

MEMORANDUM OF UNDERSTANDING
for
Field Experience Placement
between
LOURDES UNIVERSITY AND Tiffin City Schools

Purpose

The purpose of this agreement is to address the understanding of the collaborative partnership between **Lourdes University, by and on behalf of its Education Division in the College of Nursing and Social Sciences (University)**, and **Tiffin City Schools (Cooperating Institution)** regarding clinical and field experience placements of University teaching candidates (TCs) at the Cooperating Institution facilities.

Background

To enhance the education of students enrolled in the Cooperating Institution and the training of University TCs, both partners (University & Cooperating Institution) will combine their knowledge and resources to provide ongoing clinical and field placements for pre-service TCs focused on student learning.

For the purposes of this MOU, “field” and “clinical” experiences are required classroom experiences, ranging from one-day observations to 14-week Student Teaching experiences, which provide graduated opportunities for TCs to practice and refine the art of teaching.

NOWHEREFORE, the parties agree as follows:

The purpose of this partnership is to provide a mutually-beneficial collaborative environment in which:

- University TCs are provided with graduated, authentic learning experiences through field experience placement
- P-12 student learning will be supported by the presence of TCs who can serve as additional “teaching assistants” and provide ongoing attention to individual student needs in the classroom
- P-12 teachers are assisted in classroom and small group instruction through the co-planning/co-teaching model
- Feedback regarding P-12 student learning, TC preparation, and in-service teacher needs is shared
- Teachers at Cooperating Institution will benefit from the assistance of TCs, thereby reducing the student-teacher ratio in the classroom
- TCs will have the opportunity to experience graduated responsibilities within classrooms through coordinated field experiences in an authentic school environment
- Cooperating Institution can co-create clinical experiences to meet the needs of P-12 students

General Roles/Responsibilities/Accountability

It is the responsibility of the University to:

1. Coordinate all TCs’ field placements with Cooperating Institution
2. Ensure TCs possess the requisite credentials, through background checks, Pre-Service Teaching Permits, and other means, prior to relevant field placements
3. Provide adequate supervision of TCs in field experiences
4. Create and implement professional development opportunities that train and support cooperating with the Cooperating Institution teachers
5. Work with designated Cooperating Institution official to co-select highly qualified cooperating teachers who have the ability to demonstrate a positive impact on TC development, as well as P-12 student learning

It is the responsibility of Cooperating Institution to:

1. Share Cooperating Institution demographic data with the University
2. Assist with the assignment of TCs to qualified teachers or teams of teachers in consultation with the designated University official(s)
3. Ensure that its participating teachers will:
 - a. Participate in professional development offerings provided by University tied to best practices and in areas, such as co-teaching, that support TC development and implement new practices and knowledge gained
 - b. Accept University TCs and faculty into classrooms for field experiences
 - c. Accept TCs completing service learning, for example assisting with individuals and small groups of students as directed
 - d. Provide ongoing formative feedback to TCs regarding performance and professional dispositions where required
 - e. Have met the Science of Reading requirement pursuant to Ohio House Bill 33 of the 135th General Assembly.

BOTH University and Cooperating Institution agree:

- a. If one of the two parties chooses to withdraw or fails to follow the tenets outlined in the MOU, the partnership will be terminated by mutual agreement.
- b. Policies and procedures dealing with Field/Clinical Experience issues as defined in the Lourdes University Department of Education Handbook and Field Experience Handbook will be implemented as needed.
- c. To the potential interactions outlined in the chart below for duration of *one year*.

Clinical and Field Experience Guidelines

** Potential placements based on actual enrollment in field courses.*

Field Courses

EDU 100: One Day Observers
 EDE/EDM/EDA/EDD/EIS 250: Methods I- six full days, minimum of 30 hours
 EDE/EDM/EDA/EDD/EIS 350: Methods II- 5 weeks, minimum of 150 hours
 EDE/EDM/EDA/EDD/EIS 490: Student Teaching- 14 weeks
 EDU 690: IS Student Teaching- 14 weeks

Clinical Courses

EDU 250: 5-8 hours of clinical assignments/observation
 EDU 230: 5-8 hours of clinical assignments/observation
 EDE/EDM/EDA/EDD/EIS 235: 5-8 hours of clinical assignments/observation


Guidelines on Paid Student Teaching Experiences (if applicable)

1. The school/district recognizes that the employee will be completing school requirements during working hours.
2. The school/district will supply a mentor teacher who can periodically observe and provide feedback, just as a cooperating teacher would.
3. The EPP will provide an institution employee to serve as the field supervisor for the candidate, and will conduct observations and feedback that are provided to all student teaching candidates.

Lourdes University:

Sign:  Signed at: 2025-08-21 15:49:55
 Print Name: Vincent T. Laverick
 Title: Chairperson, Division of Education
 Date: 08-21-2025

Sign: _____
 Print Name: _____
 Title: _____
 Date: _____

Sign:  Signed at: 2025-08-21 12:32:37
 PDS Liaison _____ Date _____