



Teacher Education Program Handbook

October 2011

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.

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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.

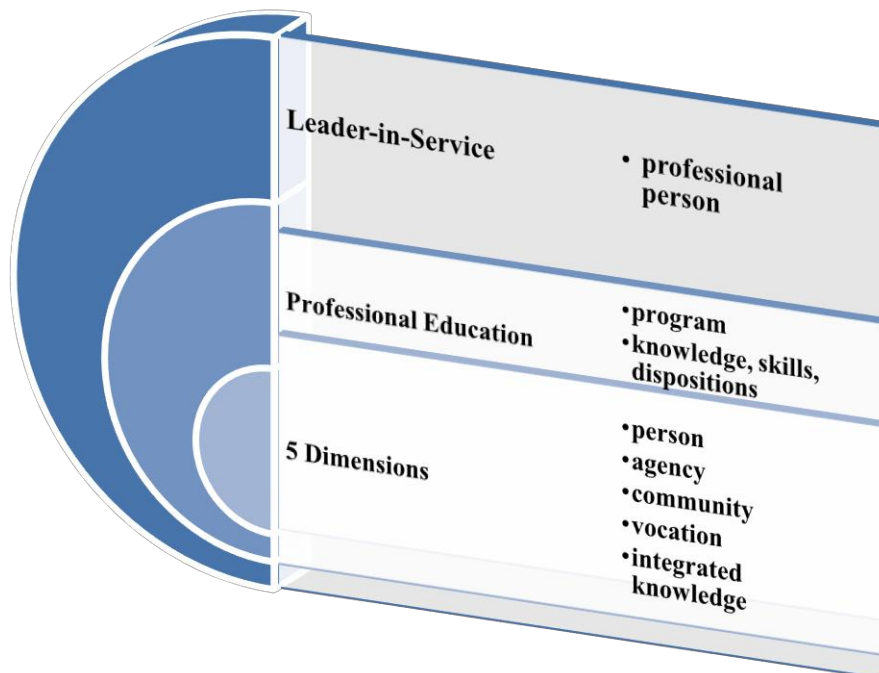


Figure1. Conceptual Framework of the *Jesuit Ideal*

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 of Accreditation for 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 clinical and field experiences 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 (Praxis-Principles of Learning/Teaching [PLT], Content area(s) and where applicable the Oral Proficiency Interview [OPI] and Written Proficiency Test [WPT] in foreign language teaching.). Faculty advisors and program coordinators 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). Candidates are judged on the following criteria:

- Successful completion of Introduction to Education (ED 100) and School and Society (ED253) based on faculty feedback
- Quality of formal written essay
- Interview data on (i) communication and writing skills; (ii) stated perceptions and beliefs about teaching
- Statement of moral character [[Verification of Moral Character Form](#)]
- Academic record
- Indicators of dispositions for teaching

Criteria for admission decisions are summarized in Table 1.

Table 1. Criteria for Admission

Decision	Criteria
Accepted	Favorable faculty recommendation Academic Record: 2.7 Content Area (MC,AYA,MA) OR 2.5 Core (EC); 2.7 ED courses
Accepted Conditionally*	Favorable faculty recommendation Academic Record: 2.7 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 Graduates Students

Application to Post-Baccalaureate Initial Licensure Programs is initiated in Graduate School 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

Criteria for admission to the Post-Baccalaureate Initial Licensure Programs are based upon the application materials and university interview. In addition, the School-Based M.Ed. Program requires that all applicants complete a spontaneous writing sample following the interview. All qualifying applicants for this program are moved forward at a later date to interview at the cooperating school sites.

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: Due to parking procedures, the Campus Safety Services will not be conducting background checks during the first two weeks of the semester.

The criminal background investigation process will be 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.

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.

Clinical and Field Experiences

Beginning with the Introduction to Education and culminating in student teaching, the clinical and field experiences are an integral part of the teacher education program. Built upon increased 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 clinical practice that is integrated with coursework and embedded in school experiences. Candidates' progress is regularly evaluated on the basis of performance data in essential teaching knowledge and skills.

In general, clinical experiences are planned activities wherein candidates apply teaching principles to cases or problems. Experiences may occur in the university classrooms or in a field setting and are evaluated by the instructor. Field experiences occur in off-campus settings such as a school and community agencies and include classroom observations, tutoring, assisting teachers and school administrators, student teaching and internships. Pre-student and student teaching are linked; 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 one summer and one full academic year that encompasses coursework and full-time placement within a school.

- **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 teaching internship.
- **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.** A 13 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 nine 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.

Clinical and Field Experiences

Candidates in the Post-Baccalaureate Initial Licensure Programs follow the same procedures for clinical/field experiences 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 nine weeks 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 15-week full day field experience, four days per week. One day a week may be spent in on-site coursework. All interns seeking Middle Childhood, Adolescent Young Adult or Multiage licensure are required to pass the appropriate Praxis II content exam(s) or the Written Proficiency Test and the Oral Proficiency Test in foreign languages prior to entering the teaching internship in January of the internship year. In addition to the content exam

requirement, interns take the Praxis II Principles of Learning and Teaching exam during the program, and 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 clinical experience in a high school classroom under the supervision of a mentor teacher and program staff.

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 responsibilities 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 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 and cooperating teachers observe the candidate's teaching at six points across the semester using the [student teaching observation form \(STO\)](#) with the exception of candidates in the School-Based M.Ed. program who are observed at two points in the Fall and Spring semesters. Candidates are expected to respond constructively to critiques and follow up recommendations for improving practice. [Mid-term and final observations \(STE\)](#) 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
Essay	Dispositions IIa	
Interview	PSO Feedback	
Dispositions I (survey)	STO Feedback	
	PBAs	
GPA	GPA	STE
		Dispositions IIb
	PSS Summary	Praxis and State mandated Exams
	Praxis and State mandated Exams	GPA

Notes:

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

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

PBA: Performance-Based Assessment (course-specific)

STO: Student Teaching Observation (university supervisor: 6x; cooperating teacher: 6x)

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. (See observation form in appendix.)

- 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 teacher and university supervisors via e-mail at the beginning of the semester. This e-mail message contains the link to a SurveyMonkey site that allows them to enter the data on their pre-student and student teaching candidate.

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.

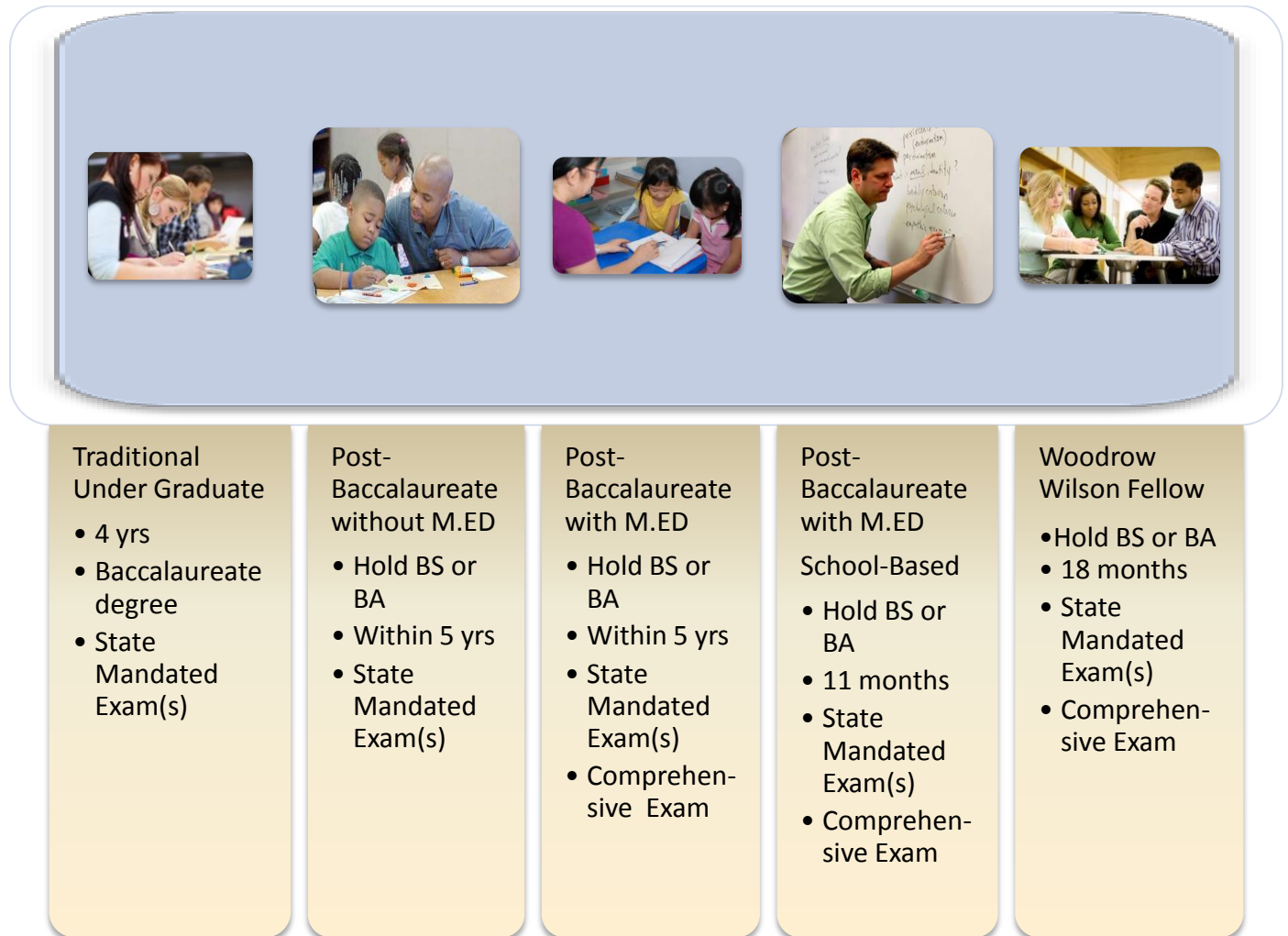
Table 3. Alignment of Domains, Categories and Outcomes

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



APPENDICES

Forms

Application for Pre Student Teaching

Department of Education and Allied Studies
John Carroll University Teacher Education Program
Pre- Student Teaching Application
Revised: 9.14.11

Pre-Student Teaching (PST) Application

Submit form to the Licensure Secretary [Room 324]

Name:	Address:
Email address:	Telephone (home/cell):
GPA Overall:	GPA/Education:
Anticipated semester of PST ___ Fall ___ Spring, 20___	

Check Licensure Area and indicate all Education courses completed or currently in progress:

Licensure Area

Early Childhood

Middle Childhood

Integrated Language Arts

Integrated Social Studies

Mathematics

Science

Adolescent Young Adult/Multi Age

Content Area(s) _____

Education Courses completed or in progress

<input type="checkbox"/> ED100	<input type="checkbox"/> ED253	<input type="checkbox"/> ED201	<input type="checkbox"/> ED224
<input type="checkbox"/> ED225/225E	<input type="checkbox"/> ED255	<input type="checkbox"/> ED325	<input type="checkbox"/> ED330
<input type="checkbox"/> ED337			

In the space below list your proposed, semester-by-semester plan (beginning with the pre-student teaching semester) to complete your degree program and licensure requirements. Include summer semesters if necessary. List all courses you plan to take each semester.

My advisor (_____) has reviewed and approved this plan.

Application for Pre Student Teaching cont.

Department of Education and Allied Studies
John Carroll University Teacher Education Program
Pre- Student Teaching Application
Revised: 9.14.11

Biographical Summary

Briefly describe (i) why you are pursuing a teaching career, (ii) prior experiences that influenced your decision, and (iii) what you hope to gain from the professional semesters(pre-student teaching and student teaching).

Include the following at the end of your Biographical Summary. Make certain to sign the Biographical Summary before it is turned in.

Permission is hereby granted to send this information along with an academic audit or transcript to professional staff of a school system on a "need to know" basis.

Signature of candidate

Date

Placement information

Locations of Placement for current/prior courses:

ED 100: _____

ED 225/225E: _____

ED 325: _____

ED 330: _____

ED 337: _____

Listed below are the School Districts that we will be placing Pre-Student teachers. Please rank in order (1-7) your preference of where you would like to be placed.

- _____ Cleveland Heights-University Heights
- _____ Euclid
- _____ Shaker Heights
- _____ Beachwood
- _____ Orange
- _____ Mayfield
- _____ Cleveland Catholic
- _____ Other

Application for Student Teaching

Department of Education and Allied Studies
John Carroll University Teacher Education Program
Application for Student Teaching
Revised: 9.2.11(Draft 2)

STUDENT TEACHING APPLICATION
Submit to licensure secretary or TEofc@jcu.edu by mid-October

Name:

Licensure Area

- Early Childhood
- Middle Childhood
 - Integrated Language Arts
 - Integrated Social Studies
 - Mathematics
 - Science
- Adolescent Young Adult
 - Content Area(s) _____
- Multi-Age
 - Content Area(s) _____

To the Council on Teacher Education:

This letter serves as my formal application for Student Teaching during the

FALL SPRING 20__ semester

I understand that I must maintain grade point average requirements for my licensure area. There is a record of my clinical/field hours on file in the Teacher Education Office. For the student teaching semester, I will be registered for ED 444D (9 cr.) or ED 445D (6 cr.; post-baccalaureate initial licensure) and ED 405D (3 cr.). As required, a letter of intent to register for an additional coursework during the student teaching semester, including a rationale, is attached.

Signature

Date

Request for permission for additional coursework beyond the 12 hours required for the student teaching semester. (This box will expand to accommodate your request.)

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?

Undergraduate Advisement Forms

Early Childhood Advisement Form

Early Childhood Advisement Form

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								

Middle Childhood Advisement Form

Middle Childhood Advisement Form

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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 112	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, 120, 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			

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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 Content Methods</i>	4		Fall only
PS 262	<i>Adolescent Psychology (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									

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SOCIAL STUDIES (21 credits)

Course #	Course Title	Hours	Grade	Semester/Year
History Core – Required				
HS 201*	Western Civilization I	3		
OR	OR			
HS 119	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	3		
HS 180*	Introduction to East Asian History and Culture	3		
HS 273*	Colonial Latin America	3		
HS 274*	Pre-Modern East Asia	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

Middle Childhood Advisement Form cont.

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MATHEMATICS (23-27 credits)

Course #	Course Title	Hours	Grade	Semester/Year	Semester Offered
Math Core – Required					
MT 122*	Elementary Statistics I	3			Every semester
MT 133**	Calculus & Analytic Geometry IA	3			Every semester
MT 134**	Calculus & Analytic Geometry IB	3			Every semester
OR					
MT 135*###	Calculus & Analytic Geometry I	4			Every semester
MT 160*	Mathematics and Creativity	3			Every semester
MT 241	Foundations: Middle School Mathematics (pre-requisite MT 135)	3			Fall '11, '13
MT 251	Topics from Middle School Mathematics (pre-requisite MT 135)	3			Fall '10, '12
Math Electives – Choose Two					
CS 101*	Topics from Computer Science	3			Spring
CS 128/L*	Introduction to Software Application Development	4			Every semester
MT 118*###	Applied Mathematics	3			See note
MT 120*###	Mathematics and <i>BASIC</i> Programming	3			See note
MT 136*	Calculus and Analytic Geometry II	4			Every semester
MT 162*###	Mathematics from Non-Western Cultures	3			See note

* Approved Division Core Courses

** Both courses must be completed to fulfill requirements for MT 135

Two of these 3 classes will be offered every Spring

Middle Childhood Advisement Form cont.

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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*	Introduction to Women’s Literature	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	Multiculturalism & the Mass 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(EN 299A)	Literature for Children and Adolescents	3		

*Approved Division Core Courses

+ If candidates receive a final grade of B or better in EN 114 they may, in consultation with their advisor, substitute another English elective in place of the required second semester of English in order to complete licensure requirements in Language Art.

Adolescent Young Adult (AYA) Advisement Form

And

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

AYA Advisement Form

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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.

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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 Special 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 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									

AYA Content Advisement Forms

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Curriculum Content: CHEMISTRY 38-44 Semester Hours Required

Praxis test – Chemistry: Content Knowledge (20245)

Course #	Course Title	Hours	Grade	Semester Offered
CH 141	General Chemistry I	4		Fall
CH 142	General Chemistry II	4		Spring
CH 143	General Chemistry Lab I	1		Fall
CH 144	General Chemistry Lab II	1		Spring
OR				
CH 151	Chemical Principles	4		Fall
CH 153	Chemical Principles Lab	1		Fall
CH 221	Organic Chemistry I	3		Fall
CH 222	Organic Chemistry II	3		Spring
CH 223	Organic Chemistry Lab I	1		Fall
CH 224	Organic Chemistry Lab II	1		Spring
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		Every other Spring
CH 367	Physical Chemistry Lab	1		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.

AYA Content Advisement Forms cont.

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Curriculum Content: Life Science
70-71 Semester Hours Required
34-35 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 [22 or 23 credits]:				
Molecules to Cell [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 [4 or 5 credits]:				
BL 350/350L	Vertebrate Anatomy & Lab	5		Spring
BL 360/360L	Human Physiology & Lab	4		Every Semester
BL 410	Infection and Immunity	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 [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 101/101 L	Earth Science I & Lab	4		
PH 102/102 L	Earth Science II & Lab	4		
Select One:				
PL 314	Science, Technology & Ethics	3		
PL 375	Philosophy of Science	3		

AYA Content Advisement Forms cont.

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Curriculum Content: Chemistry/Life Science

71 - 79 Semester Hours Required

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

Course #	Course Title	Hrs.	Gr.	Sem.
CH 141/143	General Chemistry I & Lab	5		Fall
CH 142/144	General Chemistry II & Lab	5		Spring
CH 221/222	Organic Chemistry I & Lab	4		Fall
CH 223/224	Organic Chemistry 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	1		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 101/101L	Earth Science I	4		
PH 102/102L	Earth Science II	4		
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

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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		
CO 438	Convergent 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	Medieval Literature: Old English	3		
EN 312 *	Late Medieval Literature	3		
EN 320 *OR	Renaissance: Tudor Literature	3		
EN 321 *	Renaissance: Stuart Literature	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 423	English Renaissance Drama	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	Introduction to Women's Literature	3		
EN 285 *	Indian Literature	3		
EN 286	African Literature	3		
EN 445	British Women Writers	3		
EN 480	Studies in Post-Colonial Literature	3		
EN 490	History of Literature 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 Amer. Lit.

#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.

AYA Content Advisement Forms cont.

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**Adolescent Young Adult Curriculum Content: Integrated Social Studies
 57 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	Senior Seminar			
OR		3		
HS 491	Senior Thesis			
Special Area Studies				
<i>Global History (choose 1)</i>				
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		
<i>Non-Western Studies (choose 2)</i>				
HS 170	Introduction to Latin America & Culture	3		
HS 180	Introduction to 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		
PL 314*	Science, Technology and Ethics	3		
PS 101	Introduction to Psychology	3		
PS 262	Adolescent Development	3		

* Meet the Core Requirement.

AYA Content Advisement Forms cont.

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Mathematics (38-40 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
MT 133**	Calculus & Analytic Geometry IA	3			Every Semester
MT 134**	Calculus & Analytic Geometry IB	3			Every Semester
MT 135*	Calculus & Analytic Geometry I	4			Every Semester
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 133 and 134 OR MT 135. Both MT 133 and 134 must be completed to fulfill requirements for MT 135.

AYA Content Advisement Forms cont.

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Curriculum Content: BA in PHYSICS (for majors planning to teach)
 (56-58 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		
PH 136/136L	Physics II and Lab	5		
PH 246	Modern Physics	3		
PH 247	Modern Physics Laboratory	1		
PH 315/315L	Classical Mechanics and Workshop	4		
PH 347	Advanced Laboratory	2		
PH 365/365L	Electricity and Magnetism and Workshop	4		
PH 408	Senior Research or Design Project	2		
PH 445/445L	Quantum Physics and Workshop	4		
EP 217	Mathematical Methods of Physics & Engineering	3		
EP 260/260L	Electronics and Lab	4		
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 101/101L	Earth Science I and Lab	4		
PH 102/102L	Earth Science II and Lab	4		
PH 113/113L	Astronomy and Lab	4		

+ PH 215/215L & PH 216/216L may be taken in place of PH 135/135L & PH 136/136L

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

AYA Content Advisement Forms cont.

Dept. of Education and Allied Studies
 John Carroll University – Teacher Education Program
 Adolescent Young Adult Content Advisement form
 Revised: 9.20.2011

**Curriculum Content: Physical Science Dual Field Licensure
 BS INTERDISCIPLINARY PHYSICS MAJOR**
with an interdisciplinary focus on Chemistry
 (93-99 Semester Hours Required)

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

Course #	Course Title	Hrs.	Gr.	Sem. Offered
PH 135/135L	Physics I and Workshop	5		
PH 136/136L	Physics II and Workshop	5		
PH 246	Modern Physics	3		
PH 247	Modern Physics Laboratory	1		
PH 315/315L	Classical Mechanics and Workshop	4		
PH 347	Advanced Laboratory	2		
PH 365/365L	Electricity and Magnetism and Workshop	4		
PH 408	Senior Research or Design Project	2		
PH 445/445L	Quantum Physics and Workshop	4		
EP 217	Mathematical Methods of Physics & Engineering	3		
EP 260/260L	Electronics and Lab	4		
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 101/101L	Earth Science and Lab	4		
PH 102/102L	Earth Science II and Lab	4		
Select One:				
PL 314 **	Science, Technology & Ethics	3		
PL 375 **	Philosophy of Science	3		

Note:

+PH 215/215L & PH 216/216L may be taken in place of PH 135/135L and PH 136/136L

*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.

AYA Content Advisement Forms cont.

Dept. of Education and Allied Studies
 John Carroll University – Teacher Education Program
 Adolescent Young Adult Content Advisement form
 Revised: 9.20.2011

Curriculum Content—Physical Science Dual Field Licensure
Chemistry Major/Physics Minor
 84-87 Semester Hours Required

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

Course #	Course Title	Hours	Gr.	Sem.
CH 141/143 ¹	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 261/263	Analytical Chemistry and Lab	4		Spring
CH 441/443	Instrumental Analysis and Lab	4		Fall
CH 478	Chemistry Seminar	0		Spring & Fall
CH 431	General Biochemistry	4		
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		Every other Spring
CH 367	Physical Chemistry Lab I	2		Spring & Fall

Select One

PH 101/101L	Earth Science I and Lab	4		
PH 102/102L	Earth Science II and Lab	4		

NOTES ON CREDIT TOTALS:

MT=12; Earth=4; BL=8; CH=33-34 (4 or 7 depending on Physical Chemistry Sequence CH 361/367 or CH 365/6/7); PH=20 + 4 (where 4 additional credits come from double-dipping with the physical chemistry sequence CH 361/367 or CH 365/6/7).

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.

*Course meets Division V Core Requirement

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 Content Advisement Forms

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

Curriculum Content: Life Science/Chemistry
(Biology Major/Chemistry Minor) 71 – 73 Semester Hours required

Praxis test – Biology: Content Knowledge (20235) or 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	1		Fall & Spring
CH 44/443	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 101/101L	Earth Science I & Lab	4		
PH 102/102L	Earth Science II & Lab	4		

Cell to Organism Courses

Select Two:

BL 350	Vertebrate Anatomy	5		
BL 360	Human Physiology	4		
BL 420	Plant Physiology	4		
BL 450	Organogenesis & Lab	4		
BL 475	Endocrinology	3		

Cell to Organism Labs

Select at Least One:

BL 350L	Vertebrate Anatomy Lab	0		
BL 254L	Comparative Vertebrate Embryology Lab	0		
BL 360L	Human Physiology Lab	0		
BL 450L	Organogenesis Lab	1		
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 2010

Multi-Age Content Advisement Forms cont.

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

Curriculum Content: Foreign Language--FRENCH
 45 Semester Hours Required

ACTFL Oral Proficiency Interview (OPI) and Written Proficiency Test (OPT)

Course	Course Title	Hours	Grade	Semester/Year
FR 102*	Beginning French II	3		
FR 201*	French in Review I	3		Fall
FR 202*	French in Review II	3		Spring
FR 315*	Explication De Textes	3		
FR 325*	Reading In French Lit. (Middle Ages & 18 th c.)	3		
FR 326	Reading in French Literature (19 th & 20 th c.)	3		
Section A: SELECT ONE				
FR 101*	Beginning French I	3		
FR 101R*	French In Review	3		
Section B: SELECT ONE				
FR 301*	French Conversation and Composition	3		
Section C: SELECT ONE				
FR 302*	French Conversation and Composition	3		
FR 402	Advanced Grammar, Syntax & Composition	3		
Section D: SELECT ONE				
FR 311*	French Civilization	3		
FR 314*	Francophone Countries	3		
Section E: SELECT FOUR				
FR 465	French Fiction & Film	3		
FR 475	Visions of France & Francophone Countries through Drama	3		
FR 480	18 th Century Studies and the Enlightenment	3		
FR 498	Advanced Supervised Study	3		
FR 499	Special Topics	1-3		

Students who begin their study of French at the 200 level will receive 6 hours of credit toward the 45 hours needed for licensure.
 Students who begin their study of French at the 300 level will receive 12 hours of credit toward the 45 hours needed for licensure.

* Courses that meet University Core Requirements

Multi-Age Content Advisement Forms cont.

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

Curriculum Content: Foreign Language--GERMAN
 36 - 45 Semester Hours Required

ACTFL Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT)

Course	Course Title	Hours	Grade	Semester/Year
GR 102*	Beginning German II: The German-Speaking World	3		
GR 201*	Intermediate German I: Issues in German-Speaking Cultures	3		
GR 202*	Intermediate German II: Issues in German-Speaking Cultures	3		
GR 301	Oral and Written Communication Through Popular Forms I	3		
GR 302	Oral and Written Communication Through Popular Forms II	3		
GR 313	German Culture Since 1945	3		
GR 399	Special Topics	3		
GR 496	Senior Thesis	3		
Section A: SELECT ONE				
GR 101*	Beginning German: The German-Speaking World I	3		
GR 101R*	Beginning German: The German-Speaking World II	3		
Section B: SELECT FIVE				
GR 306	The German-Speaking World Today: Issues in Economics, Politics & Society	3		
GR 310	German Film	3		
GR 316	Introduction to German Literature	3		
GR 375	German Drama: From Theory to Performance	3		
GR 396	Experiential Learning in German Studies	3		
GR 498	Advanced Supervised Study	3		
GR 499	Seminar: Special Topics	3		

Note: Students who begin their study of German at the 200 level will receive 6 hours of credit toward the 45 hours needed for licensure. Students who begin their study of German at the 300 level will receive 12 hours of credit toward the 45 hours needed for licensure.

*Courses that meet University Core Requirements

Multi-Age Content Advisement Forms cont.

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

Curriculum Content: Foreign Language--LATIN
 30 Semester Hours Required

Course	Course Title	Hours	Grade	Semester/Year
LT 101*	Beginning Latin I	3		
LT 102*	Beginning Latin II	3		
LT 490	History of Roman Literature I	3		
LT 491	History Roman Literature II	3		

SELECT 18 CREDIT HOURS FROM BELOW:

LT 201 *	Readings in Myth and History I	3		
LT 202	Readings in Myth and History II	3		
LT 232*	Introduction to Latin Poetry	3		
LT 301	Latin Writing	3		
LT 410*	Roman Satire	3		
LT 450*	Roman Drama	3		
LT 490	History of Roman Literature	3		
LT 491	History of Roman Literature	3		
LT 498	Advanced Supervised Study	3		

Students who begin their study of Latin at the 200 level will have LT 101 and 102 waived and will receive 6 hours toward the 30 hours needed for Latin certification.

* Courses that meet University Core Requirements.

Multi-Age Content Advisement Forms 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).

Multi-Age Content Advisement Forms cont.

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

CURRICULUM CONTENT: FOREIGN LANGUAGE –SPANISH
45 semester hours required

ACTFL Oral Proficiency Interview (OPI) and Written Proficiency Test (OPT)

Course	COURSE TITLE	Hours	Grade	Semester/Year
Section A: Required Courses				
SP 102*	Beginning Spanish II	3		
SP 201*	Intermediate Spanish I	3		
SP 202*	Intermediate Spanish II	3		
SP 301*	Conversation in Spanish	3		
SP 302*	Writing in Spanish	3		
SP 305*	Spanish Phonology	3		
SP 315	Introduction to Literary Analysis	3		
SP 321	Advanced Spanish Grammar	3		
SP 325 OR	Introduction to Spanish Literature I	3		
SP 327	Introduction to Latin American Literature I	3		
SP 326 OR	Introduction to Spanish Literature II	3		
SP 328	Introduction to Latin American Literature II	3		
Section B: SELECT ONE				
SP 311*	Perspectives of the People and Cultures of Spain	3		
SP 314*	Perspectives on Nations and Cultures of Latin America	3		
Section C: SELECT FOUR (at least two LITERATURE courses at the 400 level; one of the remaining upper level courses may be from ML or an IC course in Spanish Literature)				
IC 370	Hispanic Women Writers	3		
ML 308	Teaching Languages	3		
SP 299	Special Topics (in consultation with advisor)	3		
SP 306	Spanish for Business	3		
SP 307	Popular Cultures of Spanish Speaking Countries	3		
SP 310	The Cinema of Spain	3		
SP 312	The Cinema of Latin America	3		
SP 316	Creative Writing in Spanish	3		
SP 398	Supervised Study (in consultation with advisor)	3		
SP 399	Special Topics (in consultation with advisor)	3		
SP 401	Advanced Spanish Conversation	3		
SP 407	Translation in Spanish	3		
SP 427	Contemporary Spanish and Latin American Poetry	3		
SP 429*	20 th Century Afro-Hispanic Literature	3		
SP 432	Arabs, Jews, and Christians from Frontier to Empire: Medieval Spanish Literature	3		
SP 434	Drama of the Golden Age	3		
SP 435	Cervantes	3		
SP 436	Contemporary Narratives of Argentina, Chile, & Uruguay	3		
SP 464	Latin-American Short Story	3		
SP 482	Nineteenth-Century Spanish Literature	3		
SP 484	Literature of Modern Spain	3		
SP 498	Advanced Supervised Study	3		
SP 499	Special Topics	3		

Note:

Students who begin their study of Spanish at the 200 level will receive 6 hours of credit toward the 45 hours needed for licensure. Students who begin their study at the 300 level will receive 12 hours of credit toward the 45 hours needed for licensure.

* Courses that meet University Core Requirement

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
PS 261 Child Development of ED 505
ED 201 Assessment and Individual Differences or ED 534
ED 186 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 Introduction to Early Child Education
ED 225 Observational Assessment of the Young Child
ED 225E Seminar I: Focus on Family Ecology
ED 325 Learning Across Early Childhood Years
ED 331 Integrated Learning in Preschool
ED 332 Integrated Learning Elementary Years
PE 411 Physical Education in Early Childhood
ED 405A Seminar III: Integrating Family, School and Community Ecologies
ED 445A Teaching Internship

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 186 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 186 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	Introduction to Early Child Education
ED 225	Assessment of the Young Child
ED 225E	Seminar I: Focus on Family Ecology
ED 325	Learning Across Early Childhood Years
ED 331	Integrated Learning in Preschool
ED 332	Integrated Learning Elementary Years
PE 411	Physical Education in Early Childhood
ED 405A	Seminar III: Integrating Family, School and Community Ecologies
ED 445A	Teaching Internship

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 503A Introduction to Education
ED 502 Research Methods
ED 464A Methods
ED 418 Exceptionalities
ED 534 Learning-Teaching
ED 452 Reading & Writing Across the Curriculum
ED 464B Methods
ED 445 Teaching Internship
ED 594 Professional Development Seminar
Content Area Graduate Course
Content Area Graduate Course

Total Hours: 40 hours

Early Childhood License

ED 500 Foundations in Education
ED 505 Child and Adolescent Study
ED 503A Introduction to Education
ED 502 Research Methods
ED 452 Reading & Writing Across the Curriculum
ED 454 Study in Language and Phonics
ED 418 Exceptionalities
ED 534 Teaching-Learning
ED 456 Reading Assessment and Instruction
ED 457 Methods in Reading Education
ED 425 Learning Across Early Child Education: Ages 3 to Grade 3
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: 46 hours

Middle Childhood License

ED 500 Foundations in Education
ED 505 Child and Adolescent Study
ED 503A Introduction to Education
ED 502 Research Methods
ED 452 Reading & Writing Across the Curriculum
ED 454 Study in Language and Phonics
ED 418 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: 46 hours

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 2011

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.
OR 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 2011

Trajectory 1:	The Development of the STEM Practitioner	
AR 500B	Explorations in Science Content & Pedagogy 2	3 cr.
OR 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 2012

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

9 cr.

Summer 2012

ED 580	Internship Capstone Experience	4 cr.
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4 cr.

POLICIES

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Policy on Pre-student and Student Teaching Placements

Pre-student teaching and student teaching placements in the John Carroll University Teacher Education Program are located in the regional area surrounding the university; placement sites are determined by the Teacher Education faculty.

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.