



Forming Higher Ed. Partnerships to Support Licensure

**Xavier University, Cincinnati, Ohio
John Carroll University, Cleveland, Ohio**

**Dr. Leigh Anne Prugh, Dr. Debora Kuchey, Dr. Sara Kersten Parrish,
Dr. Lisa Shoaf, Dr. Kathleen Winterman**

How it started

- Deans Compact Meeting
- Jesuit
- Common curriculum
- Common goals for candidates
- Need to be offer this option



The Why

According to the Ohio Shortage Survey data, the top four vacancy areas are Primary P-5, Intervention Specialist Mild to Moderate, Primary P-5 Intervention Specialist, and Intervention Specialist Moderate/Intensive Needs.

Dually licensed P-5 teachers have the potential to impact two of the greatest areas of teacher shortage in the state of Ohio. The increase in programming across two Ohio Jesuit institutions has far reaching implications for the children who will benefit from teachers prepared to meet the needs of all learners through this partnership.



The Intention

The intent of this program is to capitalize on the existing strong structures of the P-5 Primary Education Programs at both Xavier University and John Carroll University and blend with the P-5 Intervention Specialist Program to prepare dual licensed educators at both institutions.

This program will be a unique model that supports two Jesuit Catholic universities. Xavier University is meeting the need at John Carroll University (JCU) by providing the special education license which JCU is not able to currently provide for their candidates.



The Goal

Recognizing the known academic, behavior and social benefits of an inclusive education, this program addresses the need for a systemic change (Pappas, Bai, Gonzalez, Love & McCabe, 2018; Friend & Bursuck, 2012; Mastropieri & Scruggs, 2010).

The proposed dual licensure program will restructure the existing teacher preparation programs in P-5 Elementary Education at both John Carroll and Xavier Universities and P-5 Special Education at Xavier University.



The Goal

To prepare Ohio's educators to teach in a variety of roles on educational teams maximizing opportunities for children (Chatzigeorgiadou & Barouta, 2022; Zascavage & Keefe, 2004).

To improve the educational opportunities for both the student with special needs, marginalized students, and the typically developing child, educators must be aware of the principles of Universal Design for Learning, culturally responsive teaching, and trauma informed educational practices (CAST.org, 2023; Gorski, 2019).



Xavier University Department of Education—What do we offer?

Undergraduate	Graduate
Adolescent/Young Adult (7-12) Multi-Aged (K-12)	M.Ed. Masters of Education M.ED. Special Education
Primary (PreK-5)	M.Ed. Masters of Education with Initial Licensure -
Special Education P-5, M/M, M/I	Masters of Education in School Counseling
Endorsements: TESOL, Pre-K-Special Needs, Reading	Reading Endorsement/TESOL/Pre-K Special Needs; Grades 4 & 5 Endorsement
	Elementary Montessori Credential Online-Blended with an option of Masters of Education

*Field experiences in a wide variety of settings: Private, parochial, public (suburban and urban), all-girls, all-boys, Montessori.



John Carroll University Department of Education—What do we offer?

Undergraduate	Graduate
Adolescent/Young Adult (7-12)	M.Ed. Masters of Education in Advanced Studies-Literacy Specialization, Specialized Sequence, Educational Leadership
Middle Childhood (4-9)	M.Ed. Masters of Education with Initial Licensure - Accelerated or Flexible
Primary (PreK-5)	Masters of Education in School Counseling
	Reading Endorsement

*Field experiences in a wide variety of settings: Private, parochial, public (suburban and urban), all-girls, all-boys, Montessori



Logistics to Consider

- Curriculum
- Scheduling of courses
- Course selection
- Admissions
- MOU
- Tuition agreement



Xavier University's Department of Education–Process to 4-year plan

Working within the 126 credit hour limit for accreditation purposes.

5 Blended courses have been developed:

- EDEC 230 and EDSP 381
- EDEC 325 and EDSP 392
- EDEL 407 and EDSP 365
- EDEC 450 and EDSP 403
- EDEC 451 and EDSP 401
 - 19 courses in Primary Education
 - Children's Literature serves as the Humanities Elective
 - Cultural Diversity carries the Diversity Flag
 - Primary Integrated Art serves as the Creative Perspective Elective
 - Human Growth and Development Social Science Elective
 - 5 courses in Special Education
 - 13 core courses in Liberal Arts
- Bachelor's Degree in College of Professional Sciences
 - Major: Primary Education
 - Minor: Special Education
 - Licensure in both areas.



John Carroll University Department of Education–Process to 4-year plan

- Consolidate JCU’s required Integrative Core Requirements with the required Education classes.
 - Applied for Intro into Children’s Literature (ED) to count as one of the Core Requirements (HUM)--this freed up 3 credits of space in the Dual 4-year plan
- Redesign Primary Math & Science sequence
 - Multiple meetings with math and science department/instructors and adjuncts to crosswalk courses
 - Ensure meeting state requirements for both
 - Applied for science classes to count as one of the Core Requirements (SCI) and math class to count as Foundational Competency course (QUANT)
 - Went from 24 credits to 18
- Crosswalk JCU courses with the special education courses at Xavier to eliminate any JCU courses students would take at Xavier
- Renumbered new courses (University process) and Xavier courses for JCU enrollment



Site Visit in Cleveland

- **Julie Billiard Schools (Lyndhurst campus)**

- Catholic, K-8 private school, four campuses
- Specialize in individualized support that helps students “become empowered learners and self-advocates”
- Two intervention specialists in each classroom.
 - All teachers are licensed intervention specialists.
- Small class sizes, 1:6 (primary) or 1:8 (3rd-8th grade) student/teacher ratio
- Serves students with mild to moderate autism, ADHD, anxiety, dyslexia, dyscalculia, dysgraphia, executive function disorders, and other specific learning disabilities.
- Speech, Occupational, Physical, Art, Music, Behavior Therapies offered by licensed therapists



Site Visit in Cleveland, con.

- **Shaker Heights City School District (visited three elementary schools)**
 - Large public preK-12 district in an urban environment
 - PreK Classrooms
 - Co-taught: 1 General Education Teacher/ 1 Intervention Specialist/1 para
 - General Education: 1 General Education Teacher/Intervention Specialists Push In
 - Special Education: 1 Intervention Specialist and 1 paraprofessional (may be more if based on student need).
 - School aged
 - Push In Model: No more than 5 students with disabilities in the General Education classroom.
 - Pull Out Model: Students are pulled out of their classroom for a portion of the day

Other considerations

- Advisory Board
- Community Partners
- Field Experiences
- Needs of community
- Needs of candidates
- Technology

Future Considerations

- Leveraging Strengths
- Changing landscape
- Working smarter
- Networking among candidates
- Move to a P-8 in 2027



Benefits of the Partnership for JCU

- Offer a program to our Primary students that we wouldn't otherwise be able to offer
- Help John Carroll to develop a special education program
- Increase student learning about differentiated instruction and best practices
- Enhance partnerships with local schools
- Enhance higher education partnerships
- Grow enrollment in our program



Benefits of the Partnership for Xavier

- Support enrollment for dual licensure courses
- Grow enrollment in both programs
- Learn about diverse placement sites in Cincinnati and Cleveland areas.
- Grow reputation for education program, especially special education.
- Build relationships with colleagues from another Jesuit university

