



Teacher Education Program Handbook

Fall, 2016

Teacher Education Program Handbook

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The following outlines the general contents of the Teacher Education Program Handbook. 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

University Mission

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world. The University finds the source of its inspiration in the experience of Saint Ignatius of Loyola and the centuries-long commitment of the Society of Jesus to academic excellence and service to the common good. The Jesuit Catholic character of John Carroll University is a single reality based on the integration of faith and culture. It represents a commitment to a church within the world, serving the human search for truth and value, and for justice and solidarity. It also represents a reverence for the transcendent vision that Christ preached and lived as the final best expression of human fulfillment. This Jesuit Catholic character inspires and guides the intellectual, professional, and ethical labors that make John Carroll a university.

Consistent with the University mission, the Department of Education and School Psychology is committed to providing professional education in a liberal arts context, upholding social justice values, and 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 a strong research base and the Jesuit Ideal of an Educator.

Department of Education and School Psychology Conceptual Framework

The conceptual framework of the Professional Education unit in the Department of Education and School Psychology 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.

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.

Harvanek, 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.

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.

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. The educator as a person is foremost.

INTRODUCTION

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

The department offers three options to obtaining a degree and license:

- Traditional Undergraduate
 - Completes program in 4 years
 - Earns a baccalaureate degree
 - Passes the state mandated exams

- M.Ed. – Initial Licensure
 - Holds BS or BA degree from an accredited college or university
 - Completes the program within 5 years
 - Passes the state mandated exams
 - Passes the comprehensive exam

- M.Ed. - School-Based – Initial Licensure
 - Holds BS or BA degree from an accredited college or university
 - Completes the program in 11 months
 - Passes the state mandated exams
 - Passes the comprehensive exam

Undergraduate: Traditional

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

M.Ed. Initial Licensure

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 licenses) at the graduate and undergraduate levels, including a six semester hour clinical teaching placement.

M.Ed. School-Based Initial Licensure

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 39-45 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.

For all programs, 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

1. 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 evaluated on the following criteria:

- Successful completion of *Introduction to Education (ED 100)*
- Academic record for: overall GPA, education GPA, and content GPA (EC, MC, AYA/MA)
- Interview
- Written response to an education case scenario
- Dispositions for teaching
- Signed 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
Reject	Denied Admission

*Re-evaluated after one semester

2. Admission Criteria for Graduate Students

Application to Master’s 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
- Two letters of reference
- MAT or GRE scores

- Personal interview
- Official transcript
- Written response to an education case scenario
- Teaching Demo (YouTube)*
- Faculty/site coordinator interviews*

*School-based program requirement

Declaration of Major

Once you have been accepted into the Teacher Education program you will need to complete the Application for Declaration of Major form that can be found online on the College of Arts and Sciences web page: <http://sites.jcu.edu/cas/pages/current-student-resources/undergraduate-students/forms-and-petitions/>

Background Investigation

The Teacher Education program includes multiple required field experiences. In order to enter a school site, a teacher candidate must have successfully passed a background check. This will need to be completed each year in the program.

Each person who is working in schools with PK-12 students must be fingerprinted, and have 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.

The criminal background investigation process is required to be in process by the third week of the 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 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.

POLICIES

Fees

In order to complete the Teacher Education program, teacher candidates will incur the cost for the electronic portfolio, Teacher Performance Assessment (edTPA), and required state licensure exams. The fees associated with these assessments will be paid by the teacher candidates. This is a breakdown.

Electronic Portfolio Fee

The Electronic Portfolio fee is \$110. This electronic portfolio will allow you to upload important assignments, edTPA uploads, and other documents that are used to assess your progress in the program. This electronic portfolio helps build your portfolio as you move into a teaching position and is valid for seven years. This fee will be added to one of the education courses.

edTPA

The edTPA is a capstone assessment required in the Teacher Education licensure programs. The purpose of edTPA is to assess novice teachers' readiness to teach students particular subject area(s) and particular grade levels. The assessment is designed with a focus on student learning, theory and research, and evidence-based practice.

This assessment takes place during the second semester of your clinical year, during student teaching. Throughout your program you will engage in courses and practica to help you prepare for this assessment.

This assessment carries a \$300 fee. In order to offset this cost throughout your program, a fee will be assigned on the following courses beginning with Spring 2017:

EC candidates		MC Candidates		AYA Candidates	
ED 255/ED452	\$70	ED 255/ED452	\$70	ED 255/ED452	\$70
ED325/ED425	\$70	ED330/ED432	\$70	ED337/ED464A	\$70
ED334/ED426A	\$70	ED424	\$70	ED427/ED464B	\$70
ED405A/ED594	\$70	ED405B/ED594	\$70	ED405C &D/ED594	\$70

In most cases a student will not have more than \$70 per semester or \$140 a year in fees associated with this assessment

Liability Insurance

All PSTs and STs are required to provide proof of liability coverage. You may use a private carrier or the one listed below.

If you prefer to pay online: <https://sites.nea.org/JoinNea/>

If you prefer to pay by check: www.ohea.org

Select "Becoming a Member."

Ohio Assessment for Educators

As part of the licensure process, the State of Ohio requires teacher candidates to successfully pass the Ohio Assessment for Educator (OAE) examinations. There are fees associated with each of the OAE exams. You will be taking more than one exam in each of the licensure areas. To learn more about the exams and fees visit: <http://www.oh.nesinc.com/>

Pre-student and Student Teaching Placements

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

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 appropriate Teacher Education Program Coordinator;
- (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 appropriate Teacher Education Program Coordinator and periodically check with the student teacher on site until a contracted substitute teacher is in place.

Transportation

The teacher candidate is responsible for providing and arranging for his/her transportation to placement site during the clinical year (PST and ST semesters), as well as field experiences earlier in the program.

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.

Advisement, Field and Clinical Practice

Undergraduate Advisement

Once admitted to the Teacher Education Program, candidates are assigned a faculty advisor in the Department of Education and School Psychology. Students seeking Adolescent and Young Adult 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 available on the department website.

Undergraduate Field and Clinical Practice

Beginning with *ED100, Introduction to Education*, and culminating in Student Teaching, field 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.

M.Ed. Initial Licensure 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 School Psychology. In consultation with their advisor, candidates develop a timetable and schedule of coursework that lead to licensure in the chosen teaching field(s). Courses of study and advisement forms for different licensure areas are available on the department website.

M.Ed. Initial Licensure Field and Clinical Practice

Candidates in the Professional Teacher Initial Licensure Programs follow the same procedures for field experiences/clinical practice as those candidates seeking licensure in the undergraduate program.

The School-Based M.Ed. program is a 11-month intensive program. Following a summer of on-campus coursework, School-Based M.Ed. interns enter a two-semester internship 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 M.Ed. students seeking Middle Childhood, Adolescent Young Adult licensure are required to pass the appropriate mandated state examinations before second semester. In addition, school-based M.Ed. interns are required to pass the comprehensive exam in partial fulfillment of the M.Ed. degree.

Professional Year of Clinical Practice

Pre-Student Teaching (Initial Licensure 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 and M.Ed. Initial Licensure programs commit to one full day each week to the school site. School-based candidates are immersed three to four days in their school during the fall semester.

During the pre-student teaching semester, the candidate works to establish a relationship with the university supervisor, 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 performance during the pre-student teaching experience. Each professional completes a total of three observations and one summary evaluation using the observation feedback form (OFF)/evaluation forms.

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 the capstone 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. It 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 works 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 observation feedback form (OFF). Candidates are expected to respond constructively to critiques and follow up recommendations for improving practice. Mid-term and final summary evaluations (MTFE) are critical markers of overall student teaching performance.

ASSESSMENT

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 and JCU Institutional Learning Goals in the Initial Licensure Teacher Education Program

JCU Institutional Academic Learning Goals

1. Demonstrates an integrative knowledge of human and natural worlds;
2. Develop habits of critical analysis and aesthetic appreciation;
3. Apply creative and innovative thinking;
4. Communicate skillfully in multiple forms of expression;
5. Act competently in a global and diverse world;
6. Understand and promote social justice;
7. Apply framework for examining ethical dilemmas;
8. Employ leadership and collaborative skills;
9. Understand the religious dimensions of human experience.

*JCU
Academic
Learning
Goals*

Initial Licensure Programs

Domain DESP Learning Outcomes

I. Contexts	I-1. Understands the central concepts, tools of inquiry, competing perspectives and the structure of the disciplines taught.	1,2
	I-2. Recognizes the value of understanding the interests and cultural heritage of each student.	6,9
	I-3. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	2,3,5
	I-4. Creates a learning environment of respect and rapport.	4,5,6,8
II. Learner Development	II-5. Understands how children/youth develop and learn.	1
	II-6. Provides learning opportunities that acknowledge and support the cognitive and social development of learners.	4,5,6
	II-7. Understands how learners differ in their approaches to learning.	1,7
	II-8. Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.	1,5,6,2,3
III. Practice	III-9. Understands and uses a variety of instructional strategies; designs coherent instruction.	1,3,4,5,2,
	III-10. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.	3,6,8,2,5
	III-11. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.	2,4,8
	III-12. Understands and uses formative and summative assessment approaches and strategies.	1,2,3,5
IV. Person	IV-13. Reflects on professional practices.	2,7
	IV-14. Fosters relationships with colleagues, parents, and agencies in the larger community.	4,5,8
	IV-15. Grows and develops professionally.	5,8,2

A set of assessments is used to measure student progress and achievement of the intended outcomes in the Teacher Education Program. Other assessments are embedded throughout coursework. 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

Early	PST	ST
TPACK		TPACK
Social Justice Scale		Social Justice Scale
GPA	GPA	GPA
	OFF	OFF
	FE	MTFE/CPAST edTPA
	State mandated exams	State mandated exams

Notes:

OFF: Observation Feedback Form (used during pre-student and student teaching) (PST= supervisor: 3x; cooperating teacher: 3x) (ST- university supervisor/site coordinator: 4x; cooperating/mentor teacher: 4x)

FE: Pre-student Teaching Evaluation (university supervisor: 1x; cooperating teacher: 1x)

MTFE/CPAST:-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 dispositions and 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.

edTPA

The edTPA is a capstone assessment required in the Teacher Education licensure programs. The purpose of edTPA is to assess novice teachers' readiness to teach students particular subject area(s) and particular grade levels. The assessment is designed with a focus on student learning, theory and research, and evidence-based practice. It is based on findings that successful teachers:

- develop knowledge of subject matter, content standards, and subject-specific pedagogy;
- develop and apply knowledge of varied children's needs;
- consider research and theory about how children learn; and
- reflect on and analyze evidence of the effects of instruction on student's learning.

This assessment takes place during the second semester of the clinical year, during student teaching. Throughout the program, the candidate will engage in courses and practica to help to prepare for this assessment.

LICENSURE

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.

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>.

Verification of Moral Character

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/>.

NOTE: This signed statement must become part of your student record before you can be admitted to a program in Teacher Education. 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?*

AWARDS and SCHOLARSHIPS

The Department of Education and School Psychology 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 Endowment for Professional Development Award

This scholarship is a memorial tribute to Dr. William P. Hoffman who was a professor in the John Carroll University Department of Education & School Psychology. He worked with the Educational Administration program from 1970 to 1980. The purpose of this award is to recognize an outstanding senior or graduate student in the department who demonstrates leadership, scholarship and service to support professional development and scholarly research or presentations at professional conferences in the field of education.

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 Ignatian Award for Excellence in Education

The Rev. Joseph O. Schell Ignatian 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 School Psychology 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 School Psychology 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.