respective accrediting/licensing body's requirements

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

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

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

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

**Division of Education Field Site Coordinator:**
- Assists with arrangements between the Field Site Administrator and Cooperating Teachers in order to provide appropriate placements in which LOURDES candidates carry out Clinical/Field assignments

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

- Mentors, supervises, and evaluates the teacher candidate in carrying out designated Clinical/Field Experiences as outlined in the Clinical/Field Experience Handbook

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

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

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

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

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

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

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

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

As a nationally available teacher performance assessment, edTPA:
- Helps candidates develop the confidence and skills they need to be successful in urban, suburban, and rural schools.
- Provides a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom.
- Measures candidates' ability to differentiate instruction for diverse learners, including English language learners and special education students.
- Provides meaningful and consistent data that can be used to improve teacher education programs and renew program curriculum.
- Creates a body of evidence of teacher performance.
- The edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio. Each edTPA is sent to Pearson Education, Inc. for scoring by specially trained teachers and teacher educators with subject-area and grade-level expertise. http://edtpa.aacte.org/faq#51

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

Lourdes University Division of Education
Teacher Candidates will:

- Be punctual, faithful in attendance, engaged, and prepared for the clinical/field experience/assignment

- Use of electronically devices is limited to classroom instruction only

- Be ethical and professional in their behavior at all times in relationship to: students and families, field site teachers, field site administrator field site staff, faculty and administration

- Adhere to the highest degree of confidentiality in regard to all matters concerning: students and families, faculty, administration, and staff of the field site

- Demonstrate respect reflective to the diversity of: students and families, faculty, administration, and staff on the field site

- Internalize the classroom priority as:
  students
  families
  teacher(s)
  administrator
  teacher candidate

- Accept in an open and reflective manner, professional feedback from: Lourdes University faculty/supervisor, Cooperating Teachers, and Site Administrators

- Assume a non-judgmental posture when:
  reporting Clinical/Field Experiences
  analyzing or summarizing Clinical/Field Experiences

- Recognize that the faculty and/or administration of the placement and/or Lourdes have the right and/or responsibility to refuse and/or terminate a candidate entry/participation in a classroom.

- Clinical Attire consists of:
  - Khaki pants
  - Lourdes black polo shirt
  - Lourdes picture ID on a lanyard

- For Field Placements, attire and grooming of the teacher candidate should meet or exceed the items below and accepted local professional practices. Professional clothing, appearance, and behavior require that the following be observed:

  - professional dress to meet the requirements of your school district
  - clean and well-groomed hair with no extremes in style or color
  - clean shaven faces or well-groomed facial hair for men
  - tobacco products or e-cigarettes and/or alcohol are forbidden on school grounds
  - the use of controlled substances at any time provides grounds for dismissal

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

## PLACEMENT POLICY

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

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

## CONTRACTUAL POLICY

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

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

## RESOURCES AND REGULATIONS

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