



Teacher Education Program Handbook

Fall, 2013

Teacher Education Program Handbook-R

CONTENTS

The following outlines the general contents of the Teacher Education Program Handbook-R. Specific program content and information are provided in program course syllabi.

Preface.....	ii
Introduction.....	1
Admission	2
Undergraduate.....	2
Graduate	2
The Teacher Education Curriculum.....	4
Undergraduate Advisement	4
Undergraduate Field Experiences and Clinical Practice	4
Post-Baccalaureate Initial Licensure Programs Advisement	4
Post-Baccalaureate Initial Licensure Programs Field Experiences and Clinical Practice ...	5
Assessment.....	6
Licensure.....	11
Appendices.....	12
Forms	13
Awards and Scholarships	52
Policies.....	55

PREFACE

“...we want our graduates to be leaders-in-service. That has been the goal of Jesuit education since the sixteenth century. It remains so today.” - P. Kolvenbach, S.J. 1989

John Carroll University is a Catholic and Jesuit University dedicated to developing women and men with the knowledge and character to serve. Consistent with this university mission, the Department of Education and Allied Studies is committed to providing professional education in a liberal arts context, upholding traditional values, yet remaining responsive and sensitive to society's changing needs, focusing on personal as well as professional development of the individual, and emphasizing teaching that is anchored in the Jesuit Ideal of an Educator and a strong research base.

The conceptual framework of the Professional Education unit in the Department of Education and Allied Studies is grounded in the *Jesuit Ideal of an Educator*. The *Jesuit Ideal* embraces a religious, personal, social and action-oriented mission. The *Ideal* is represented by five dimensions of personhood, which together foster intellectual growth, self-discovery, continuous adaptation, commitment to continuous improvement, and a willingness to accept the challenges of leadership. Briefly described below, each dimension characterizes the *whole person* who engages in knowledge and service to others (Gray, 2004; Havernak, 1992; McCool, 1986)¹.

Five Dimensions of the *Jesuit Ideal*

Formation of the total person. One of the most valuable resources educators can draw on in their educational practice is their own sense of self. The *Jesuit Ideal* calls for educators to communicate the importance of seeking truth, meaning, and value with their whole being. Each educational act progresses not only from content area expertise, but also the whole person as an agent of change. Only as educators have developed their own person can they help to develop the student as person.

Personal influence of the educator. To influence the growth and development of students, the educator seeks to know about their lives both in and out of school. This is the foundation of dialogue that contributes to the development of the total person of the student.

Educational settings as communities of personal influence. In educational practice, educators view the school setting as a community of engagement with others for the betterment of humanity in the school locale and in the society at large. The school setting is seen as an active site of social justice where diversity and individual differences are celebrated.

¹ Gray, S.J., H. (2004). *Response to the Jesuit Ideal of an Educator as a Conceptual Framework*. Paper presented at Faculty Retreat, Department of Education & Allied Studies at John Carroll University.

Havranek, R.J. (1992). *The Jesuit vision of a university*. University Heights, OH: John Carroll University.

McCool, G.A. (1986). *The Jesuit ideal of a teacher: A complex and developing tradition*. Unpublished manuscript.

Education as a vocation. The *Jesuit Ideal* asserts that educators view their role as a vocation, a life of dedicated service towards the growth and development of students. In turn, educators continually work at their own professional growth and development committed to the greater good

Integration of the disciplines to extend and synthesize knowledge. The *Jesuit Ideal* honors the integration of the disciplines for deep knowledge and understanding. Educators are cultivated by the combined wealth of human and spiritual experience found in the integration of the arts, sciences, and professional education curricula.

The *Jesuit Ideal* in the Professional Education of School Personnel

The goal of the *Jesuit Ideal* is a leader-in-service. The five dimensions of personhood interact to shape the educator as a leader-in-service. The department's professional education programs for school personnel offer the content knowledge and skills, and afford the dispositions that contribute to the formation and growth of the professional as Person who embodies the *Jesuit Ideal*. The conceptual framework that grounds and guides the department's professional education programs is illustrated in Figure 1.

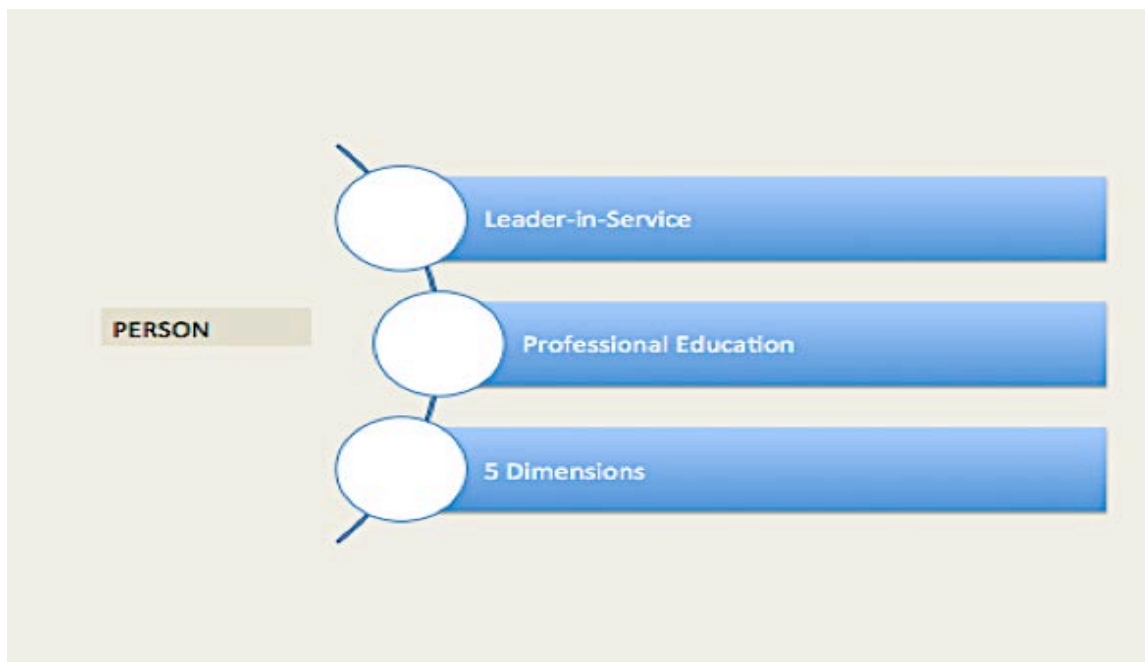


Figure1. Conceptual Framework of the *Jesuit Ideal*

The figure illustrates the centrality of the educator as a person who through an effective program of professional education develops the knowledge, skills and dispositions that further develop the educator as a professional person who is a leader-in-service to others. Note: Agency is defined as the “satisfying power to take meaningful action and to see the results of our decisions and choices”. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

INTRODUCTION

The Teacher Education Program at John Carroll University is accredited through the National Council for Accreditation of Teacher Education. Candidates begin the program by meeting admission requirements and/or completing required courses prior to admission.

Upon acceptance into the Teacher Education Program, the candidate completes coursework in the chosen area of licensure. John Carroll University offers four teaching licensure programs: Early Childhood (EC), Middle Childhood (MC), Adolescent/ Young Adult (AYA), and Multi-Age (MA) Licensure. In addition to completing coursework specifically required for licensure, the candidate either meets or completes coursework in the required core for the university.

Within the context of coursework in the Teacher Education Program, candidates complete field experiences and clinical practice to support classroom instruction in specific teaching domains. Experiences are varied and range from on-campus settings to school and community settings. Candidates complete a professional year of pre-student and student teaching in classrooms; they are expected to apply knowledge and skills gained in coursework to classroom settings. Candidates must successfully complete the pre-student/student teaching year to be eligible for licensure.

Candidates are responsible to apply for licensure upon successfully completing student teaching and passing the state mandated exams. Faculty advisors and program leaders are available for consultation during this process.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Admission Criteria for Undergraduate Students

To initiate application to the Teacher Education Program, candidates complete the [Teacher Education Application Form](#), generally during the semester when enrolled in School and Society (ED253). The form can be accessed through the department's website. Candidates are judged on the following criteria:

- Successful completion of Introduction to Education (ED 100) and School and Society (ED253) based on faculty feedback
- Academic record
- Written response to an education case scenario
- Indicators of dispositions for teaching
- Statement of moral character [[Verification of Moral Character Form](#)]

Criteria for admission decisions are summarized in Table 1.

Table 1. Criteria for Admission

Decision	Criteria
Accepted	Favorable faculty recommendation Academic Record: 2.7 overall; 2.7 Content Area (MC,AYA,MA) OR 2.5 Core (EC); 2.7 ED courses
Accepted Conditionally*	Favorable faculty recommendation Academic Record: 2.5 overall; 2.5 Content Area (MC,AYA, MA) OR 2.4 Core (EC); 2.5 ED courses;
Defer	Does not meet the criteria for conditional acceptance; may reapply at a later date
Reject	Denied Admission

*Re-evaluated after one semester

Admission Criteria for Graduate Students

Application to Post-Baccalaureate Initial Licensure Programs is initiated in Graduate Studies admission procedures. (Graduate Bulletin). In brief, admission criteria include:

- An undergraduate degree from an accredited institution
- An undergraduate cumulative GPA of 2.75
- Written statement of personal interests, goals and expectations (M.Ed. degree seeking only)
- Two letters of reference
- MAT or GRE scores (M.Ed. degree seeking only)
- Personal interview
- Official transcript
- Written response to an education case scenario

In addition, admission to Post-Baccalaureate programs includes a written response to a case scenario. The School-Based M.Ed. Program requires: (a) a written response to a case scenario; (b) a short Teaching Demo (youTube) and (c) faculty/site coordinator interviews.

Background Investigation

Each person who is working in schools with students must be fingerprinted, and the fingerprints sent to the Bureau for Criminal Investigation (BCI) for a criminal background check. The results of this investigation will be forwarded to John Carroll University.

Note: The Campus Safety Services does not conduct background checks during the first two weeks of the semester as they are occupied with parking procedures.

The criminal background investigation process is required to be in process by the third week of the current semester. Please follow these directions to secure your fingerprints.

- Campus Safety Services will do WebCheck fingerprinting Monday-Friday from 9:00 a.m. to 4:30 p.m. You may schedule an appointment by calling (216) 397-1615. You will need to bring your Ohio Driver License and \$70.00 either cash or check made out to John Carroll University. The fingerprints are electronically scanned and sent to BCI with results being forwarded to the Ohio Department of Education. If you need the results mailed elsewhere, please have the address with you.
- If additional information is needed, contact the Licensure Secretary at 216-397-4389.
- For other locations where background checks occur visit <http://www.ohioattorneygeneral.gov/services/business/webcheck/webcheck-community-listing>

TB Testing

Some districts require candidates who are working in schools to have an annual TB Test. Check with your assigned district to find out if this is a requirement. TB testing can be done at the John Carroll University Campus Health Services or with your own personal physician. Please provide TB test results to the Licensure Secretary (AD324) by the end of the third week of the current semester.

THE TEACHER EDUCATION CURRICULUM

Undergraduate Program

Advisement

Once admitted to the Teacher Education Program, candidates are assigned a faculty advisor in the Department of Education and Allied Studies. Students seeking adolescent and young adult or multiage licensure in content teaching fields also retain the advisor in their discipline. In consultation with their advisor(s), candidates develop a timetable and schedule of coursework that lead to licensure in the chosen grade band and teaching field(s). [Advisement forms](#) for different licensure areas are provided in the appendix.

Field Experiences and Clinical Practice

Beginning with ED100, Introduction to Education, and culminating in student teaching, field in-classroom experiences are an integral part of the teacher education program. Built upon increasing levels of complexity and candidate involvement, and paying particular attention to diverse settings and sites, the program seeks to develop candidates who display the characteristics of educators who can teach effectively in a variety of settings. The focus is on in-classroom experiences that are integrated with coursework. Candidates' progress is regularly evaluated on the basis of performance data in essential teaching knowledge and skills.

Some in-classroom experiences have candidates apply teaching principles to cases or problems. These experiences may occur in the university classroom and are evaluated by the instructor. Other field experiences occur in off-campus settings such as a school or community agency and include observations, tutoring, assisting teachers and school administrators, and teaching lessons to students. The pre-student teaching site generally serves as the student teaching site.

Post-Baccalaureate Initial Licensure Programs

The following program options are available to applicants seeking to earn an initial teaching license, two of which earn the M.Ed. degree:

- **School-Based M.Ed. Program:** A full-time, intensive 11-month program designed for adults who hold a liberal arts degree (B.A. or B.S.) or equivalent and wish to obtain teaching licensure while completing a M.Ed. degree. The master's degree course of study is a 40-46 credit hour program (depending on licensure area) at the graduate level which includes a six-semester-hour teaching internship. The program requires summer coursework and one full academic year that includes coursework and full-time placement within a school/classroom.

- **Professional Teacher/Initial Licensure M.Ed. Program:** A full or part time program designed for adults who hold a liberal arts degree (B.A. or B.S.) or equivalent and wish to obtain teaching licensure while completing a M.Ed. degree. The master's degree course of study is a 45-66 credit hour program (depending on licensure area; with additional content area coursework if necessary for Middle Child, Adolescent/Young Adult and Multiage licenses) at the graduate and undergraduate levels, including a six semester hour clinical teaching placement.
- **Post-Baccalaureate Program:** A full or part-time program designed for adults who hold a liberal arts degree (BA or BS) or equivalent and wish to obtain a teacher license. The Post-Baccalaureate Program may follow the undergraduate or graduate course of study in Education (46-61 credit hours depending on licensure; with additional content area coursework if needed for Middle Child, Adolescent/Young Adult and Multiage licenses), which includes a nine-hour student teaching experience. Graduate level coursework may be applied to a master's degree at a later time.
- **Woodrow Wilson Teaching Fellowship Program:** An 18 month full-time masters program for adults who hold a liberal arts degree (BA or BS) or equivalent and seek to obtain licensure in one of the Adolescent and Young Adult licensure areas in mathematics or science licenses offered by JCU. The 40 credit hour program involves a full academic year clinical experience in one of the partner high schools.

Advisement

Once admitted to the Teacher Education Program through the Office of Graduate Studies admission procedures, candidates are assigned a faculty advisor in the Department of Education and Allied Studies. In consultation with their advisor, candidates develop a timetable and schedule of coursework that lead to licensure in the chosen grade band and teaching field(s). [Courses of study and advisement forms](#) for different licensure areas are provided in the appendix.

Field Experiences and Clinical Practice

Candidates in the Post-Baccalaureate Initial Licensure Programs follow the same procedures for field experiences/clinical practice as those candidates seeking licensure in the undergraduate program. Note: Some post baccalaureate students are seeking a second license and are not held to the same field/clinical requirements.

The School-Based M.Ed. program is a full immersion post-baccalaureate pathway to initial licensure. Following a summer of on-campus coursework, School-Based M.Ed. interns enter a two-semester site immersion at one of the John Carroll University partner schools. Typically, the fall semester includes a combination of course work and field experiences at the site. All interns seeking Middle Childhood, Adolescent Young Adult or Multiage licensure are required to pass the appropriate mandated state examinations. In addition school-based M.Ed. interns are required to pass the comprehensive exam in partial fulfillment of the M.Ed. degree.

The Woodrow Wilson Teaching Fellowship program is a full immersion program that involves a full academic year of field experience and clinical practice in a high school classroom under the supervision of a mentor teacher and program staff. All fellows seeking Adolescent Young Adult licensure are required to pass the appropriate mandated state examinations. In addition Woodrow Wilson fellows are required to pass the comprehensive exam in partial fulfillment of the M.Ed. degree.

ASSESSMENT

Pre-Student Teaching (Undergraduate and Post-Baccalaureate Programs)

The Pre-Student Teaching semester occurs in the first half of the candidate's professional year followed by student teaching in the next semester. Candidates in the undergraduate program and post-baccalaureate program commit to one full day each week to the school site (School-based candidates and Woodrow Wilson Fellows are immersed in their school on a daily basis for the entire academic year). During the pre-student teaching semester the candidate should work to establish a relationship with the cooperating teacher, the students, curriculum, and the school community. Successful pre-student teaching leads to student teaching in the same site to the extent possible. The cooperating teacher(s) in collaboration with a university supervisor monitors the candidate's fieldwork during the pre-student teaching experience, each completing a total of three observations and one summary evaluation using the pre-student teaching observation/evaluation forms (PSO and PSS).

In addition to instructional responsibilities, teaching includes moral and ethical behaviors that are integral to responsible teaching practice, including respect for diversity, reflecting on teaching, contributing to the learning community, and demonstrating flexibility and responsiveness.

Student Teaching (All Programs)

Student teaching is a full-time in-classroom learning experience. It is progressive in nature, beginning with the candidate assuming responsibility for some instruction to co-teaching or being in full charge of the classroom, including curricula, student assessment, management and other teaching duties.

In the context of student teaching, the candidate should work closely with the university supervisor and the cooperating teacher to develop the knowledge, skills and dispositions of effective teaching that help students learn and achieve. The university supervisor/site coordinators and cooperating teachers/mentor teachers observe the candidate's teaching at four points across the semester using the student teaching observation form (STO). Candidates are expected to respond constructively to critiques and follow up recommendations for improving practice. Mid-term and final summary evaluations (STE) are critical markers of overall student teaching performance.

Student teaching is the capstone activity in initial professional preparation in teaching. It provides a supportive, authentic learning environment that helps candidates to negotiate the complexities of classroom teaching, including its academic and social demands. In the process, candidates develop and deepen understandings of pedagogy, diversity, community and personal professional growth.

Assessment System (all licensure programs)

For curriculum purposes, the *Jesuit Ideal* of professional education in the initial licensure program is organized into four domains that represent the conceptual framework and frame learner outcomes of the program. Table 1 describes the learner outcomes in each program domain.

Table 1. Program Domains and Learner Outcomes in the Initial Licensure Teacher Education Program

Domain	Learner Outcomes
I. Contexts	I-1. Understands the central concepts, tools of inquiry, competing perspectives and the structure of the disciplines taught.
	I-2. Recognizes the value of understanding the interests and cultural heritage of each student.
	I-3. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
	I-4. Creates a learning environment of respect and rapport.
II. Learner Development	II-1. Understands how children/youth develop and learn.
	II-2. Provides learning opportunities that acknowledge and support the cognitive and social development of learners.
	II-3. Understands how learners differ in their approaches to learning.
	II-4. Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.
III. Practice	III-1. Understands and uses a variety of instructional strategies; designs coherent instruction.
	III-2. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.
	III-3. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.
	III-4. Understands and uses formative and summative assessment approaches and strategies.
IV. Person	IV-1. Reflects on professional practices.
	IV-2. Fosters relationships with colleagues, parents, and agencies in the larger community.
	IV-3. Grows and develops professionally.

A set of assessments is used to measure student progress and achievement of the intended outcomes in the Teacher Education Program. Table 2 summarizes the assessment tools used at different points in the program for these assessment purposes.

Table 2. Assessment Measures at Different Points in the TE Program

Program Entry	During Program	Exit
Education Case Scenario	Education Case Scenario	Education Case Scenario
Teaching Demo*	Dispositions IIa	
Interview*	PSO Feedback	
Dispositions I (survey)	STO Feedback	
GPA	GPA	STE
		Dispositions IIb
	PSS Summary	State mandated Exams
	State mandated Exams	GPA

Notes:

*School-based M.Ed. only

PSO: Pre-student Teaching Observation (university supervisor: 3x; cooperating teacher: 3x)

PSS: Pre-student Teaching Summary (university supervisor: 1x; cooperating teacher: 1x)

STO: Student Teaching Observation (university supervisor/site coordinator: 4x; cooperating/mentor teacher: 4x)

STE: Student Teaching Evaluation (mid-term – university supervisor: 1x, cooperating teacher: 1x - /final - university supervisor: 1x, cooperating teacher: 1x)

Pre-student teaching and student teaching observations assess performance in five categories at multiple times during the pre-student/student teaching semesters.

- Understanding subject matter and learner development
- Creating an environment for student learning
- Organizing knowledge for student learning
- Teaching for student learning
- Reflecting on professional teaching

The observation forms are distributed to the cooperating/mentor teacher and university supervisors/site coordinators via e-mail at the beginning of the semester. This e-mail message contains the link to a SurveyMonkey site that allows data entry on the pre-student and student teaching candidate performance.

The alignment of the five observational categories and the major domains of the Teacher Education Program are summarized in Table 3. The learner outcomes of the JCU Teacher Education Program are aligned with professional organization standards in course syllabi.

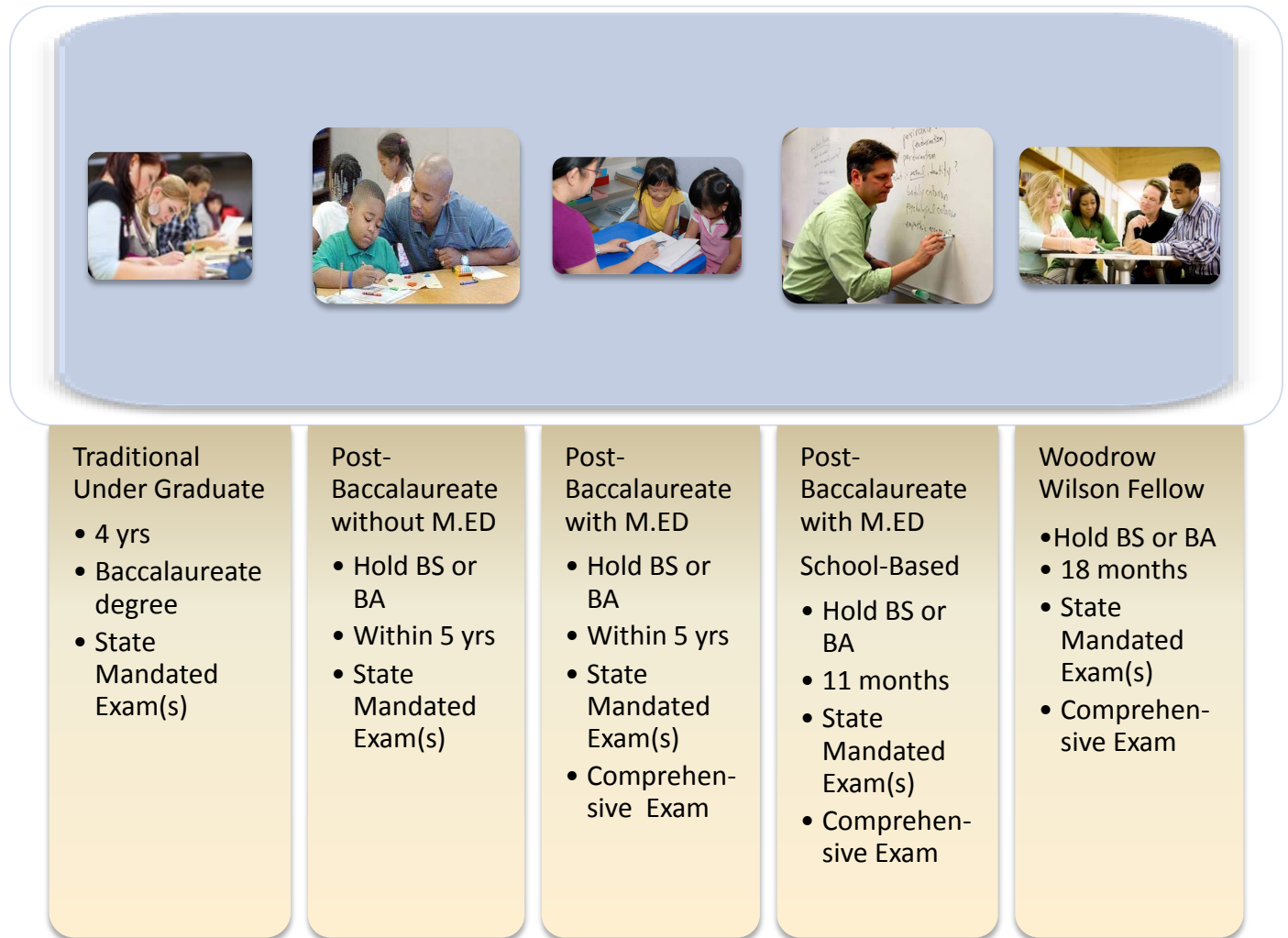
Table 3. Alignment of Domains, Categories and Outcomes

Program Domain	Observational Category	Learner Outcomes
Contexts	Understanding subject matter and learner development	I-1. Understands the central concepts, tools of inquiry, competing perspectives and the structure of the disciplines taught.
	Creating an environment for student learning	I-2. Recognizes the value of understanding the interests and cultural heritage of each student.
		I-3. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
		I-4. Creates a learning environment of respect and rapport.
Learner Development	Organizing knowledge for student learning	II-1. Understands how children/youth develop and learn.
		II-2. Provides learning opportunities that acknowledge and support the cognitive and social development of learners.
		II-3. Understands how learners differ in their approaches to learning.
		II-4. Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.
Practice	Teaching for student learning	III-1. Understands and uses a variety of instructional strategies; designs coherent instruction.
		III-2. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.
		III-3. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.
		III-4. Understands and uses formative and summative assessment approaches and strategies.
Person	Reflecting on professional teaching	IV-1. Reflects on professional practices.
		IV-2. Fosters relationships with colleagues, parents, and agencies in the larger community.
		IV-3. Grows and develops professionally.

LICENSURE

The pathway to teaching licensure is mapped in the following graphic.

Initial Teaching Licensure Program Types



Teaching License Application

To apply for your teaching license please access the Ohio Department of Education’s (ODE) website using this link: <http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Apply-for-Certificate-License>.

This link will take you through the process: We will receive an email from the ODE letting us know that you have applied. Once we have concluded that you have met all the requirements, including passing any tests needed for licensing, we will approve your application.

APPENDICES

Forms

Forms

Application for Admission to the Teacher Education Program

The application for Admission to the Teacher Education Program is online and can be found at the department's website or through this link: <http://sites.jcu.edu/education/pages/student-information/application-forms/>.

Application for Pre Student Teaching

The application for Pre Student Teaching is online and can be found at the department's website or through this link: <http://sites.jcu.edu/education/pages/student-information/application-forms/>.

Application for Student Teaching

The application for Student Teaching is online and can be found at the department's website or through this link: <http://sites.jcu.edu/education/pages/student-information/application-forms/>.

Application for Licensure

To apply for your teaching license please access the Ohio Department of Education's (ODE) website using this link: <http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Apply-for-Certificate-License>.

This link will take you through the process: We will receive an email from the ODE letting us know that you have applied. Once we have concluded that you have met all the requirements, including passing any tests needed for licensing, we will approve your application.

Verification of Moral Character

Department of Education and Allied Studies John Carroll University Teacher Education Program Verification of Moral Character Revised: 8.23.11

NOTE: This form MUST be submitted to the course instructor at the beginning of each semester during which the candidate is enrolled in courses that require candidates to go into schools and interact with students.

The State of Ohio Department of Education has set standards for the granting of a license to teach. Candidates for teaching licensure must be recommended by the Department of Education and Allied Studies at John Carroll University. Consistent with these state standards, JCU requires affirmation of the good moral character of its candidates. This signed statement must become part of your student record before you can be admitted to a program in Teacher Education. If you are unable to verify the statement below, immediately contact the Chairperson of the Department of Education and Allied Studies.

I, the undersigned Teacher Education candidate, state that I am of good moral character and affirm the following: I have never had a professional credential (license, certificate, permit) revoked or suspended; nor have I ever surrendered a professional credential. I have never been convicted of, found guilty of, or pled guilty to any felony.

I have never been convicted of, found guilty of, or pled guilty to any of the following violations of Ohio law; corruption of a minor, sexual imposition, soliciting a person under the age of thirteen to engage in sexual conduct, soliciting a person to engage in sexual conduct who was between the ages of twelve and fifteen when I was 18 or older and at least four years older than the person; any drug offense that is not a minor misdemeanor, any offense of violence, or any theft offense.

I have never been convicted of, found guilty of, or pled guilty to any violation of any municipal ordinance, law of another state, or and federal statute comparable to the violations noted in the preceding paragraph.

Printed Name	Banner ID
Signature	Date
Signature of Witness Department of Education and Allied Studies	Date

Please note: When you apply for State of Ohio licensure, you will be asked to verify the above information. In addition, the State of Ohio is now asking the following questions on the application for licensure. Have you ever been convicted of, found guilty of, or pled guilty to any misdemeanor other than a traffic offense? Have you ever had a criminal conviction sealed or expunged?

The Verification of Moral Character form can also be found online at the department's website or through this link: <http://sites.jcu.edu/education/pages/student-information/application-forms/>.

Undergraduate Advisement Forms

Early Childhood Advisement Form

Early Childhood Advisement Form – This applies to PRE 2013 Under Grad Bulletin

Dept. of Education and Allied Studies
 John Carroll University – Teacher Education Program
 Early Childhood Advisement form
 Revised: 9.20.2011

University Core Requirements: GENERAL EDUCATION

Division I – FYSEM, EN, CO, ML			17 Credits
Course	Hours	Grade	Semester/Year
First Year Seminar	3		
EN 103,111 or 114	3		
EN 112 or 116	3		
CO 100	2		
Foreign Lang.	3		
Foreign Lang.	3		

Division II – Choose 3 courses: AH, CO, CMLC, EN, HS			9 Credits
Course	Hours	Grade	Semester/Year
Literature	3		
HS or AH	3		
Elective	3		

Division III – Choose 2 courses from 2 disciplines: EC, PO, SC,			6 Credits
Course	Hours	Grade	Semester/Year
Elective (Recommended: SC 101)	3		
Elective	3		

Division IV : BL, CH, MT/CS, PH, PS			10 Credits
Course	Hours	Grade	Semester/Year
Math (Recommended: MT 160)	3		
Science	3-4		
Elective (Recommended: PS 101)	3-4		

Division V : PL, RL			15 Credits
Course	Hours	Grade	Semester/Year
PL 101	3		
PL 200 Level	3		
PL 300 Level	3		
RL 101	3		
RL 200 Level or above	3		

Additional Core Requirements (Courses taken in Divisions I-V can be used to fulfill this requirement.)
 W = Writing Intensive; R = Asian, African or Latin America
 D = Diversity; S = Western International Society

Need: 2 – R's, or 1/R & 1/S; but not 2 – S's

Writing Intensive (W), Diversity (D), International			
Course	Hours	Grade	Semester/Year
L	3		
W (ED 253 will fulfill requirement)	3		
D (ED 350 will fulfill requirement)	3		
*International	3		
*International	3		

Early Childhood Advisement Form cont.

Dept. of Education and Allied Studies
 John Carroll University – Teacher Education Program
 Early Childhood Advisement form
 Revised: 9.20.2011

Curriculum Content: 18 Semester Hours Required

Course #	Course Title	Hours	Grade	Semester/Year
MT 171/171L	Foundation of Early Childhood Mathematics	3		
AR 171/171L	Interdisciplinary Sciences	3		
PE 411	Health & Physical Ed. in the Elementary School	3		
PS 261	Child Development	3		
SC 101	Introduction to Sociology	3		
MT 160	Math & Creativity	3		

Professional Education: 59-60 Semester Hours Required

Course #	Course Title	Hours	Grade	Semester/Year
ED 100	Introduction to Education	2-3		
ED 201	Assessment, Learning & Individual Differences	3		
ED 224	Introductory to Early Childhood Education	3		
ED 225	Observational Assessment of the Young Child	3		
ED 225E	Seminar I: Focus on Family Ecology	3		
ED 253*	School and Society	3		
ED 255	Literacy Across the Curriculum	3		
ED 325	Learning Across the Early Childhood Years	3		
ED 331	Integrated Learning in Preschool	3		
ED 332	Integrated Learning in Early Elementary Yrs.	3		
ED 350**	Multicultural Education in a Pluralistic Society	3		
ED 355	Language Study and Phonics	3		
ED 386	Educational Technology	3		
ED 405A	Seminar III: Integrating Family, School & Community Ecologies	3		
ED 415	Educational Procedures for the Exceptional Child	3		
ED 444A	Directed Teaching in Early Childhood Settings	9		
ED 456	Reading Assessment and Intervention	3		
ED 457	Methods in Reading Education	3		

*Approved Core Writing Intensive Course

**Approved Core Diversity Course

ACTIONS

	CUM GPA	ED GPA	Core GPA	Applied Date	Accept Date	Conditional Date	Defer	Reject
Admit to Teacher Education								
Admit to Pre-Student Teaching								
Admit to Professional Semester								
Recommend Licensure								

Early Childhood Advisement Form cont.

ADVISEMENT FORM

Education Major: Early Childhood Licensure Program – Effective for Class of 2017

Name _____ Email _____

Phone _____ Cell Phone _____

University Core Requirements: GENERAL EDUCATION

Division I –FYSEM, EN, CO, ML			17 Credits
Course	Hours	Grade	Semester/Year
First Year Seminar	3		
EN 103,111 or 114	3		
EN 112 or 116	3		
CO 100	2		
Foreign Lang.	3		
Foreign Lang.	3		

Division II –Choose 3 courses: AH, CO, CMLC, EN, HS			9 Credits
Course	Hours	Grade	Semester/Year
Literature	3		
HS or AH	3		
Elective	3		

Division III –Choose 2 courses from 2 disciplines: EC,PO,SC,			6 Credits
Course	Hours	Grade	Semester/Year
Elective (Recommended: SC 101)	3		
Elective	3		

Division IV :BL,CH, MT/CS, PH, PS			10 Credits
Course	Hours	Grade	Semester/Year
Math (Recommended: MT 160)	3		
Science	3-4		
Elective (Recommended: PS 101)	3-4		

Division V :PL, RL			15 Credits
Course	Hours	Grade	Semester/Year
PL 101	3		
PL 200 Level	3		
PL 300 Level	3		
RL 101	3		
RL 200 Level or above	3		

Additional Core Requirements (Courses taken in Divisions I-V can be used to fulfill this requirement.)

W = Writing Intensive; R = Asian, African or Latin America D = Diversity; S = Western International Society
 Need: 2 – R’s, or 1/R & 1/S; but not 2 – S’s

Writing Intensive (W), Diversity (D), International			
Course	Hours	Grade	Semester/Year
L	3		
W (ED 253 will fulfill requirement)	3		
D (ED 350 will fulfill requirement)	3		
*International	3		
*International	3		

Revised Fall 2013

Early Childhood Advisement Form cont.

Curriculum Content: 10 Semester Hours Required

Course #	Course Title	Hours	Grade	Semester/Year
MT 171	Foundation of Early Childhood Mathematics	4		
AR 171/171L	Interdisciplinary Sciences	3		
ED 356	Children's Literature	3		

Professional Education: 62 Semester Hours Required

Course #	Course Title	Hours	Grade	Semester/Year
ED 100	Introduction to Education	3		
ED 200	The Young Child: Development from Birth to Age 8	3		
ED 201	Assessment, Learning & Individual Differences	3		
ED 224	Educating and Caring for Young Children	3		
ED 225	Assessment of Young Children and their Families	3		
ED 253*	School and Society	3		
ED 255	Literacy Across the Curriculum	3		
ED 325	Developmentally Appropriate Curriculum and Methods	3		
ED 331	Integrated Early Childhood Methods I: Mathematics & Science	3		
ED 332	Integrated Early Childhood Methods II: Social Studies	2		
ED 333	Integrated Early Childhood Methods III: Physical Ed. and the Arts	1		
ED 334	Integrated Methods Clinic	2		
ED 350**	Multicultural Education in a Pluralistic Society	3		
ED 355	Language Study and Phonics	3		
ED 386	Educational Technology	3		
ED 405A	Seminar III: Integrating Family, School & Community Ecologies	3		
ED 415	Educational Procedures for the Exceptional Child	3		
ED 444A	Directed Teaching in Early Childhood Settings	9		
ED 456	Reading Assessment and Intervention	3		
ED 457	Methods in Reading Education	3		

*Approved Core Writing Intensive Course

**Approved Core Diversity Course

ACTIONS

	CUM GPA	ED GPA	Core GPA	Applied Date	Accept Date	Conditional Date	Defer	Reject
Admit to Teacher Education								
Admit to Pre-Student Teaching								
Admit to Professional Semester								
Recommend Licensure								

Revised Fall 2013

Middle Childhood Advisement Form

Middle Childhood Advisement Form cont.

**John Carroll University
Department of Education and Allied Studies
Middle Childhood Education Program**

CANDIDATE ADVISEMENT FORM

Name _____ E-mail: _____
Phone _____ Cell Phone: _____

UNIVERSITY CORE CURRICULUM

Some Curriculum Content Area Requirements for Licensure are met by the JCU Distributive Core. Such courses are listed under each Core Division by teaching field.

Division I –FYSEM, EN, CO, ML			17 Credits
Course	Hours	Grade	Semester/Year
First Year Seminar	3		
EN 103, 111 or 114	3		
EN 104, 112 or 116	3		
CO 100	2		
Foreign Language	3		
Foreign Language	3		

Division II –Choose 3 courses: AH, CO, CMLC, EN, HS			9 Credits
Course	Hours	Grade	Semester/Year
Literature	3		
AH or HS Elective	3		
Elective	3		

Lang. Arts: EN 277 and EN 201, 202, 203, 204, 214, 278, 284 or 285; CO 220 or 317
Social Studies: HS 119, 120, 170, 180, 201, 211, 212, 273 and 274

Division III –Choose 2 courses from 2 disciplines: EC, PO, SC,			6 Credits
Course	Hours	Grade	Semester/Year
Elective	3		
Elective	3		

Social Studies: EC 101, PO 101, SC 101

Division IV : BL,CH, MT/CS, PH,			10 Credits
Course	Hours	Grade	Semester/Year
MT Elective	3		
Science with Lab	4		
Elective	3-4		

Math: MT 118, 122, 135, 136, 160, 162; CS 101
Science: PH 115/115L, 206, 107/107L, 113/133L, BL 109/109L, 111/111L, 112/112L, 155/157, 156/158L , CH 103/103L, 105/105L, 141/143L

Division V : PL, RL			15 Credits
Course	Hours	Grade	Semester/Year
PL 101	3		
PL 200 level	3		
PL 300 level (PL 305 preferred)	3		
RL 101	3		
RL 200 level or above	3		

Revised Spring 2013

Middle Childhood Advisement Form cont.

Additional Core Requirements

With careful planning, students can meet these requirements with core courses and courses in the major.

Writing Intensive (W), Diversity (D), International			
Course	Hours	Grade	Semester/Year
W: ED 253	3		
D: ED 350	3		
L:	3		
*International	3		
*International	3		

*R – Asian, African or Latin American S – Additional (Western) International Society, 2 – R’s or 1-R and 1-S; but not 2-S’s

Professional Education Course of Study (48-49 credits)

Course #	Course Title	Hours	Grade	Semester/Year
Professional Education Core – required of candidates in all licensure areas				
ED 100	<i>Introduction to Education</i>	2-3		
ED 201	<i>Assessment, Learning and Individual Difference</i>	3		
ED 253 *	<i>School and Society</i>	3		
ED 350 **	<i>Multicultural Education in a Pluralistic Society</i>	3		
ED 386	<i>Educational Technology</i>	3		
Middle Child Core – required of all Middle Childhood candidates				
ED 330	<i>Middle Childhood Philosophy and Instruction</i>	3		Fall only
ED 424	<i>Middle Childhood Curriculum and Content Methods</i>	4		Fall only
PS 262	<i>Adolescent Development (prerequisite ED 201)</i>	3		
Reading Core – required of all Middle Childhood candidates				
ED 255	Literacy Across the Curriculum	3		
ED 355	Language Study and Phonics (pre-requisite ED 255)	3		
ED 456	Reading Assessment and Intervention (pre-requisite ED 355)	3		
ED 457	Methods in Reading Education (pre-requisite ED 456)	3		
Student Teaching				
ED 405 B	Middle Childhood Student Teaching Seminar	3		
ED 444 B	Student Teaching	9		

*Approved Core Writing Intensive Course

**Approved Core Diversity Course

	Cum GPA	A/C GPA (1)	A/C GPA (2)	ED GPA	Applied Date	Accept Date	Conditional Date	Defer	Reject
Admit to Teacher Education									
Admit to Pre-Student Teaching									
Admit to Professional Semester									
Recommend Licensure									

SOCIAL STUDIES (21 credits)

Course #	Course Title	Hours	Grade	Semester/Year
History Core – Required				
HS 201*	Western Civilization I	3		
OR HS 119	OR The World and the West	3		
HS 211*	United States to 1877	3		
HS 212*	United States from 1877	3		
HS 271	World Geography	3		
Social Studies Elective – Choose One				
SC 101*	Introductory Sociology	3		
HS 119*	World and West	3		
HS 120*	20 th Century Global History	3		
HS 131	African American History	3		
AR 291	Justice and Democracy in a Global Context	3		
HS 170*	Introduction to Latin American History and Culture	3		
HS 180*	Contemporary East Asian History	3		
HS 273*	Colonial Latin America History	3		
HS 274*	Modern Latin American History	3		
HS 279	Pre-Modern East Asian History	3		
HS 280	Modern East Asian History	3		
Social Science – Required				
EC 101*	Introduction to Economics	3		
PO 101*	Introduction to Political Science	3		

*Approved Division Core Courses

SCIENCE (23-24 credits)

Course #	Course Title	Hours	Grade	Semester/Year
Science Core – Required				
BL 112/112L*	Human Biology with Lab	4		
CH 105/105L*	Chemistry in Society with Lab	4		
PH 115/L*	Environmental Earth Science and Lab	4		Fall
PH 206*	Earth System Science	3		Spring
PH 107/107L*	Introductory Physics by Experiment with Lab	4		
Science Elective – Choose One				
BL 109/109L*	Environmental Biology with Lab	4		
BL 111/111L*	Fundamentals of Ecology with Lab	4		
BL 115/115L*	Human Genetics and Race with Lab	4		
BL 155/157*	Principles of Biology I with Lab	4		
CH 103/103L*	Environmental Chemistry with Lab	4		
CH 141/143*	General Chemistry with Lab	5		
PH 113/113L*	Introductory Astronomy with Lab	4		
PH 197	Special Topics in Physics (depending on topic: approval needed)	3		

*Approved Division Core Courses

MATHEMATICS (22 credits)

Course #	Course Title	Hours	Grade	Semester/Year	Semester Offered
Math Core – Required					
MT 118	Applied Mathematics	3			Every semester
or					
CS 144 **	Software Animation & Modeling	3			Every Spring
MT 135*	Calculus & Analytic Geometry I	4			Every semester
MT 160*	Mathematics and Creativity	3			Every semester
or					
MT 200*	Explorations in Math	3			
MT 162*	Mathematics from Non-Western Cultures	3			Every Spring
MT 221	Combinatorics, Probability and Statistics in Middle School Mathematics	3			Every Spring (starting in 2014)
MT 241	Numerical & Algebraic Concepts for Middle School Mathematics Teacher (pre-requisite MT 135 and MT 160 or MT 200)	3			Fall 2013, 2015
MT 251	Geometry for Middle School Mathematics Teachers (pre-requisite MT 135 and MT 160 or MT 200)	3			Fall 2014, 2016

*Approved Division Core Courses

**Division Core designation to be requested

Some of these courses are offered only every two years, and others are offered only once per year. Middle childhood Education majors pursuing the Mathematics Curriculum Content Area should take MT 135 and MT 160 during their first year, to ensure that they have satisfied the prerequisites for MT 241 and MT 251 in time to take those courses.

Revised Fall 2013

LANGUAGE ARTS (35 credits)

Course #	Course Title	Hours	Grade	Semester/Year
Basic Composition and Literature – Required				
EN 111* or EN 114*+	Composition and Rhetoric I or Advanced Freshman Composition I	3		
EN 112* or EN 116	Composition and Rhetoric II or Advanced Freshman Composition II	3		
Basic Communications - Required				
CO 100*	Speech Communication	2		
American Literature Survey				
EN 277*	Major American Writers	3		
Advanced Literature – Select One				
EN 201*	Introduction to Poetry	3		
EN 202*	Introduction to Short Fiction	3		
EN 203*	World Drama	3		
EN 204*	Introduction to the Novel	3		
EN 214*	Major British Writers	3		
EN 278*	Introduction to African American Literature	3		
EN 284*	Writing Women: An Introduction	3		
EN 285*	Indian Literature	3		
EN 286*	African Literature	3		
Advanced Writing – Select One				
EN 300	Advanced Writing	3		
EN 301	Introductory Poetry Writing Workshop	3		
EN 302	Introductory Fiction Writing Workshop	3		
EN 303	Introductory Creative Writing Workshop	3		
EN 304	Introductory Creative Non-Fiction Workshop	3		
Advanced Communications – Select One				
CO 220*	American Electronic Media	3		
CO 225	Journalism	3		
CO 317*	Film & Communication	3		
CO 321	Minorities, Stereotypes, and the Media	3		
CO 322	Women in mass Media	3		
CO 324	Video Graphics & Animation	3		
Literacy Theory and Practice - Required				
ED 255	Literacy across the Curriculum	3		
ED 355	Language Study and Phonics	3		
ED 456	Reading Assessment and Intervention	3		
ED 457	Methods in Reading Education	3		
Language Arts Education - Required				
ED 356	Children's Literature	3		

*Approved Division Core Courses

+ If candidates receive a final grade of A in EN 114 they may be exempted from EN 116 by permission of the director of First Year Writing and the Chair of the English Department. The student will, in consultation with their education advisor, substitute another English elective in place of the required second semester of Basic Composition and Literature in order to complete the licensure requirements in Language Arts.

Adolescent Young Adult (AYA) Advisement Form

And

**Adolescent Young Adult (AYA)
Content Advisement Forms**

AYA Advisement Form

ADVISEMENT FORM Adolescent Young Adult Licensure Program

Name _____
Phone _____

Email _____
Cell Phone _____

GENERAL EDUCATION

Some Curriculum Content Requirements are met by the JCU Distributive Core. Such courses are noted beneath each Division by teaching field/licensure.

Division I –FYSEM, EN, CO, ML			17 Credits
Course	Hours	Grade	Semester/Year
First Year Seminar	3		
EN 103,111 or 114	3		
EN 112 or 116	3		
CO 100	2		
Foreign Language	3		
Foreign Language	3		

Division II –Choose 3 courses: AH, CO, CMLC, EN, HS			9 Credits
Course	Hours	Grade	Semester/Year
Literature	3		
HS or AH	3		
Elective	3		

Integrated Lang. Arts: EN 203, 214, 277, 278, 281, 282, 285, 372, 383; CO 245
Integrated Soc. Studies: HS 103, 104, 131, 211, 212, 372

Division III –Choose 2 courses from 2 disciplines: EC, PO, SC,			6 Credits
Course	Hours	Grade	Semester/Year
Elective	3		
Elective	3		

Integrated Social Studies: PO 101, 314; EC 101; SC 101

Division IV : BL, CH, MT/CS, PH, PS			10 Credits
Course	Hours	Grade	Semester/Year
Math	3		
Science with Lab	3-4		
Elective	3-4		

Life Science: MT 135, any of the other Science Licenses: MT 135, MT 136

Note: Completion of the requirements for any of the science licensures will also result in completion of the science requirements for Division IV.

Division V: PL, RL			15Credits
Course	Hours	Grade	Semester/Year
PL 101	3		
PL 200 Level	3		
PL 300 Level	3		
RL 101	3		
RL 200 Level or above	3		

Any of the Science Licenses: PL 314 or 375

Additional Core Requirements

Writing Intensive (W), Diversity (D), International			
Course	Hours	Grade	Semester/Year
L:	3		
W: ED 253	3		
D: ED 350	3		
*International (R)	3		
*International (R or S)	3		

L- Literature, *R- Asian, African or Latin American, S-Additional (Western) International Society, 2- R's or 1-R & 1-S; but not 2-S's

AYA Advisement Form cont.

Professional Education: 38-39 Semester Hours Required

Course #	Course Title	Hours	Grade	Semester/Year
ED 100	Introduction to Education	3		
ED 201	Assessment, Learning & Individual Differences	3		
ED 253*	School and Society	3		
ED 255	Literacy Across the Curriculum	3		
ED 337	Adolescent Special Education Methods	3		
ED 350**	Multicultural Education in a Pluralistic Society	3		
ED 386	Educational Technology	3		
ED 427	Adolescent Education Special Topics	3		
ED 405C	Adolescent Education Seminar	3		
ED 444C	Adolescent Education Student Teaching	9		
PS 262	Adolescent Development	3		

*Approved Core Writing Intensive Course

**Approved Core Diversity Course

Licensure—Circle One:

- Integrated Language Arts
- Integrated Social Studies
- Chemistry/Life Science (Biology Major/Chemistry Minor)
(Chemistry Major/Biology Minor)
- Life Science
- Integrated Mathematics
- Physical Sciences Dual Field Licensure (Chemistry Major/Physics Minor)
(Physics Major/Chemistry Minor)
- Physics
- Chemistry

Consult the course requirements sheet for specific curriculum content requirements for each licensure.

Note: Requirements for a subject area major for graduation may differ from requirements for licensure.
Make sure you consult with your academic major adviser regarding departmental requirements for graduation

ACTION

	Cum GPA	Field (1) ___ GPA	Field (2) ___ GPA	Education GPA	Apply Date	Accept Date	Conditional Date	Defer	Reject
Admit to Teacher Education									
Admit to Pre-Student Teaching									
Admit to Professional Semester									
Recommend Licensure									

Revised Fall 2011

AYA Content Advisement Forms

Curriculum Content: CHEMISTRY 38-53 Semester Hours Required

Praxis test – Chemistry: Content Knowledge (20245)

Course #	Course Title	Hours	Grade	Semester Offered
CH 141	General Chemistry I	4		Fall, Summer
CH 142	General Chemistry II	4		Spring, Summer
CH 143	General Chemistry Lab I	1		Fall, Summer
CH 144	General Chemistry Lab II	1		Spring, Summer
OR				
CH 151	Chemical Principles	4		Fall
CH 153	Chemical Principles Lab	1		Fall
CH 221	Organic Chemistry I	3		Fall, Summer
CH 222	Organic Chemistry II	3		Spring, Summer
CH 223	Organic Chemistry Lab I	1		Fall, Summer
CH 224	Organic Chemistry Lab II	1		Spring, Summer
CH 261	Analytical Chemistry	3		Spring
CH 263	Analytical Chemistry Lab	1		Spring
CH 361	Introductory Physical Chemistry	3		Fall
OR				
CH 365	Physical Chemistry I	3		Fall
CH 366	Physical Chemistry II	3		Spring
CH 367	Physical Chemistry Lab	2		Fall & Spring
CH 441	Instrumental Analysis	3		Fall
CH 443	Instrumental Analysis Lab	1		Fall
CH 478	Chemistry Seminar	0		Fall & Spring
PLUS TWO UPPER DIVISION COURSES (contact Chemistry advisor)				
PLUS				
PH 125	General Physics I	3		Fall
PH 126	General Physics II	3		Spring
PH 125L	General Physics I Lab	1		Fall
PH 126L	General Physics II Lab	1		Spring
OR				
PH 135	Physics I	3		Fall
PH 136	Physics II	3		Spring
PH 135L	Physics I Lab	1		Fall
PH 136L	Physics II Lab	1		Spring
MT 135	Calculus and Analytic Geometry I	4		
MT 136	Calculus and Analytic Geometry II	4		
OR				
MT 228	Statistics for the Biological Sciences (by Permission)	3		

In addition, majors planning to teach are required to have the equivalent of:

- 1 Biology course, and**
- 1 Earth Science course**

Transcript review by the Department would establish whether this content has been adequately covered in previous coursework or whether additional coursework is needed.

Revised: Fall 2010

AYA Content Advisement Forms cont.

**Curriculum Content: Life Science
72-78 Semester Hours Required
31-35 credits in Biology**

Praxis test – Biology: Content Knowledge (20235)

Course #	Course Title	Hours	Grade	Semester/Year
Introductory Biology Courses [12 credits]:				
Molecules & Cells [4 credits]:				
BL 155	Principles of Biology I	3		
BL 157	Principles of Biology Lab I	1		
Anatomy & Physiology: Plants and Animals [4 credits]:				
BL 156	Principles of Biology II	3		
BL 158	Principles of Biology Lab II	1		
Evolution & Biodiversity [4 credits]:				
BL 159	Principles of Biology III	3		
BL 160	Principles of Biology Lab III	1		
Additional Biology Courses [19 - 23 credits]:				
Molecules to Cell [6-8 credits]:				
BL 213	Genetics	4		Every Semester
BL 301	Introduction to Cell Biology	3		
BL 310/310L	Microbiology	4		Every Semester
BL 465	Molecular Genetics	3		
Cell to Organism – select only one [3 - 5 credits]:				
BL 350/350L	Vertebrate Anatomy & Lab	5		Spring
BL 360/360L	Human Physiology & Lab	4		Every Semester
BL 410	Medical Microbiology	3		
BL 420	Plant Physiology	3		Spring
BL 471	Immunology	3		Fall
BL 475	Endocrinology	3		Fall
Organism to Biosphere [10 credits]:				
BL 222	General Ecology	3		Every Semester
BL 224/224L	Terrestrial ecology	4		Fall
BL 331	Global Climate Change	3		Spring
BL 370	Evolution	3		Spring
BL 415	Introduction to Systematic Biology	3		Spring
BL 435/435L	Plant Ecology	4		Fall
BL 444/444L	Advanced Ecology	4		Fall
Required Support Courses [35-36 credits]:				
CH 141/143	General Chemistry I & Lab	5		
CH 142/144	General Chemistry II & Lab	5		
CH 221/223	Organic Chemistry I & Lab	4		
CH 222/224	Organic Chemistry II & Lab	4		
MT 135	Calculus I & Analytic Geometry I	4		
MT 228	Statistics for the Biological Sciences	3		
PH 125/125L	Physics I & Lab	4		Fall
Select One:				
PH 115/L	Environmental Earth Science & Lab	4		Fall
PH 206	Earth System Science	3		Spring
Select One:				
PL 314	Science, Technology & Ethics	3		
PL 375	Philosophy of Science	3		

Revised Fall 2013

AYA Content Advisement Forms cont.

Curriculum Content: Chemistry/Life Science
72-73 Semester Hours Required

Praxis test – Biology: Content Knowledge (20235) and Chemistry: Content Knowledge (20245)

Course #	Course Title	Hrs.	Gr.	Sem.
CH 141/143	General Chemistry I & Lab	5		Fall, summer
CH 142/144	General Chemistry II & Lab	5		Spring, Summer
CH 221/222	Organic Chemistry I & Lab	4		Fall, Summer
CH 223/224	Organic Chemistry II & Lab	4		Spring, Summer
CH 261/263	Analytical Chemistry and Lab	4		Spring
CH 361 ++	Introductory Physical Chemistry & Lab	3		Fall
CH 367	Physical Chemistry Lab	2		Spring & Fall
CH 478	Chemistry Seminar	0		Spring & Fall
CH 431 ++	General Biochemistry	4		Spring only
BL 155/156	Principles of Biology I & II	6		
BL 157/158	Principles of Biology I & II Lab	2		
BL 213	Genetics	4		
BL 222	General Ecology	3		
BL 310/310L	Microbiology & Lab	4		
BL 444/444L	Advanced Ecology & Lab	4		
PH125/125L	General Physics I & Lab	4		Fall
PH126/126L	General Physics II & Lab	4		Spring
Select One:				
PH 115/L	Environmental Earth Science & Lab	4		Fall
PH 206	Earth System Science	3		Spring
Select One:				
MT 135	Calculus and Analytic Geometry I	4		
MT 136	Calculus and Analytic Geometry II	4		
Select One:				
PL 314 *	Science, Technology, and Ethics	3		
PL 375 *	Philosophy of Science	3		

Note:

This list does not include CH 443/444 or any additional upper division course, which is required for the chemistry major.

* Course meets Division V Core Requirement

++ CH 435/436 (6 cr.) may substitute for CH 431 with Chair's Approval

Revised Fall 2013

AYA Content Advisement Forms cont.

Adolescent Young Adult Curriculum Content: Integrated Language Arts (42 Hours Required) Praxis test –English Language, Literature, and Composition: Content Knowledge (10041)

Course #	Course Title	Hours	Grade	Semester/Year
Required Courses				
EN 214 *	Major British Writers	3		
EN 277 *	Major American Writers	3		
EN 278 or EN 472 *	Introduction to African American Lit Studies in African American Literature	3		
EN 300 (or 301, 302, 303, 304)	Advanced Writing	3		
CO 225	Journalism	3		
ED 357	Adolescent Literature	3		
Section A: Select One				
CO 235	Business & Professional Speaking	3		
CO 245 *	Argumentation & Debate	3		
CO 441	Rhetorical Theory and Criticism	3		
Section B: Select One From FOUR Of The Six Historical Periods (two pre- and two post 1800)				
EN 311 *OR	Old English Language & Literature	3		
EN 312 *	Late Medieval Literature	3		
EN 320 *OR	Literature in the Age of Henry VIII & Elizabeth I	3		
EN 321 *	Literature in the Age of Stuarts & The Civil War	3		
EN 330 OR	Augustan Literature	3		
EN 331	Late 18 th Century Literature	3		
EN 340 OR	Romantic Literature	3		
EN 351	Victorian Literature	3		
EN 360 OR	Modern British Literature	3		
EN 361	Contemporary British Literature	3		
EN 371 OR	19 th Century American Literature	3		
EN 372 *	20 th Century American Literature	3		
Section C: Select One				
EN 203 *	World Drama	3		
EN 222	Introduction to Shakespeare	3		
EN 382 *	20 th Century Literature	3		
EN 422	Studies in Shakespeare	3		
EN 483	Studies in Contemporary Theater	3		
EN 486	Studies in Modern Drama	3		
Section D: Select One				
EN 281*	Masterpieces of Western Literature I	3		
EN 282 *	Masterpieces of Western Literature II	3		
EN 284	Writing Women: An Introduction	3		
EN 285 *	Indian Literature	3		
EN 286	African Literature	3		
EN 445	British Women Writers Since 1800	3		
EN 480	Studies in Post-Colonial Literatures	3		
EN 490	History of Literary Theory & Criticism	3		
EN 495	Critical Practice	3		
CO 441 #	Rhetorical Theory & Criticism	3		
Section E: Select One				
EN 485	Contemporary English Grammar	3		
EN 488	History of the English Language	3		

* Division II Core requirement.

**EN 299 Special Study may substitute for EN 278 when the topic is either Hispanic Amer. Lit. or Asian American Literature

#CO 441 is recommended as it satisfies one of the 13 courses for an English Major and a 400 level requirement.

***EN 485 and/or 488 are offered once per year in the fall semester only.

REMINDER: **English Majors:** You will need to take an additional 6 credit hours of English classes beyond those required for AYA – Integrated Language Arts Licensure in order to meet the requirements for your major (CO Classes do not count toward the EN major) While it is customarily required for English majors to take 4 courses at the 400 level, English majors seeking the AYA Integrated Language Arts licensure are permitted to take just 3 courses at the 400 level, with the written approval of the English Department chair.

Revised Fall 2013

AYA Content Advisement Forms cont.

Adolescent Young Adult Curriculum Content: Integrated Social Studies
54 Semester Hours Required
Praxis test- social Studies: Content Knowledge (10081)

Course #	Course Title	Hours	Grade	Semester/Year
American History (required)				
HS 211 *	History of The United States (through post Civil War Era)	3		
HS 212 *	History of the United States (from Post Civil War Era)	3		
European History (required)				
HS 201	Western Civilization (Earliest Times to 16 th Century)	3		
HS 202	Western Civilization (16 th Century to Present)	3		
Historical Research (required)				
HS 261	History as Art and Science	3		
HS 490 OR HS 491	Senior Seminar Senior Thesis	3		
Special Area Studies				
Global History (choose 1)				
HS 118	World and the West	3		
HS 120	20 th Century Global History	3		
HS 151	The Atlantic World	3		
HS 464	Genocide and War Crimes	3		
Non-Western Studies (choose 2)				
HS 170	Introduction to Latin America History & Culture	3		
HS 180	Contemporary East Asian History	3		
HS 274	Modern Latin America History	3		
HS 280	Modern East Asia History	3		
HS 300	History of the Ancient Near East	3		
HS 381	Japanese History	3		
HS 382	Chinese History	3		
HS 456	Relations of the Pacific Rim	3		
Geography (required)				
HS 271	World Geography	3		
Upper Division Courses (300/400) – Choose any three courses supporting a major regional or thematic focus (in consultation with the Department of History and the Department of Education and Allied Studies)				
HS	Elective	3		
HS	Elective	3		
HS	Elective	3		
Additional Required Courses from Other Academic Disciplines				
SC 101 *	Introduction to Sociology	3		
PO 101 *	United States Politics	3		
EC 101 *	Introduction to Economic Problems & Policies	3		
PS 101	Introduction to Psychology	3		
PS 262	Adolescent Development	3		

* Meet the Core Requirement.

Revised Fall 2013

AYA Content Advisement Forms cont.

Mathematics (37-40 Semester Hours Required)

Praxis Test – Mathematics: Content Knowledge (10061)

Course #	Course Title	Hours	Grade	Semester/Year	Semester Offered
CS 128/128L	Intro Software/Application, Development	4			Every Semester
or					
CS 150	Database Systems	3			Every Spring
MT 135*	Calculus & Analytic Geometry I	4			Every Semester
or					
MT 133/134**	Calculus & Analytic Geometry IA/IB	3+3			Every Fall/Spring
MT 136*	Calculus & Analytic Geometry II	4			Every Semester
MT 233	Calculus & Analytic Geometry III	4			Fall
MT 200*	Explorations in Math	3			Fall 10, 12
MT 229	Probability & Statistics	3			Fall
MT 271	Discrete Mathematics and Matrix Algebra	3			Spring
MT 331	Introduction to Real Analysis	3			Spring
MT 343	Introduction to Abstract Algebra	4			Fall
MT 450	Euclidean & Non-Euclidean Geometry	3			Fall 09, 11, 13
MT 469	History of Mathematics	3			Fall 10, 12

* meet Division IV Core Math Requirement.

**Students may take either MT 135 or BOTH OF MT 133 and 134.

Revised Fall 2013

AYA Content Advisement Forms cont.

Curriculum Content: BA in PHYSICS (for majors planning to teach)
(58 Semester Hours Required + 8 credits in Related Sciences)

Praxis Test – Physics: Content Knowledge (10265)

Course #	Course Title	Hours	Grade	Semester/Year
PH 135/135L	Physics I and Lab	5		Fall
PH 136/136L	Physics II and Lab	5		Spring
PH 246	Modern Physics	3		Fall
PH 247	Modern Physics Laboratory	1		Spring
PH 315/315L	Classical Mechanics and Workshop	4		
PH 347	Advanced Laboratory	2		Fall
PH 365/365L	Electricity and Magnetism and Workshop	4		
PH 408	Senior Research or Design Project	2		Fall
PH 445/445L	Quantum Physics and Workshop	4		
EP 217	Mathematical Methods of Physics & Engineering	3		Spring
EP 260/260L	Electronics and Lab	4		Spring
EP 451/451L	Numerical Physics and Workshop	4		
	Mathematics			
MT 135	Calculus and Analytic Geometry I	4		
MT 136	Calculus and Analytic Geometry II	4		
MT 233	Calculus and Analytic Geometry III	4		
	Chemistry			
CH 141	General Chemistry I	4		Fall
CH 143	General Chemistry Lab I	1		Fall
OR				
CH 151	Chemical Principles	4		Fall
CH 153	Chemical Principles Lab	1		Fall
	Related Sciences (8 credits required)			
	Biological Science			
BL XXX/XXXL	Biology Course with Lab	4		
	Earth Science (select one of the following)			
PH 115/L	Environmental Earth Science & Lab	4		Fall
PH 206	Earth Systems Science	3		Spring
PH 113/113L	Astronomy and Lab	4		Fall, Spring

Transcript review by the Department would establish whether this content has been adequately covered in previous coursework or whether additional coursework is needed.

Revised: Fall 2013

AYA Content Advisement Forms cont.

Curriculum Content—Physical Science Dual Field Licensure

Chemistry Major/Physics Minor

80-84 Semester Hours Required

Praxis test – Chemistry: Content Knowledge (20245) & Physics: Content Knowledge (10265)

Course #	Course Title	Hours	Gr.	Sem.
CH 141/143 ¹	General Chemistry I and Lab	5		Fall, Summer
CH 142/144	General Chemistry II and Lab	5		Spring, Summer
CH 221/223	Organic Chemistry I and Lab	4		Fall, Summer
CH 222/224	Organic Chemistry II and Lab	4		Spring, Summer
CH 261/263	Analytical Chemistry and Lab	4		Spring
CH 441/443	Instrumental Analysis and Lab	4		Fall
CH 478	Chemistry Seminar	00		Spring & Fall
CH 431 ³	General Biochemistry	4		Spring
PH 135/135L	Physics I and Lab	5		
PH 136/136L	Physics II and Lab	5		
PH 246	Modern Physics	3		
EP 217	Mathematical methods of Physics and Engineering	3		

Plus additional upper division courses in physics depending on chemistry electives (see footnotes 2)

BL 155/156	Principles of Biology I and II	6		
BL 157/158	Principles of Biology Lab I and II	2		
MT 135	Calculus and Analytic Geometry I	4		
MT 136	Calculus and Analytic Geometry II	4		
MT 233	Calculus and Analytic Geometry III	4		

Select One:

CH 361	Introductory Physical Chemistry	3		Fall
CH 367 ²	Physical Chemistry Lab I	2		Spring & Fall
CH 365	Physical Chemistry I	3		Fall
CH 366	Physical Chemistry II	3		Spring
CH 367	Physical Chemistry Lab I	2		Spring & Fall

Select One

PH 115/L	Environmental Earth Science and Lab	4		Fall
PH 206	Earth System Science	3		Spring

NOTES ON CREDIT TOTALS:

MT=12; Earth=7; BL=8; CH=25-30 plus 5 or 8 depending on Physical Chemistry Sequence (CH 361/367 or CH 365/6/7); PH=19-20

¹CH 151/153 may be substituted for CH 141/142/143/144 to save the student 5 credit hours

²CH 361/367 may be used to satisfy only one of the additional upper division physics courses with the approval of the physics department chairperson. An additional upper division physics course is therefore needed.

³CH 435/436 may substitute for CH 431 with Chair's approval

*Course meets Division V Core Requirement

Revised Fall 2013

AYA Content Advisement Forms cont.

**Curriculum Content: Physical Science Dual Field Licensure
BS INTERDISCIPLINARY PHYSICS MAJOR *with an interdisciplinary focus on Chemistry*
(94-99 Semester Hours Required)**

Praxis test – Chemistry: Content Knowledge (20245) & Physics: Content Knowledge (10265)

Course #	Course Title	Hrs.	Gr.	Sem. Offered
PH 135/135L	Physics I and Workshop	5		Fall
PH 136/136L	Physics II and Workshop	5		Spring
PH 246	Modern Physics	3		Fall
PH 247	Modern Physics Laboratory	1		Spring
PH 315/315L	Classical Mechanics and Workshop	4		
PH 347	Advanced Laboratory	2		Fall
PH 365/365L	Electricity and Magnetism and Workshop	4		
PH 407	Senior Research or Design Project	2		Fall
PH 445/445L	Quantum Physics and Workshop	4		
EP 217	Mathematical Methods of Physics & Engineering	3		Spring
EP 260/260L	Electronics and Lab	4		Spring
EP 451/451L	Numerical Physics and Workshop	4		
CH 141/143 *	General Chemistry I and Lab	5		Fall
CH 142/144	General Chemistry II and Lab	5		Spring
CH 221/223	Organic Chemistry I and Lab	4		Fall
CH 222/224	Organic Chemistry II and Lab	4		Spring
CH 431	General Biochemistry	4		Spring
BL 155/156	Principles of Biology I and II	6		
BL 157/158	Principles of Biology Lab I and II	2		
MT 135	Calculus and Analytic Geometry I	4		
MT 136	Calculus and Analytic Geometry II	4		
MT 233	Calculus and Analytic Geometry III	4		

Select One:

CH 361	Introductory Physical Chemistry	3		Fall
CH 367	Physical Chemistry I Lab	2		Spring & Fall
CH 365	Physical Chemistry I	3		Fall
CH 367	Physical Chemistry I Lab	2		Spring & Fall
CH366	Physical Chemistry II	3		Every other Spring
CH 368	Physical Chemistry II Lab	2		

Select One:

PH 115/L	Environmental Earth Science and Lab	4		Fall
PH 206	Earth System Science	3		Spring

Select One:

PL 314 **	Science, Technology & Ethics	3		
PL 375 **	Philosophy of Science	3		

Note:

*CH 151/153 (5 credits) may substitute for CH 141-144 with Chair's approval.

**Course meets Division V Core Requirement

The above program with 30 credit hours of lower division CH and BL plus 5-8 credit hours of upper division chemistry plus earth science substantially exceeds the requirements for a BS in Interdisciplinary Physics. The BS in Interdisciplinary Physics only requires 24 credit hours of lower division CH and BL courses.

Revised Fall 2013

AYA Content Advisement Forms cont.

Curriculum Content: Life Science/Chemistry
(Biology Major/Chemistry Minor)

Praxis test – Biology: Content Knowledge (20235) and Chemistry: Content Knowledge (20245)

Course #	Course Title	Hours	Grade	Sem. Offered
BL 155/156	Principles of Biology I & II	6		
BL 157/158	Principles of Biology Lab I & II	2		
BL 213	Genetics	4		
BL 222	General Ecology	3		
BL 310/310L	Microbiology & Lab	4		Every semester
BL 444/444L	Advanced Ecology & Lab	4		
CH 141/143 +	General Chemistry I & Lab	5		Fall
CH 142/144 +	General Chemistry II & Lab	5		Spring
CH 221/223	Organic Chemistry I & Lab	4		Fall
CH 222/224	Organic Chemistry Lab II & Lab	4		Spring
CH 261/263	Analytical Chemistry and Lab	4		Spring
CH 361	Introductory Physical Chemistry & Lab	3		Fall
CH 367	Physical Chemistry Lab	2		Fall & Spring
CH 441/443	Instrumental Analysis and Lab	4		Fall
CH 478	Chemistry Seminar	0		Fall & Spring
CH 431	General Biochemistry	4		Spring
PH 125/125L	General Physics I & Lab	4		Fall
PH 126/126L	General Physics II & Lab	4		Spring
MT 135	Calculus and Analytic Geometry I	4		Fall
MT 136	Calculus and Analytic Geometry II	4		Spring

Select One:

PH 115/L	Environmental Earth Science & Lab	4		Fall
PH 206	Earth System Science	3		Spring

Cell to Organism Courses - Select Two:

BL 350	Vertebrate Anatomy	5		
BL 360	Human Physiology	4		
BL 420	Plant Physiology	4		
BL 475	Endocrinology	3		

Cell to Organism Labs - Select at Least One:

BL 350L	Vertebrate Anatomy Lab	0		
BL 360L	Human Physiology Lab	0		
BL 478	Biology Seminar	1		

Select One:

PL 314*	Science, Technology, and Ethics	3		
PL 375*	Philosophy of Science	3		

Note: +CH 151/153 (5 cr) may substitute for CH 141 – 144 with Chair's approval.

++CH 365/366/367 (7cr) may substitute for CH 361/367 with Chair's approval

*Course meets Division V Core Requirement.

Revised Fall 2013

Multi-Age Advisement Form

And

Multi-Age Content Advisement Forms

Multi-Age Advisement Form

Dept. of Education and Allied Studies
 John Carroll University – Teacher Education Program
 Multi-Age Advisement form
 Revised: 9.20.2011

GENERAL EDUCATION

Division I –FYSEM, EN, CO, ML			17 Credits
Course	Hours	Grade	Semester/Year
First Year Seminar	3		
EN 103,111 or 114	3		
EN 112 or 116	3		
CO 100	2		
Foreign Language	3		
Foreign Language	3		

Division II –Choose 3 courses: AH, CO, CMLC, EN, HS			9 Credits
Course	Hours	Grade	Semester/Year
Literature	3		
HS or AH	3		
Elective	3		

Division III –Choose 2 courses from 2 disciplines: EC, PO, SC,			6 Credits
Course	Hours	Grade	Semester/Year
Core #1	3		
Core #2	3		

Division IV : BL, CH, MT/CS, PH, PS			10 Credits
Course	Hours	Grade	Semester/Year
Math	3		
Science with Lab	3-4		
Elective	3-4		

Division V: PL, RL			15Credits
Course	Hours	Grade	Semester/Year
PL 101	3		
PL 200 Level	3		
PL 300 Level	3		
RL 101	3		
RL 200 Level or above	3		

Additional Core Requirements

With careful planning students can meet these requirements with core courses in the major.

Writing Intensive (W), Diversity (D), International			
Course	Hours	Grade	Semester/Year
L:	3		
W:	3		
D:	3		
*International	3		
*International	3		

L- Literature, *R- Asian, African or Latin American, S-Additional (Western) International Society 2- R's or 1-R & 1-S; but not 2-S's

Multi-Age Advisement Form cont.

Dept. of Education and Allied Studies
 John Carroll University – Teacher Education Program
 Multi-Age Advisement form
 Revised: 9.20.2011

Professional Education: 38-39 Semester Hours Required

Course #	Course Title	Hours	Grade	Semester/Year
ED 100	Introduction to Education	2-3		
ED 201	Assessment, Learning & Individual Differences	3		
ED 253*	School and Society	3		
ED 255	Literacy Across the Curriculum	3		
ED 337***	Adolescent Education Special Methods	3		
ED 350**	Multicultural Education in a Pluralistic Society	3		
ED 386	Educational Technology	3		
ED 427	Adolescent Education Special Topics	3		
ED 405D	Multi-Age Education Seminar	3		
ED 444D	Multi-Age Student Teaching	9		
PS 261	Child Development	3		

*Approved Core Writing Intensive Course

**Approved Core Diversity Course

***ML 308 replaces ED 337 in the Multi-Age Professional Education Sequence

Foreign Language (French) Foreign Language (German) Foreign Language (Spanish)
 Foreign Language (Latin) Physical Education

Consult the course requirements sheet for specific curriculum content requirements for each licensure.

Note: Requirements for a subject area major for graduation may differ from requirements for licensure.
 Make sure you consult with your academic major adviser regarding departmental requirements for graduation.

ACTION

	Cum GPA	Field (1) GPA	Field (2) GPA	Ed. GPA	Apply Date	Accept Date	Conditional Date	Defer	Reject
Admit to Teacher Education									
Admit to Pre-Student Teaching									
Admit to Professional Semester									
Recommend Licensure									

Multi-Age Advisement Form cont.

Dept. of Education and Allied Studies
 John Carroll University – Teacher Education Program
 Multi-Age Content Advisement form
 Revised: 9.20.2011

Curriculum Content: PHYSICAL EDUCATION
 46 Semester Hours Required

Praxis test – Physical Education: Content Knowledge (10091)

Course #	Course Title	Hours	Grade	Semester/Year
PE 200	Current Health Issues	3		
PE 202	Advanced First Aid and Emergency Care	2		
PE 205/205L	Anatomy and Physiology I/Lab	4		
PE 206/206L	Anatomy and Physiology II/Lab	4		
PE 207	Foundations of Physical Education	3		
PE 208	Physical Growth and Development	3		
PE 310	Methods, Materials, & Resources in Physical Education	3		
PE 407	Exercise Physiology	3		
PE 408	Organization and Administration of Athletics and Physical Education	3		
PE 409	Kinesiology	3		
PE 411	Physical Education in Early Childhood	3		
PE 420	Physical Education for Special Populations	3		
PE 430	Research and Measurements in Exercise Science	3		
PE 432	Motor Learning	3		
PE 435	Ethical Problems in Athletics and Physical Education	3		

Note:

Two courses in this set of curriculum content courses (PE 208 and PE 310) replace two courses in the Multi-Age Professional Education Sequence (PS 261 and ED 337).

Post-Baccalaureate Advisement

Coursework for the Post-Baccalaureate Program

Early Childhood License

ED 253 School and Society or ED 500
ED 503 Orientation to the Educational Environment
ED 200 The Young Child: Development from birth to age 8 or ED 505
ED 201 Assessment and Individual Differences or ED 534
ED 386 Educational Technology or ED 586
ED 255 Literacy Across the Curriculum or ED 452
ED 350 Multicultural Education in a Pluralistic Society or ED 453
ED 355 Language Study and Phonics or ED 454
ED 456 Reading Assessment and Intervention
ED 457 Methods in Reading Education
ED 419 The Exceptional Learner
ED 224 Educating and Caring for Young Children
ED 225 Assessment of the Young Children and Their Families
ED 325 Developmentally Appropriate Curriculum and Methods
ED 331 Integrated Learning Childhood Methods I: Mathematics and Science
ED 332 Integrated Early Childhood Methods II: Social Studies
ED334 Integrated Methods Clinic
ED 405A Early Childhood Education Seminar
ED 445A Directed Teaching in Early Childhood Settings

Total Hours: 61 hours

Adolescent/Young Adult and Multi-Age Licenses

ED 253 School and Society or ED 500
ED 503 Orientation to the School Environment
PS 261 Child Development or ED 505
ED 201 Assessment and Individual Differences or ED 534
ED 386 Educational Technology or ED 586
ED 255 Literacy Across the Curriculum or ED 452
ED 350 Multicultural Education in a Pluralistic Society or ED 453
ED 337 Adolescent Education Special Methods
ED 427 Adolescent Education Special Topics
ED 405C/D Adolescent/Multi-Age Seminar
ED 445C/D Teaching Internship

Total Hours: 35 hours (+ content area coursework)

Please Note: Students pursuing the AYA/MA licensure must meet the content area requirements for licensure and have a major in an approved field of study. Coursework required for the AYA and Multi-Age teaching fields is available from the Department of Education and Allied Studies.

Middle Childhood License

ED 253 School and Society or ED 500
ED 503 Orientation to the Educational Environment
PS 261 Child Development or ED 505
ED 201 Assessment and Individual Differences or ED 534
ED 386 Educational Technology or ED 586
ED 255 Literacy Across the Curriculum or ED 452
ED 350 Multicultural Education in a Pluralistic Society or ED 453
ED 355 Language Study and Phonics or ED 454
ED 456 Reading Assessment and Intervention
ED 457 Methods in Reading Education
ED 330 Intro to Middle Child Philo and Instruction
ED 424 Special Topics: Middle Childhood Curriculum and Content Methods
ED 405B Middle Childhood Education Seminar
ED 445B Teaching Internship

*Students select two of these courses based on their areas of concentration

Note Please: Students pursuing the middle childhood license must meet the content area requirements for licensure in two fields of study. Coursework required for the Middle Child teaching fields is available from the Department of Education and Allied Studies.

Total Hours: 46 hours

Coursework for the Post-Baccalaureate Initial Licensure with M.Ed. Program

Early Childhood Licensure

Graduate Coursework (36 hours)

ED 500	Foundations of Education
ED 503	Orientation to the Educational Environment
ED 502	Research Methods
ED 505	Child and Adolescent Study
ED 534	Learning and Teaching
ED 586	Introduction to the Professional Uses of Instructional Technology and Design
ED 452	Reading and Writing across the Curriculum
ED 453	Multicultural Education
ED 454	Study in Language and Phonics
ED 456	Reading Assessment and Intervention
ED 457	Methods in Reading Education
ED 419	The Exceptional Learner

Early Childhood Licensure Requirements (30 hours)

ED 224	Educating and Caring for Young Children
ED 225	Assessment of Young Children
ED 325	Developmentally Appropriate Curriculum and Methods
ED 331	Integrated Early Childhood Methods I: Mathematics and Science
ED 332	Integrated Early Childhood Methods II: Social Studies
ED 334	Integrated Methods Clinic
ED 405A	Early Childhood Education Seminar
ED 445A	Directed Teaching in Early Childhood Settings

Total Hours: 66 hours

Middle Childhood License

Graduate Coursework (33 hours)

ED 500	Foundations of Education
ED 503	Orientation to the Educational Environment
ED 502	Research Methods
ED 505	Child and Adolescent Study
ED 534	Learning and Teaching
ED 586	Introduction to the Professional Uses of Instructional Technology and Design
ED 452	Reading and Writing across the Curriculum
ED 453	Multicultural Education
ED 454	Study in Language and Phonics
ED 456	Reading Assessment and Intervention
ED 457	Methods in Reading Education

Middle Childhood Licensure Requirements (16 hours)

ED 330	Introduction to Middle Childhood Philosophy and Instruction
ED 424	Special Topics: Middle Childhood Curriculum and Content Methods
ED 405B	Middle Childhood Education Seminar
ED 445B	Teaching Internship

*Students select two of these courses based on their teaching content areas

Note Please: Students pursuing the middle childhood license must meet the content area requirements for licensure in two fields of study (Language Arts, Mathematics, Science, Social Studies). Coursework required for the Middle Child teaching fields is available from the Department of Education and Allied Studies.

Total hours: 49 (+content area coursework)

Coursework for the Post-Baccalaureate Initial Licensure with M.Ed. Program cont.

Adolescent/Young Adult and Multi-Age Licenses

Graduate Coursework (30 hours)

ED 500 Foundations of Education
ED 503 Orientation to the Educational Environment
ED 502 Research Methods
ED 505 Child and Adolescent Study
ED 534 Learning and Teaching
ED 586 Introduction to the Professional Uses of Instructional Technology and Design
ED 452 Reading and Writing across the Curriculum
ED 453 Multicultural Education
Elective – Content Area or Education
Elective – Content Area or Education

AYA/MA Licensure Requirements (15 hours)

ED 337 Adolescent Education Special Methods
ED 427 Adolescent Education Special Topics
ED 405C/D Adolescent/Multi-Age Seminar
ED 445C/D Teaching Internship

Please Note: Students pursuing the AYA/MA license must meet the content area requirements for licensure and have a major in an approved field of study. Coursework required for the AYA and Multi-Age teaching fields is available from the Department of Education and Allied Studies.

Total Hours: 45 (+ content area coursework)

Coursework for the School-Based M.Ed. Program

Adolescent/Young Adult and Multi-Age Licenses

ED 500 Foundations in Education
ED 505 Child and Adolescent Study
ED 502 Research Methods
ED 534 Learning-Teaching
ED 419 Exceptionalities
ED 464A Methods
ED 464B Methods
ED 452 Reading & Writing Across the Curriculum
ED 445 Teaching Internship
ED 594 Professional Development Seminar
Content Area Graduate Course
Content Area Graduate Course

Total Hours: 39 hours

Early Childhood License

ED 500 Foundations in Education
ED 505 Child and Adolescent Study
ED 502 Research Methods
ED 452 Reading & Writing Across the Curriculum
ED 454 Study in Language and Phonics
ED 419 Exceptionalities
ED 534 Teaching-Learning
ED 456 Reading Assessment and Instruction
ED 457 Methods in Reading Education
ED 425 Integrated Learning in Early Childhood Education
ED 426A Learning Across Early Childhood Years in the Content Areas
ED 426B Learning Across the Early Childhood Years in the Content Area
ED 445 Teaching Internship
ED 594 Professional Development Seminar

Total Hours: 45 hours

Middle Childhood License

ED 500 Foundations in Education
ED 505 Child and Adolescent Study
ED 502 Research Methods
ED 452 Reading & Writing Across the Curriculum
ED 454 Study in Language and Phonics
ED 419 Exceptionalities
ED 534 Teaching-Learning
ED 456 Reading Assessment and Instruction
ED 457 Methods in Reading Education
ED 432 Middle Child Education Philosophy and Instruction
ED 433* Middle Child Curriculum and Special Methods – Language Arts
ED 434* Middle Child Curriculum and Special Methods – Social Studies
ED 435* Middle Child Curriculum and Special Methods – Science
ED 436* Middle Child Curriculum and Special Methods – Mathematics
ED 445 Teaching Internship
ED 594 Professional Development Seminar

*Candidates select two of these courses based on their two teaching content areas

Total Hours: 45hours

Please Note: Students pursuing the AYA/MA license must meet the content area requirements for licensure and have a major in an approved field of study. Students pursuing the middle childhood license must meet the content area requirements for licensure in two fields of study (Language Arts, Mathematics, Science, Social Studies).

Woodrow Wilson Teaching Fellow Program Advisement Form

Summer

Trajectory 1:	The Development of the STEM Practitioner	
AR 501	Problem Solving in Mathematics and Science	1 cr.
AR 500A	Explorations in Science Content & Pedagogy	5 cr.
<i>OR</i> MT 500A	Explorations in Mathematics Content & Pedagogy	5 cr.
Trajectory 2:	The Student & Exemplary Instruction	
PS 479	Learning and Development in the Urban Context	3 cr.
ED 508A	Introduction to 21 st Century Teaching	1 cr.
ED 508B	Instruction and Assessment in the Urban Context	2 cr.
Trajectory 3:	Schools & Community	
ED 564A	Diversity and Community in Context	2 cr.
ED 564B	Historical and Urban Issues in Education	2 cr.
ED 564C	Community-Schools Interface	1 cr.

17 cr.

Fall

Trajectory 1:	The Development of the STEM Practitioner	
AR 500B	Explorations in Science Content & Pedagogy 2	3 cr.
<i>OR</i> MT 500B	Explorations in Mathematics Content & Pedagogy 2	3 cr.
Trajectory 2:	The Student & Exemplary Instruction	
ED 580H	Learning and Development in Practice	1 cr.
ED 524A	Classroom Organization and Management for Learning	2 cr.
ED 452	Reading & Writing Across the Curriculum	3 cr.
Trajectory 3:	Schools & Community	
ED 564D	Schools & Community in Practice	1 cr.

10 cr

Spring

ED 445	Teaching Internship	6 cr.
ED 594	Integrating Seminar	3 cr.

9 cr.

Summer

ED 580	Internship Capstone Experience	4 cr.
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4 cr.

AWARDS and SCHOLARSHIPS

The Department of Education and Allied Studies is privileged to award scholarships and awards to students studying in the areas of education, undergraduate and graduate. Please visit the department website (<http://sites.jcu.edu/education/pages/student-information/awards/>) to apply for the scholarships and awards. Here are the Scholarships and Awards that are given.

Rev. Joseph Owens, S.J. Scholarship Award

This scholarship is awarded to an outstanding junior education student who best exemplifies the values of scholarship, leadership, and service that Rev. Joseph Owens, S.J., championed during his tenure in the department. Rev. Owens was a member of the Department of Education from its founding in 1935 to his retirement in 1987. He was instrumental in building teacher education at John Carroll University into one of the Ohio's premier professional programs.

Sally H. Wertheim Educational Leadership Award

This award recognizes an outstanding graduate student who not only demonstrates leadership, scholarship, character, and commitment to others-qualities steeped in the Jesuit mission-but who also seeks to enhance, and shows promise for improving, the educational experiences of children and youth. Candidates for the award must be enrolled in a graduate degree program in education at John Carroll.

The William P. Hoffman Scholarship

This scholarship is a memorial tribute to Dr. William P. Hoffman who was a professor in the John Carroll University Department of Education & Allied Studies. He worked with the Educational Administration program from 1970 to 1980. The purpose of this scholarship is to recognize and support an outstanding graduate student in this department each year in anticipation of the contributions which the recipient will make as a future school leader.

Golden Apple Awards - Early Childhood, Middle Childhood, Adolescent/Young Adult, Multi Age

These awards honor graduating education students for academic excellence based on their grade point averages. The department makes six to eight of these awards each year, divided among candidates for certification/licensure at different levels

Francis T. Huck Awards - Early Childhood, Middle Childhood, Adolescent/Young Adult, Multi Age

Dr. Francis T. Huck's career in the department spanned three decades – the 60s, 70s, and 80s. He taught research and statistics, but his love was the teacher education program, where he assigned students for field placement and student teaching. Upon retirement, the department established the Francis T. Huck Award to honor outstanding undergraduate student teachers. The department makes the award available to student teachers pursuing certification/licensure at different levels. The selection process is as follows: University supervisors each nominate student teachers with a minimum overall grade point average of 3.0. The full-time teacher education faculty selects recipients, based on university supervisor recommendation, academic achievement, and professionalism.

The Rev. Joseph O. Schell Ignation Award for Excellence in Education

The Rev. Joseph O. Schell Ignation Award for Excellence in Education is a scholarship awarded annually to one or more students who are in their junior or senior year and who intend to pursue a teaching career in elementary or secondary education. Priority is given to the areas of science or mathematics education.

The scholarship is in honor of Rev. Joseph Schell, S.J., and in recognition of the role that both he and scholarship support once played in the life of the donor, John D. Smith, a member of the class of 1962, who has credited the core philosophy-based Jesuit education as having been instrumental in his rise to the level of managing partner at Anderson Consulting.

Educator Alumni Awards

The Educator Alumni Award is given to a graduate of John Carroll University who has demonstrated significant and distinguished accomplishments in the field of Education. Nominations are sought each year from Faculty, Staff, Administration and the public. Nominations, with a brief description of the nominee's accomplishments should be sent to: The Department of Education and Allied Studies 310A Administration Bldg. 1 John Carroll Blvd., University Heights, OH 44118. The deadline for nominations is the last Friday in February of each academic year.

Distinguished Educator Award

The Distinguished Educator Award is given to a member of the Education Professional Community who has distinguished accomplishments in the field of Education and has maintained strong connections with John Carroll University. Nominations are sought each year from Faculty, Staff, Administration and the public. Nominations, with a brief description of the nominee's accomplishments should be sent to: The Department of Education and Allied Studies 310A Administration Bldg. 1 John Carroll Blvd., University Heights, OH 44118. The deadline for nominations is the last Friday in February of each academic year.

POLICIES

POLICIES

Policy on Pre-student and Student Teaching Placements

The Teacher Education faculty determines field and clinical placement sites. In the placement process consideration is given to the following factors to ensure quality field and clinical experiences: (i) relative proximity to the university; (ii) the candidate's collective field experience; and (iii) diversity and multiculturalism of sites.

Policy on Substitute Teaching

Teaching licensure candidates are placed in school sites as part of their teacher education program. In this role they may not be employed as substitute teachers by the program agency or school system.

Procedures:

- (1) Any requests by the school, school district or agency that the student teacher substitute for the classroom teacher must be made known to the Teacher Education Program Head;
- (2) When the student teacher assumes responsibility for the class due to an immediate emergency, the school principal or another certified staff member must notify the Teacher Education Head and periodically check with the student teacher on site until a contracted substitute teacher is in place.

Policy on Work Stoppages

Teacher licensure candidates are students at John Carroll University. They are not licensed personnel of an agency school, or school district and therefore do not have any legal status. They should not report to a program or school site in the event of work stoppages.