

TEACHER EDUCATION HANDBOOK

Preparing Caring Reflective Teachers



For a Changing World

Education Department
Eastern Mennonite University
2011-2012

www.emu.edu/education/tehandbook.pdf

Welcome to Teacher Education At Eastern Mennonite University

The Teacher Education Department subscribes to a Reflective Teaching Model informed by constructivist and critical reflective theorists. You will approach your studies through active learning as you reflect upon your beliefs, knowledge, thought, and actions. You will be challenged to examine your assumptions about teaching and learning as you participate in an environment of inquiry and collaboration.

Teachers touch and help shape the future. They serve as models of life itself. For this reason each teacher needs a positive self-concept, needs to think well of others, and needs to believe in persons' mutual dependence. Faith commitment to Christ makes possible this wholeness in outlook and in relationships.

Teacher Education at Eastern Mennonite University offers you the opportunity to change and grow. The education faculty members believe that the person you are becoming is the key to your effectiveness as a prospective teacher. Preparation for teaching is dynamic and life-long. As your teachers, we are seeking to model this pilgrimage of openness and continuous growth both personally and professionally.

We welcome you to walk with us on this journey. As you have questions and concerns, many of which will not be addressed in this handbook, please feel free to stop by the Teacher Education Office. We anticipate a rewarding journey ahead!

Sincerely,
Cathy Smeltzer Erb, Ph.D.
Chair of Undergraduate Teacher Education

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What is the Purpose of the Handbook?

This handbook guides you through the teacher education program at EMU. Copies of curriculum outlines and program requirement checklists are kept in the master file maintained in the Education Office; however, it is the mutual responsibility of you and your advisor to maintain accurate records.

This handbook provides a conceptual framework for teacher education at EMU and is organized so that teacher candidates can quickly identify the important procedures and policies, which govern EMU's Teacher Education Program.

The Education Department is located on the second floor of the Campus Center. The telephone number is (540) 432-4142.

The education laboratory classrooms (CC Rooms 201 and 203) are located on the south end of second floor, adjacent to the Education Department offices and are equipped with a SMART Board Symposium™. The MAC Computer Lab (CC 234) is also located on the second floor with a SMART Board Symposium™, scanner, and printer. These rooms are available for education students to work on projects. Additional space is available in the Curriculum Materials Center in the lower level of Hartzler Library.

Students are welcome to stop by the education department for clarification of any information, especially in the area of licensure requirements.

The *Title II Institutional Report* includes information on EMU program completers in Teacher Education. This report consists of assessment pass rates required by the Virginia Department of Education for teacher licensure. Detailed information is available upon request in the education department. See also Appendix E or <http://www.emu.edu/catalog/education.pdf>.

THIS HANDBOOK SHOULD BE KEPT BY STUDENTS FOR FUTURE REFERENCE.

What Teacher Education Programs Does EMU Offer?

The following programs in teacher preparation are offered and approved by the Virginia State Department of Education and the National Council for the Accreditation of Teacher Education.

Initial Endorsement Areas

Early/Primary Education, PreK-3
 Elementary Education, PreK-6
 Biology, 6-12
 Chemistry, 6-12
 Computer Science, 6-12
 English, 6-12
 English as a Second Language, PreK-12
 Health and Physical Education, PreK-12
 History and Social Science, 6-12
 Mathematics, 6-12
 Foreign Language: Spanish, PreK-12
 Music Education: Vocal/Choral, PreK-12
 Instrumental, PreK-12
 Special Education: General Curriculum, K-12

Theatre Arts, PreK-12
 Visual Arts, PreK-12

Add-on Endorsement Areas

Journalism
 Theatre Arts, PreK-12

Para-Professional Program

Para-professional, teacher assistant PreK-3

M.A. in Education Initial Endorsement Area

Teaching English as a Second Language, PreK-12

M.A. in Education Endorsement Areas

Reading Specialist
 Teaching English as a Second Language, PreK-12

All undergraduate endorsement areas meet general and specific requirements for licensure in the state of Virginia.

The Council of Higher Education in Virginia authorized the education department on May 9, 1995 to enroll students in Master's-level course work. Formal enrollment in EMU's Master of Arts in Education program began January 1996.

What is the Context for Teacher Education at EMU?

Background/Accreditation

Eastern Mennonite University, founded in 1917 in Harrisonburg, Virginia, has grown from a small academy to a four-year, fully-accredited, liberal arts university of more than 1,500 students. EMU has been preparing teachers since 1948, when the four-year program began. Today about 16% of all EMU undergraduates are licensed to teach.

Eastern Mennonite University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate and masters degrees. For information regarding accreditation status, contact the Commission at 1866 Southern Lane, Decatur, GA 30033; telephone 404-679-4500. The university is certified to operate by the State Council of Higher Education for Virginia.

The teacher education department at Eastern Mennonite University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. The teacher education program first received NCATE accreditation in September 1971. The program is approved by the Virginia Department of Education. The next accreditation will take place fall 2013.

The Core Curriculum

Teacher education at EMU within the context of liberal arts calls for an education centered on the arts, sciences, and cross cultural studies. As an integral part of the *Core Curriculum*, you will benefit significantly through cross cultural studies abroad. The *Core* framework detailed in the EMU academic catalog shows the complementary interaction of liberal arts, specialty studies, and the professional sequence. Central to the professional studies core are field experiences and reflective teaching practice.

Core Curriculum is the title of EMU's integrated general education curriculum, the central focus of which is to interpret life and the cultural heritage of humankind from the stance of Christian faith. The 38-41 semester hour (SH) curriculum includes 8 SH of Christian Faith courses, 6-7 SH of Communication courses including competency in mathematics, 12 SH of Cross-cultural Learning courses, and 12-14 SH of Critical Thinking. The curriculum also includes 2 writing intensive and 1 community-learning course.

Learning and caring are viewed as interactive processes shaped by commitment to Christian Liberal Arts ideals. Preparation for working with diverse populations in an ever-changing cultural and global context requires teachers who are knowledgeable, value human relationships, and are sensitive to cultural and gender differences.

The preparation of a competent beginning teacher requires university-wide participation and responsibility. All departments offering endorsements share in the determination of policies and

programs through the Committee on Teacher Education (COTE). The Chair of Undergraduate Teacher Education provides administrative leadership for the program.

What is the Conceptual Framework of the Teacher Education Unit?

The phrase that articulates the mission of the Teacher Education Program is **Preparing Caring, Reflective Teachers for a Changing World**. The framework is under-girded by the vision and mission of the university.

Eastern Mennonite University Mission Statement

Identity

A leader among faith-based universities, Eastern Mennonite University emphasizes peacebuilding, creation care, experiential learning, and cross-cultural engagement. Founded in 1917 in Harrisonburg, Virginia, EMU is an educational institution of Mennonite Church USA. EMU serves students of diverse religious and cultural backgrounds and confers undergraduate, graduate, and seminary degrees.

Mission

EMU educates students to serve and lead in a global context. Our Christian community challenges students to pursue their life calling through scholarly inquiry, artistic creation, guided practice, and life-changing cross-cultural encounter. We invite each person to follow Christ's call to

bear witness to faith,
serve with compassion, and
walk boldly in the way of nonviolence and peace.

Vision

EMU envisions a learning community marked by academic excellence, creative process, professional competence, and passionate Christian faith, offering healing and hope in our diverse world. To this end, we commit ourselves to

do justice,
love mercy, and
walk humbly with God.

Shared Values

EMU embodies the enduring values of the Anabaptist tradition:

Christian discipleship,
community,
service, and
peacebuilding.

Together we worship God, seek truth, and care for God's creation.

*Approved by the EMU Board of Trustees
June 28, 2008*

The **Conceptual Framework** articulates a shared vision for Eastern Mennonite University's Teacher Education Program in its efforts to prepare educators for P-12 classrooms. The Conceptual Framework provides direction for Teacher Education's programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. Included in the Conceptual Framework is an articulation of the Teacher Education Program's particular perspective, which will characterize EMU's teacher pre-service and MA graduates.

What Mission and Beliefs Guide the Education Department?

The mission of the EMU Teacher Education Program is to prepare competent, caring, reflective practitioners who advocate for children and youth, develop caring learning environments, initiate and respond creatively to change, and value service to others.

The teacher education program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These reflective educators will offer healing and hope in a diverse world. The mission and vision are based on the following beliefs:

- We believe that teachers are best prepared through a rigorous liberal arts program that seeks integration across disciplines and cultures.
- We believe in a reflective teaching model that develops excellence in teaching, an ethic of caring, and creative problem solving.
- We believe in the integration of theory and reflective practice through purposeful and systematic experiences in college classrooms and field placements within P-12 classrooms.
- We believe that candidates have the power to serve as collaborative change agents with sensitivity to an interdependent world.
- We believe in the integration of Anabaptist principles with the profession of teaching based on a Christian world view valuing community, caring relationships, service to others, peacebuilding and conflict transformation, and stewardship of resources.
- We believe that it is important for all candidates to respect and value cultural diversity, and to relate to students and communities in culturally appropriate ways.
- We believe that faculty who mentor candidates should nurture and model desirable personal and professional qualities.

Approved by COTE September 16, 2003

What are the Teacher Candidate Performance Outcomes?

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

- demonstrate competency in general education knowledge and liberal arts.
- articulate major concepts, assumptions, debates, and methodologies of inquiry that are central to the discipline(s) s/he teaches
- demonstrate awareness and apply meaningful connections across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

- evaluate philosophies of education from multiple perspectives to articulate a personal philosophy that enhances student learning
- use inquiry-based strategies to enable students to construct knowledge
- analyze social contexts for reflection, problem-solving, and learning through dialogue
- draw upon personal and collegial reflections to evaluate and revise practice

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

- plan appropriate instruction and assessment based on the knowledge of constructivist learning theory, subject matter, student development, instructional strategies, the learning context, and curriculum
- integrate informal and formal assessments into instruction, maintain records, and analyze data to inform teaching decisions and to monitor student progress
- adapt and/or create a variety of instruction to provide equitable opportunities for all learners including those from diverse cultural backgrounds and with exceptionalities
- understand how educational legal and policy issues affect students', guardians', and teachers' roles and responsibilities
- develop and design technologically mediated learning environments that are developmentally and task appropriate
- identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and specialty professional associations standards

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

- demonstrate effective reading, writing, speaking, listening, and observation skills to enhance student learning
- communicates appropriately with parents or guardians of students and school personnel
- use electronic technologies to access, manage and exchange information for sound problem solving and decision making

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

- plan and advocate for safe and just learning experiences for all students
- evaluate the effects of his or her actions on students, colleagues, and supervisors

- promote social harmony and peace building in learning communities
- model caring by treating students fairly and respectfully, promoting student feelings of self-worth, and creating a climate that allows access to appropriate learning opportunities for all students
- value stewardship of self, community, ideas, and environmental resources by integrating Christian faith and ethics with professional responsibility

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

- view teaching as a vocation (conceptual framework)
- demonstrate resourcefulness and responsibility in educational settings influencing positive change
- build professional relationships with colleagues
- participate in opportunities for professional growth

Approved by COTE 2/24/04

What are the Dispositions?

The 3 Rs of Caring, Reflective Practitioners: Responsibility, Relationships, and Reflection provide the framework for specific dispositions the education program seeks to develop in candidates.

Caring About Personal and Professional Responsibility

1. demonstrates professional responsibility (ie. is consistent and punctual in attendance, comes to class prepared, meets deadlines, trustworthy, presents positive outlook, meets appropriate expectations regarding appearance)
2. takes responsibility for actions
3. regulates personal emotions
4. maintains collaborative, positive relationships with colleagues
5. develops positive relationships with those in authority
6. shows mature judgment
7. holds high expectations for all students

Caring About Relationships in Learning Communities:

1. considers multiple perspectives (listens actively, responds well to criticism or suggestions)
2. promotes compassionate and just learning environments
3. demonstrates passion/enthusiasm about learning and teaching
4. values diversity (eager to work with persons from a variety of perspectives and cultural/ethnic groups)

Caring About Reflective Practice:

1. makes decisions based upon reflection, research, and best practice
2. uses critical thinking to self-assess, to evaluate progress and to set realistic goals
3. commits to planning, teaching, assessment, and reflection as an ongoing process to enhance student learning

Approved by COTE 11/18/04

What are the Knowledge Bases that Inform the Conceptual Framework?

Positioned in a university with religious and cultural roots in an Anabaptist tradition, the education department acknowledges and confronts the changing nature of schooling and schools without loss of the religious and moral values we have embraced for over 500 years. We prepare teachers for a changing world - a world that is increasingly technological, multicultural, postmodern, and secular. We do so with faith and optimism exhibited by Aronowitz and Giroux (1991) when they say,

In a world whose boundaries have become chipped and porous, new challenges present themselves not only to educators but for all those for whom contingency and loss and certainty do not mean the inevitable triumph of nihilism and despair but rather a state of possibility in which destiny and hope can be snatched from the weakening grasp of modernity. (p. 133)

Constructivism

The philosophical base is informed by the theory of constructivism. Constructivism is an ubiquitous term with definitions varying from Fosnot's "post-structuralist psychological theory that construes learning as an interpretive, recursive, building process by active learners interacting with the physical and social world," (1996, p. 30) to Henderson's "constructivist teaching can be defined as any deliberate, thoughtful, educational activity that is designed to facilitate students' active understanding" (1996, p. 9). Constructivist educators believe that "the act of teaching" cannot be distinguished from "the act of learning." Teachers using a constructivist approach emphasize big concepts, student questions, active learning, and collaboration. A constructivist approach seeks to connect theory to practice and views the student as "thinker, creator, and constructor." Integral to a constructivist theory of learning is creative problem solving. Teachers take responsibility for assessing and solving problems not through mechanistic "cook book" recipes, but by asking "What decisions should I be making," "On what basis do I make these decisions," and "What can I do to enhance learning?"

The conceptual framework of teacher preparation at EMU orients teacher candidates to education environments that support best practices using a constructivist approach. Starting in Exploring Teaching, candidates use the following chart from Brooks and Brooks (1999) to begin to understand the continuum of teaching from traditional and constructivist perspectives. The paradigm is identified below.

A Look at School Environments

Traditional Classrooms	Constructivist Classrooms
Curriculum is presented part to whole, with emphasis on basic skills.	Curriculum is presented whole to part with emphasis on basic concepts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions is highly valued.
Curricular activities rely heavily on textbooks and workbooks.	Curricular activities rely heavily on primary sources of data and manipulative materials.
Students are viewed as "blank slates" onto which information is etched by the teacher.	Students are viewed as "thinkers" with emerging theories about the world.

Teachers generally behave in a didactic manner, disseminating information to students.	Teachers generally behave in an interactive manner, mediating the environment for students.
Teachers seek the correct answer to validate student learning.	Teachers seek the students' points of view in order to understand students' present conceptions for use in subsequent lessons.
Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing.	Assessment of student learning is interwoven with teaching and occurs through teacher observations of students at work and through student exhibitions and portfolios.
Students primary work alone.	Students primary work in groups.

Reflection

The philosophical base is also informed by reflective teaching. Reflective Teaching is an inquiry approach that emphasizes an ethic of caring, a constructivist approach to teaching, and creative problem solving. Reflection encompasses and gives shape to the outcomes of the education department. When teachers care, they become reflective about the endeavor to learn, to teach, to communicate, to ask questions, and to become leaders.

The Education Department concurs with Dewey's concept of reflection identified by Rodgers (2002) as a meaning making process, a systematic, rigorous disciplined way of thinking that needs to happen in community and which requires attitudes that value the personal and intellectual growth of self and others. In addition, the Education Department fully supports the (INTASC) standard on reflection and professional development that describes the teacher as "a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally" (1992, p. 30). Reflection is at the heart of practice (Hole et. al. 2003).

Integration of Theory and Practice

Candidates participate in carefully arranged and fully integrated field based experiences beginning in the first year and culminating in the senior year with Student Teaching. The professional education curriculum emphasizes caring relationships, assertive but cooperative classroom management practices, peace and justice issues, and the integration of ethics with professional competency.

The ultimate goal of teacher education at EMU is to empower the candidate to develop a spirit of inquiry leading to informed decision making while applying values to action.

Members of the education faculty are committed to demonstrating the reflective model in their own teaching. Education classes utilize instructional activities such as collaborative learning strategies, class interaction and role-playing, microteaching lessons, and case studies. Instructors give special attention to the application of theory and practice by helping to make connections between relevant concepts through higher order questioning strategies. Reflective thinking skills -- the ability to evaluate and interpret evidence, modify views, and make objective judgments-- are stressed in all courses.

Caring

An ethic of caring respects the wonderful range of multiple talents and capacities of all individuals regardless of cultural, intellectual, or gender differences. A premium is placed on the dignity of all persons. According to Irvine (2003)

The task of teacher educators is to make sure that teacher education students and the people who evaluate and assess them understand the complexity of a term that seems so simple—*care*....Teacher characteristics and traits, such as being caring, are influenced by the multiple layers of and enigmatic nature of classroom practice. (p. 44-45).

Caring is at the core of the framework. The university's general education framework is drawn from the biblical text, Micah 6:8 "act justly and to love mercy and to walk humbly with your God."

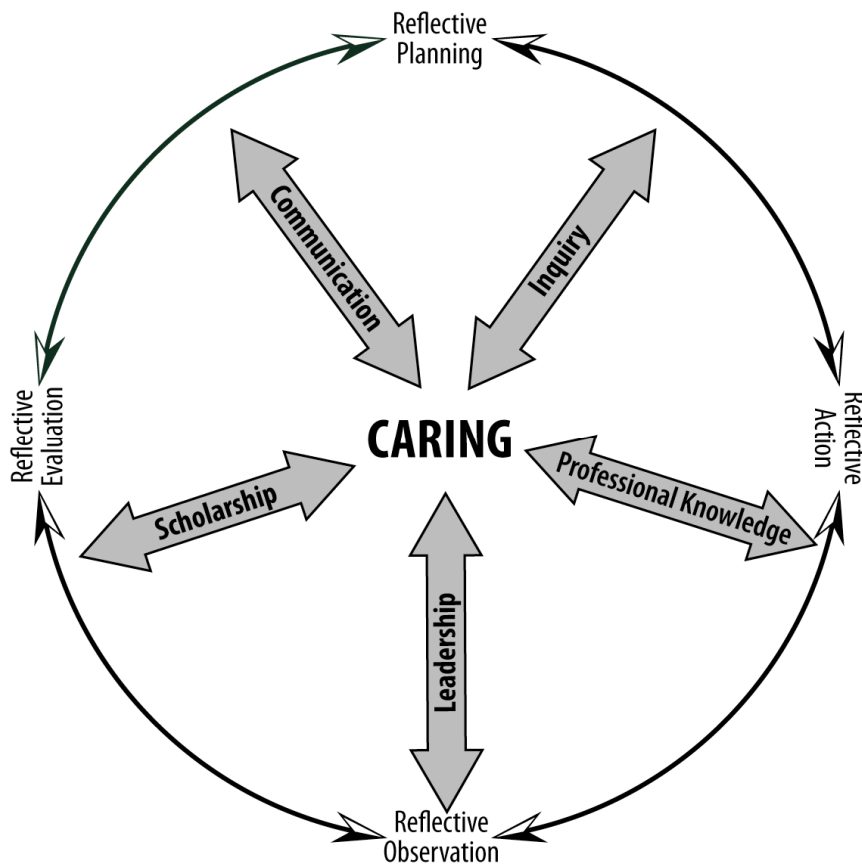
The Teacher Education Program is committed to multicultural, peacebuilding and restorative justice endeavors. We expect our students to exhibit dispositions that reflect an understanding of the student as a "whole person" with complex personal, social, emotional and academic needs. The 3 Rs of Caring, Reflective Practitioners: Responsibility, Relationships, and Reflection provide the framework for specific dispositions the education program seeks to develop in candidates. Caring for others and for relationships remains central.

Beyond the definition of caring, the relationship of caring to reflection must be clear. The Teacher Education faculty want pre-service teachers to care about others in a way that builds relationship but this is not to be understood solely as kindness or concern without action. Goldstein (2002) believes that, "the ethic of care provides a way of thinking about caring that repositions the concept, transforming it from a personality trait to a deliberate and decisive act" (p.16). Noddings (1984) distinguishes between the concepts of caring for and caring about and describes caring for as a personal response to another person. In contrast, caring about is a response to an idea or large, distant group of people such as caring about starving children in another country. Gay (2000) describes this caring as "multi dimensional responsiveness" which "places teachers in ethical, emotional and academic partnerships and speaks especially to the expectations teachers have of their students. Caring teachers are distinguished by their high performance, expectations, advocacy, and empowerment of students as well as by their use of pedagogical practices that facilitate school success." (p. 62)

This concept of caring permeates our program. It informs not only what we want teachers to learn and model in their classrooms, but the practices they employ. This can be accomplished by ensuring the mastery of program outcomes.

The Model

The education department's perspective on the theme "Preparing Caring, Reflective Teachers for a Changing World" is illustrated in the following model.



Care about Scholarship requires that teachers understand and master the central concepts, tools of inquiry, and structures of the discipline(s) in order to engage students in meaningful learning.

Care about Professional Knowledge requires that teachers reflect on their practice to improve student learning as well as to employ instructional strategies to further develop students' critical and creative thinking skills.

Care about Communication requires attention to detail in written and spoken language as well as a desire to listen and understand others with appreciation for the cultural dimensions of communication. Technology and media are used to facilitate student learning.

Care about Inquiry requires critical thinking about theory and practice, ethics and values, personal reflection and conduct.

Care about Leadership requires professional development and transforming approaches to education through advocacy for children and youth.

In summary, the theoretical knowledge bases that support the outcomes of the Teacher Education Program at EMU are informed by the theory of constructivism, employed with a commitment to authentic caring, and implemented with conscious, careful, and active reflection.

Who are the Teacher Education Faculty?

The teacher education faculty at EMU is committed to purposeful change. The education department faculty meets weekly for program coordination, planning, and evaluation. Professors hold memberships and offices in a number of professional organizations. Since the faculty is committed to professional growth and self-development, they continue to take graduate courses and participate in professional developmental workshops. Faculty members' experiences range from traveling and working in foreign countries to teaching in elementary and secondary schools to holding administrative positions. All faculty members have completed graduate work on various levels. The following faculty members have primary teaching assignments in the education department:

Cathy K. Smeltzer Erb, Ph.D.
Chair of Undergraduate Teacher Education
Professor of Education

Donovan D. Steiner, Ph.D.
Director of Master of Arts in Education
Professor of Teacher Education

Sandra L. Brownscombe, Ed.D.
Professor of Teacher Education & Physical Education

Katherine Evans, Ph.D.
Assistant Professor of Teacher Education

Tracy L. Hough, M.A.
Assistant Professor of Teacher Education

Lori A. H. Leaman, Ed.D.
Associate Professor of Teacher Education

Beth M. Lehman, Ph.D.
Assistant Professor of Teacher Education

Ronald M. Shultz, M.Ed.
Instructor of Teacher Education

Rachel J. Diener, B.A.
Director of Early Learning Center

Who are the Decision Makers?

Committee on Teacher Education

The Committee on Teacher Education (COTE) is an interdisciplinary council consisting of representatives that coordinate the total teacher education program of the institution. COTE usually meets four times a year, twice each semester. It consists of one representative from each of the following areas: art, biology/chemistry, computer science, English/foreign language, history/social science, math, music, physical education, theater, MA in Education-Harrisonburg & Lancaster, field placement coordinator, secondary education faculty, elementary/early childhood education faculty, and special education faculty; three persons from area public and private schools, two undergraduate students (6-12/PreK-12 and PreK-3/PreK-6/SPED), and one graduate student. The Chair of Undergraduate Teacher Education and the Director of the Master of Arts in Education serve as co-chairs. To maintain communication between the unit and the core curriculum, the Associate Dean for Curriculum holds a liaison role. COTE serves as an advisory and policy making body.

The committee is supported by four subcommittees, the Teacher Education Admissions Committee (TEAC), the Assessment Committee (AC), the Curriculum Materials Center Committee (CMCC), and the Committee on Reflective Practice (CORP). The above subcommittees evaluate policy on a systematic basis and make recommendations to COTE.

Teacher Education Admissions Committee

Screens Candidates

The Teacher Education Admissions Committee (TEAC) is composed of six persons, four of whom are elected from the Committee on Teacher Education, with the Chair of Undergraduate Teacher Education or the Director of the M.A. in Education Program serving as chair and the Coordinator of Field Placement as a "standing member." By virtue of the position, the field placement coordinator and the assistant director of the Master of Arts in Education program in Lancaster are automatically appointed to the committee. The function of the Teacher Education Admissions Committee is to admit applicants to: teacher education, student teaching, M.A. in Education, and M.A. candidacy on the basis of departmental criteria.

TEAC usually meets four times a year to process candidates (August, December, March, and May.) The criteria for undergraduate programs are outlined in this handbook. The criteria for the M.A. in Education program is outlined in the graduate catalog. Students are invited to meet with academic advisors in their respective departments and their advisors within the education department if their application is below criteria standards or if they wish to appeal a decision of TEAC (see page 28).

Assessment Committee

Monitors the Assessment System

The Assessment Committee is charged with coordinating the development, implementation, and ongoing review of the unit assessment system (UAS). The Assessment Committee ensures that the unit collects and analyzes data in a manner that ensures the data are used to improve candidates, programs, and the unit. The Assessment Committee ensures that the UAS is aligned with the National Council for Accreditation of Teacher Education (NCATE) standards and creates proposals for revisions of the system. COTE approves policy revisions of the assessment system.

Membership is composed of the Assessment Coordinator, a representative from the Institutional Research Office, one representative from the education department, and one other member of COTE. The chair of the Assessment Committee is the Assessment Coordinator of the Unit, as an appointed position with departmental load hours assigned (Refer to UAS manual for further details).

Working Assumptions and Principles

1. Evaluation measures assess candidate performance and unit operations/effectiveness.
2. Candidate assessments measure knowledge, skills and dispositions according to curricula and appropriate standards.
3. Candidate performance is measured through multiple assessments and at regular intervals, matching the candidate transition points.
4. Assessments are consistent with national, state, and unit standards, best practice, and research.
5. Communication concerning the assessment processes is regular and transparent.
6. Unit members work collaboratively with the Assessment Subcommittee to further articulate, implement and review assessments consistent with the Unit Outcomes, the Specialty Professional Association Outcomes and university, state and national standards.

Roles and Processes

1. *UAS Maintenance and Revision:* The committee is responsible for maintaining a UAS that is effective and in alignment with NCATE standards. The Committee may review suggestions for improvement of the system from anywhere within the unit, and may also receive feedback on such proposals from anywhere within the unit. The Assessment Committee references policy proposals with the education department for information and discussion prior to presentation to COTE for approval. Final proposals for revising the UAS are drafted by the Assessment Committee; such proposals are considered to be a change in policy and, therefore, require the approval of COTE.
2. *Oversight of the UAS:* The Assessment Coordinator, in conjunction with members of the Assessment Committee, provides each level of unit with: notification of the assessment cycle, assessment instrument(s) to be used, and reporting procedures for the use of data to make decisions. The coordinator/committee provides the appropriate mechanisms for storage and recording of the use of data for decision-making purposes. The Coordinator/Committee may also review data usage reports for trends that may affect the unit, and/or to determine if data should be shared for further analysis across parts of the unit. Final responsibility for ensuring that members of the unit carry out their responsibilities within the UAS rests with the UG/MA Directors, as a supervisory function.

Curriculum Materials Center Committee *Formulates Recommendations*

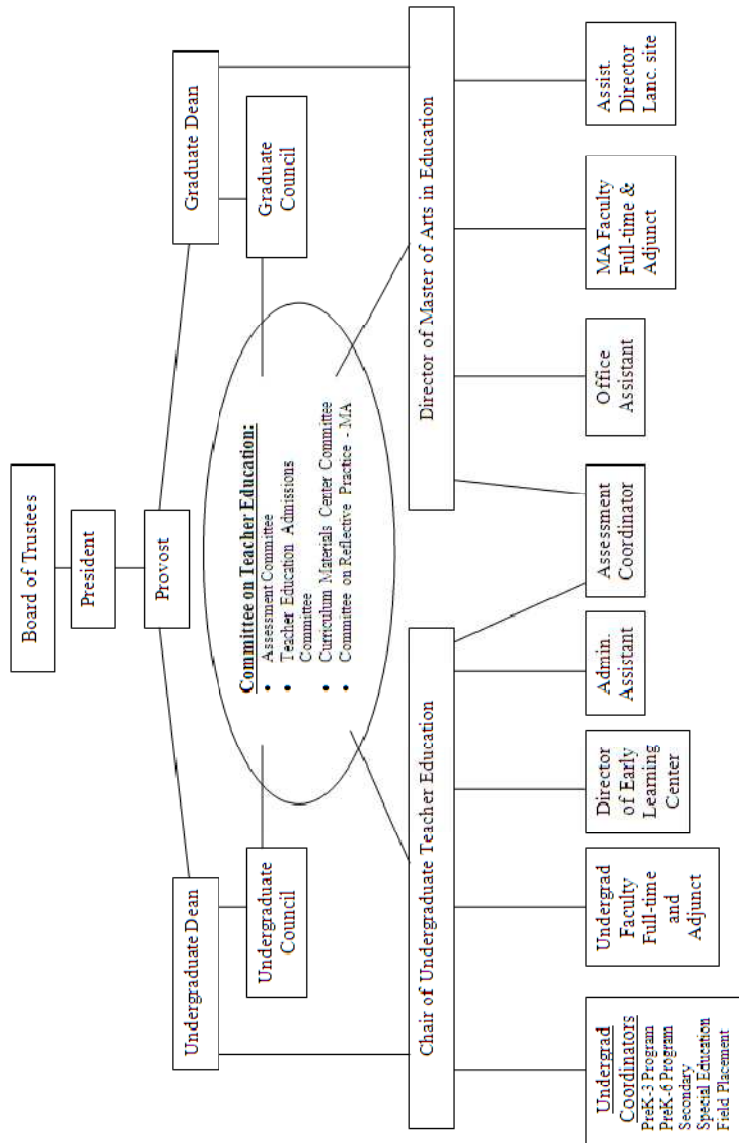
The Curriculum Materials Center Committee (CMCC) serves as an advisory group in developing curriculum materials and policy recommendations. Tasks of the CMCC are to review purchases of curriculum materials, advise the library staff on the physical arrangement of the curriculum materials area, and ensure a serviceable, up-to-date curriculum materials center. The Curriculum Library Coordinator serves as the chair of the CMCC. Membership is comprised of the chair and two members at large.

Committee on Reflective Practice

The Committee on Reflective Practice (CORP) manages, assesses and makes policy recommendations regarding the culminating action research process of the Master of Arts in Education program. Recommendations are forwarded to the education department and to the Committee on Teacher Education. The Director of the M.A. in Education program serves as an ex-officio member and appoints an action research coordinator. The remaining four members are appointed by COTE for a two-year term and may include program graduates. The committee meets four times a year and serves the additional purposes of evaluating and updating "A Guide to Action Research Project."

Ad Hoc Advisory Groups *Provide Program Guidance*

Ad Hoc Advisory Groups are formed for each undergraduate and graduate program area for purposes of program consultation, revision, and evaluation. Advisory groups are formed by program coordinators when major curriculum revisions are contemplated or when a particular program is under review. The Advisory Groups consist of 5-6 teachers and administrators from area schools who are selected for their expertise. Coordinators are responsible for convening and setting the agenda for their respective advisory group. Feedback from advisory groups is shared as part of program evaluation.



Eastern Mennonite University Teacher Education Governance & Administrative Chart

Approved by COTE 11/17/09

What Resources are Available for Prospective Teachers?

Licensure Testing Assistance

Assistance is available for preparing to take the Praxis I and Praxis II exams. The Praxis Coordinator has an office located in the lower level of Hartzler Library Room 100 C near the Curriculum Library. Please check posted office hours.

Special accommodations are available for Praxis I, Praxis II: Specialty Area Examinations, and Praxis II: Reading for Virginia Educators if you have a documented disability or if English is not your first language. It is your responsibility to request special conditions from ETS prior to the registration of Praxis I and/or II. Please see the Praxis Registration Bulletin for further details. <http://www.ets.org/praxis/>

Special accommodations are available for the Virginia Communication and Literacy Assessment (VCLA) online at <http://www.va.nesinc.com/>. Please see "Registering for Alternative Testing Arrangements."

Disability Statement

Reasonable accommodations are provided for students with documented disabilities. Students who have registered in the Academic Support Center should self-identify to their instructors and advisor(s) by making an appointment with them. Students who have not yet registered their documented disability should do so immediately.

Academic Support Center

The Academic Support Center, located on third floor of the Hartzler Library, is a valuable resource to you. Referrals to the Academic Support Center are also made by faculty when you need assistance with improving reading, writing, and/or mathematics skills. The Center offers individual and small group tutoring. The Academic Support Center also provides academic support and advocacy for students with documented disabilities. www.emu.edu/academicsupport/

Academic Integrity

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2010-11 Undergraduate Catalog.] The education department will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Curriculum Materials Center

The Curriculum Materials Center is located on the ground floor of the university library. Library services are partially integrated with the space and materials adjacent to the Learning Center. Books, pictures, kits, games, curriculum guides, sample textbooks, and a wide variety of audiovisual media are available for you as you become involved in child study, tutoring, lesson planning, micro-teaching, evaluation of materials, student teaching, and research.

Career Services and Testing Services

Career Services is available to facilitate the process of choices concerning your life's work through individual assistance, workshops, classroom presentations, and resources online and in the Career Resource Library. You will find help with resume and cover letter writing, job search techniques and interview tips on the Career Services website: <http://www.emu.edu/careers> and on the jobs board: <http://collegecentral.com/emu>. The jobs board also contains jobs, internships and service opportunities. Graduate school information, GRE registration packets, and information from a wide variety of mission and service agencies are available to you. Master of Arts in Education information is available in the education office or online: <http://www.emu.edu/maed/>. It will be to your advantage to become acquainted with resources in Career Services early in your program.

Early in your senior year you will want to prepare a complete set of placement credentials. These credentials include a personal data sheet, letters of reference, and evaluations by the cooperating teacher and by the university consultant of student teaching. These credentials are mailed to prospective employers at your request.

The university grants credit for general and subject examinations in the College-Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST). Information on the CLEP/DSST programs may be obtained by contacting the career services office.

Courses that can be substituted by CLEP/DSST examinations with passing scores:

BIOL 101 Biological Explorations: Life Cycles
 CLEP Biologypassing score: 50

ENVS 201 Earth Science
 DSST Physical Geology 46

ENVS 181 Environmental Science
 DSST Environment and Humanities:
 The Race to Save the Planet 46

HE 202 Health & Safety
 DSST Here's to Your Health 400

HIST 132 Amer. History: 1865 to Present
 CLEP History of the United States II 50

PSYC 202 Developmental Psychology
 CLEP Human Growth & Development 50
 DSST Lifespan Developmental Psych 46

EMU Math Courses and CLEP/DSST Exams

Courses that can be substituted by CLEP/DSST examinations with passing scores:

Course	CLEP/DSST exam (Score)	EMU Course Substitution (including AP credits) for Strong Math Students
MATH 110 Modeling with Algebra	DSST Fundamentals of College Algebra 400 CLEP College Algebra (50)	Any Calculus course; MATH 350 Linear Algebra
MATH 130 Finite Math	CLEP College Mathematics (50)	MATH 170 Discrete Math
MATH 140 Elementary Stats	DSST Principles of Statistics 400	MATH 240 Statistics for the Natural Sciences
MATH 120 Math and the Liberal Arts	No CLEP available	No course substitution available

How does Academic Advising Take Place?

Academic advising is a very important part of your Teacher Education Program. As an early childhood, elementary education, or special education candidate, you will be assigned to an education faculty member. If you are enrolled in secondary education, art education, foreign language education, music education, or physical education, you **must** check with your education advisor for licensure and education requirements as well as your content area advisor.

You are encouraged to contact your academic advisor on a regular basis. Registration during the school year will be channeled through assigned advisors. You and your advisor are responsible to check rating sheets for graduation and licensure requirements. The Career Services Office of the Student Life Office is also available to students.

EMU's SEA Chapter

The Student Education Association (SEA) is a voluntary organization of students in early childhood, elementary, secondary, and special education. Monthly meetings feature special programs of student interest.

Membership in SEA entitles you to affiliate membership in the National Education Association (NEA), which includes its student publications for one year. It also provides student membership in the *Virginia Education Association* with a subscription to the *Virginia Education Journal*.

Student teachers receive \$1,000,000.00 liability insurance with SEA membership. As a student in teacher education, you are encouraged to become a member of SEA. Application sign-up times are announced in education classes and via e-mail.

Students may participate in the SEA events without membership in the NEA.

Tips for Transfer Students

1. Go over your evaluation of transfer credit with your advisor to make certain that you will be taking needed General Education courses or needed prerequisite courses. Plan your Praxis I and Virginia Communication & Literacy Assessment (VCLA) test dates and the necessary preparation.
2. Attend Transfer Orientation Meeting your first semester on campus with the Chair of Undergraduate Teacher Education (September or January).
3. Plan on the possibility of taking a summer course or two in order to get into proper sequence for courses, which may be offered only in the fall or spring semesters.
4. Transfer students from two-year institutions, particularly those with 62 accepted semester credits, should use every opportunity to take upper-level courses to fulfill the Liberal Arts major requirements.
5. Note the transfer student checklist (appendix C) and evaluate your status in the teacher education program. To ensure that your plans to student teach and graduate are not delayed, please complete those steps leading to admission to teacher education by the end of your first semester. Pay special attention to test dates for the Praxis I and VCLA tests. **Delay in taking the Praxis I and VCLA tests may result in a delay in completing student teaching.**
6. Consult with your education (& content major) advisor(s) to ensure successful completion of EMU's teacher education program.

What are the Entrance Requirements to Teacher Education?

For admission to the teacher education program at EMU, you must make formal application for admission by November 30 of the sophomore year or junior year for transfer students. Application information and requirements are sent via e-mail, and special memos to students. These applications are acted upon by the Teacher Education Admissions Committee based on consideration of the following criteria. See: <http://www.emu.edu/education/3-steps/>.

Admission to teacher education is required for enrollment in the following courses: ED 341/2/3, ED 351, ED 361, ED 371-376, ED 381, ED 401, PE 401, PE 402, HE 401.

You must:

1. complete ED 101 Exploring Teaching, or its equivalent with a C or better.
2. pass the Virginia Communication and Literacy Assessment (VCLA). The VCLA test is a Virginia Licensure requirement designed to assess entry-level academic competency and must be taken in Virginia as identified in registration materials (<http://www.va.nesinc.com>). You must submit a copy of your official score report to the education department. You are responsible for all test fees.
3. pass the basic skills assessment in one of the following ways:
 - pass the Reading, Writing, and Mathematics sections of the Praxis I Test with a composite score of 532 or higher.
 - meet the Virginia SAT/ACT Qualifying Scores for Praxis I
 - pass the Mathematics section of the Praxis I test with a score of 178 or higher AND pass the Virginia Communication and Literacy Assessment (VCLA) with a score of 470 or higher.

The Praxis I test is designed to assess entry-level academic competency and can be taken at James Madison University or other Educational Testing Services (ETS) testing sites as identified in registration materials (<http://www.ets.org/praxis/>). When registering for Praxis I, you should select EMU as the institutional score recipient so ETS will forward test scores to the education department. You are responsible for all test fees.

4. submit a Teacher Education application by November 30.
5. read and acknowledge an understanding of the *Virginia Licensure Regulations for School Personnel*.
6. demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, and reflective practice as evidenced by academic, teacher education, and character recommendations.
7. have physical and mental health sufficient for the tasks to be performed as indicated by the results of a health examination signed by EMU Health Center nurse or by a physician.
8. maintain a minimum cumulative grade point average of 2.5. (2.7 needed for student teaching)
9. achieve a C or better in all education courses (courses with an ED/EDS prefix) to be admitted to Student Teaching.
10. complete a Teacher Education Admission Portfolio by February 1. A fee for the portfolio is required.
11. complete a teacher education interview in February.

You will be notified by the education department upon admission and must maintain a satisfactory academic standing prior to admission to student teaching. If your application is denied, you will be required to conference with the Chair of Undergraduate Teacher Education and a student growth plan will be completed if applicable.

If you apply for admission late, you must meet the same requirements as other students. Late admission means that you may need to extend your program of study because admission to Teacher Education is required for enrollment in ED 341/2/3, ED 351, ED 361, ED 371-376, ED 381, ED 401, PE 401, PE 402, HE 401..

Please note that application to Teacher Education is the first step to becoming a teacher. In order to proceed, you will need to apply separately to Student Teaching.

Current cut-off scores for Praxis I and VCLA are listed in Appendix A of this handbook and on the web:

<http://www.emu.edu/education/test-scores/>.

What are the Entrance Requirements to Student Teaching?

In order to student teach, you must complete an application by **November 30** of your junior year or the academic year prior to your student teaching placement. Application information and requirements are sent via e-mail and special memos to students. These applications are acted upon by the Teacher Education Admissions Committee based on consideration of the following criteria. See:

<http://www.emu.edu/education/3-steps/>.

You must:

1. be admitted to teacher education and remain in good standing according to the Teacher Education admissions criteria.
2. achieve and maintain a minimum cumulative GPA of 2.7.
3. achieve a C or better in all education courses (with an ED/EDS prefix).
4. complete an application for admission to student teaching by November 30. Write and submit three copies each of an autobiography and a resume. A set will be given to each supervising teacher and one set will be placed in your permanent file.
5. demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, and reflective practice as evidenced by academic, teacher education, and character recommendations.
6. meet with the Coordinator of Field Experience or the Chair of Undergraduate Teacher Education for a student teaching placement interview in January.
7. have physical and mental health sufficient for the tasks to be performed as indicated by the results of a health examination signed by the EMU campus nurse or a physician. Prior to the beginning of the student teaching semester, candidates must submit a copy of a negative Tuberculosis screening test.
8. take the Praxis II: Specialty Area Examination required for Virginia Licensure and the Praxis II: Reading for Virginia Educators exam (if required) prior to student teaching. Health & Physical Education and Special Education candidates may take Praxis II: Specialty Area Examination in January if they are student teaching in spring semester.
9. complete the background check requirement of the school division(s) in which you will student teach by the date required (dates will vary depending on the school division).
10. achieve a score of 2 or higher on designated criteria in the lesson plan rubric from designated program courses. Students are given the opportunity within two designated courses to master the criteria at least once.

You will be notified by the education department upon admission. As a transfer student, you are expected to be in residence one full semester in addition to the above requirements before being admitted to student teaching. **Students must be admitted to teacher education by July 1, prior to the academic year they wish to student teach. At the discretion of TEAC, adjustments to the July 1 admission date may be considered.**

Policy statements exist in the *Student Teaching Handbook* if you wish to work, student teach away from the area, and/or participate in athletics during your student teaching semester.
<http://www.emu.edu/education/sthandbook.pdf>

Current cut-off scores for the Praxis II: Specialty Area Examinations and Praxis II: Reading for Virginia Educators (RVE) are listed in Appendix A of this handbook and on the web:
<http://www.emu.edu/education/test-scores/>.

What is the Appeal Procedure?

In the event you are denied admission to teacher education or to student teaching, you may appeal the action by writing a letter to the chair of the Teacher Education Admissions Committee (the undergraduate department chair). The letter should clearly state the reasons why you feel you should be admitted and show further evidence that the weaknesses cited by the committee are inaccurate or that extenuating circumstances exist that merit reconsideration of the decision.

What are the Exit Requirements?

In addition to meeting the requirements for your academic major, you must satisfy the following exit requirements.

You must:

1. meet the Virginia State cut-off score requirements for the Praxis II: Specialty Area Examination and the Praxis II: Reading for Virginia Educators exam (if required).
2. maintain a minimum cumulative GPA of 2.7 through the final semester and achieve a C or better in all education courses (with an ED/EDS prefix).
3. successfully complete student teaching as determined by the cooperating teacher in conjunction with the university consultant.
4. submit a Student Teaching Portfolio including documentation of student learning during the student teaching semester and achieve a "2" or better on all criteria.
5. demonstrate proficiency in meeting Virginia Technology Standards for Instructional Personnel.
6. meet requirements for child abuse & neglect recognition & reporting curriculum guidelines of the Virginia Dept. of Educ. http://www.vcu.edu/vissta/training/va_teachers
7. complete the application for a Virginia teaching license.

You will be required to take the Praxis II: Specialty Area Examination and Praxis II: Reading for Virginia Educators (if applicable) to receive initial licensure in Virginia and most other states. Most tests are administered at James Madison University with dates announced at the beginning of each school year. You should apply directly to the Educational Testing Services. Registration Bulletins are available on the web <http://www.ets.org/praxis> and in the education department. When registering for Praxis tests, you should select EMU as the institutional score recipient so ETS will forward test scores to the education department.

You will also be required to pass the Virginia Communication and Literacy Assessment (VCLA) for licensure in Virginia. This test is administered in Virginia with dates announced at the

beginning of each school year. You should apply directly to the National Evaluation Systems, Inc. (NES). Registration Bulletins are available on the web <http://www.va.nesinc.com/>. A copy of your score report must be submitted to the Education Department.

You are responsible for all test fees. Current cut-off scores for each test are listed in Appendix A of this handbook and on the web: <http://www.emu.edu/education/test-scores/>.

Please be aware that required tests for licensure vary from state to state. It is possible that you will need to take additional tests to qualify for licensure in the state to which you are applying.

What is the Licensure Procedure?

As part of the final step in preparation for teaching, you must apply for licensure in the state of Virginia. Initial licensure is issued by the Virginia Department of Education in Richmond.

After you have completed the state approved program for teaching, the Chair of Undergraduate Teacher Education will recommend you for initial licensure. This recommendation certifies that you have completed a state approved program and are qualified by character and temperament for the teaching profession. EMU takes the responsibility of recommending graduates for licensure seriously; therefore, the screening process actually occurs when you apply for admission to the teacher education program during the sophomore year.

Licensure is not automatic, but is acquired only when the student completes the proper application forms. These forms are available in the education department. Since you are graduating from a Virginia Department of Education approved program, you are expected to apply for Virginia licensure. By so doing, you will establish a base for interstate reciprocity for becoming licensed in other states. A transcript from the Registrar's Office must accompany all application forms for a teaching license. Accounts at the Business Office must be paid or arrangements made for payment before transcripts are released from the Registrar's Office.

By receiving Virginia licensure, you will have reciprocity for licensure in many other states; however, you also need to apply for licensure in the state where you plan to teach. Information about teacher licensure in other states is available in Appendix G and at www.emu.edu/education/doeaddress.html. **Please be aware that required tests for licensure vary from state to state. It is possible that you will need to take additional tests and/or courses to qualify for licensure in the state to which you are applying.** Most states, including Virginia, require a fee for licensure, which is the responsibility of the student.

***Note that if you plan to apply for licensure in another state, your Praxis I & II scores may need to be submitted directly to the state department of education as some states do not accept photocopies of the scores. You need to know this information when you register to take the Praxis II: Specialty Area Test. A fee is charged if you send your scores after you have already taken the test.**

Policy for Withdrawal from Student Teaching & Practicum Placements

For Concerns Related To The Performance of The Student Teacher/Practicum Student

The cooperating teacher, university consultant, and student teacher/practicum student should meet to develop a plan of action that includes:

- the identification of the specific concerns of all participants
- the development of appropriate strategies and evaluation criteria to address those concerns, and
- the setting of a realistic time line for review of the action plan.

The cooperating teacher and university consultant should keep the building principal, university program coordinator, and coordinator of field placements apprised of these actions as appropriate.

If the specific concerns of all parties are not addressed satisfactorily during the designated time period, the university consultant should set up a conference with the student teacher, cooperating teacher, and university program coordinator to determine the advisability of:

- developing a second action plan, using the guidelines outlined in the previous section;
- recommending termination of the placement; or
- recommending withdrawal from the teacher education program.

The building principal and coordinator of field placements should be kept informed of this meeting; the building principal should be included as a participant if termination of the placement is being considered as a possible option. The school division placement coordinator and the coordinator of field placements may be included in this meeting if appropriate.

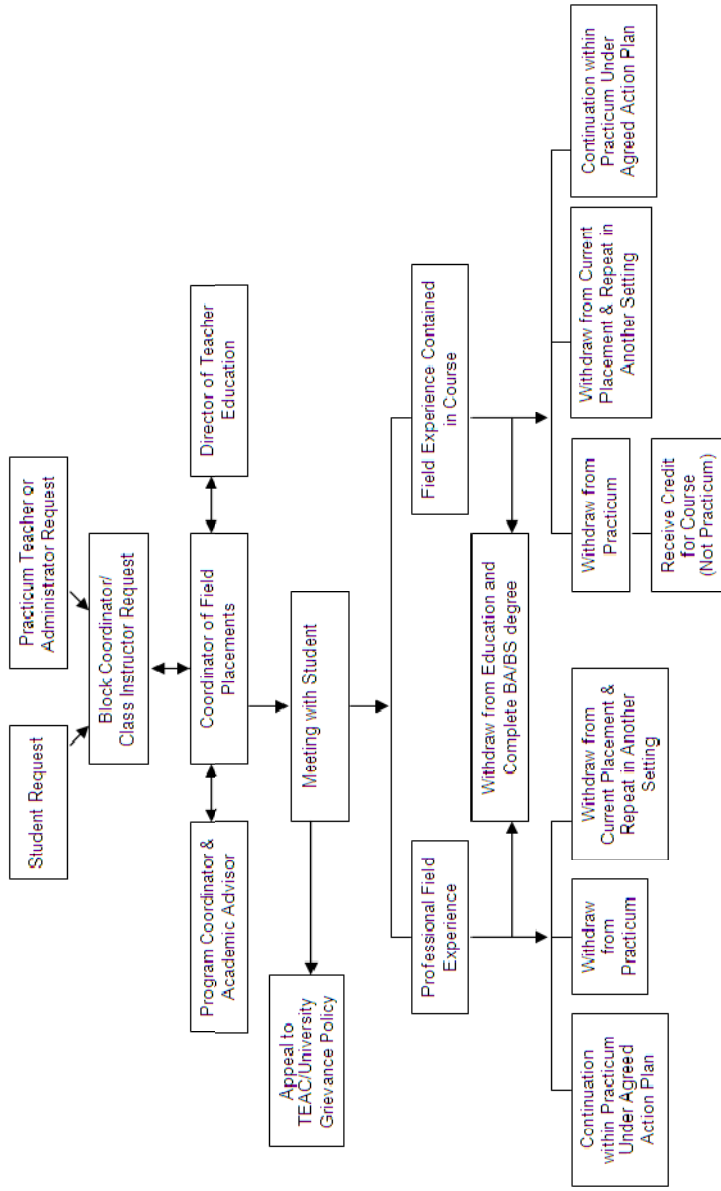
If the recommendation is to terminate the student teaching placement, the university program coordinator, university consultant, and the university coordinator of field placements will meet to finalize the recommendation and determine the student's next steps. The coordinator of field placements will notify all persons involved in the original placement in writing and send a letter of appreciation to the appropriate school division personnel.

If the recommendation is to withdraw the student teacher from the teacher education program, the university program coordinator will notify the student and other appropriate personnel in writing. This notification will provide information on available supporting campus resources and the procedures for appeal.

Occasionally there are placement situations that require immediate action because the safety of one or more participants is in question or because the interests of one or more participants are in jeopardy. In this instance, any of the involved parties may request that the student teacher/practicum student not participate in classroom activities until the steps listed above have been accomplished. The outlined procedures should then be scheduled as expeditiously as possible so that there will be minimal disruption of the student teaching/practicum experience.

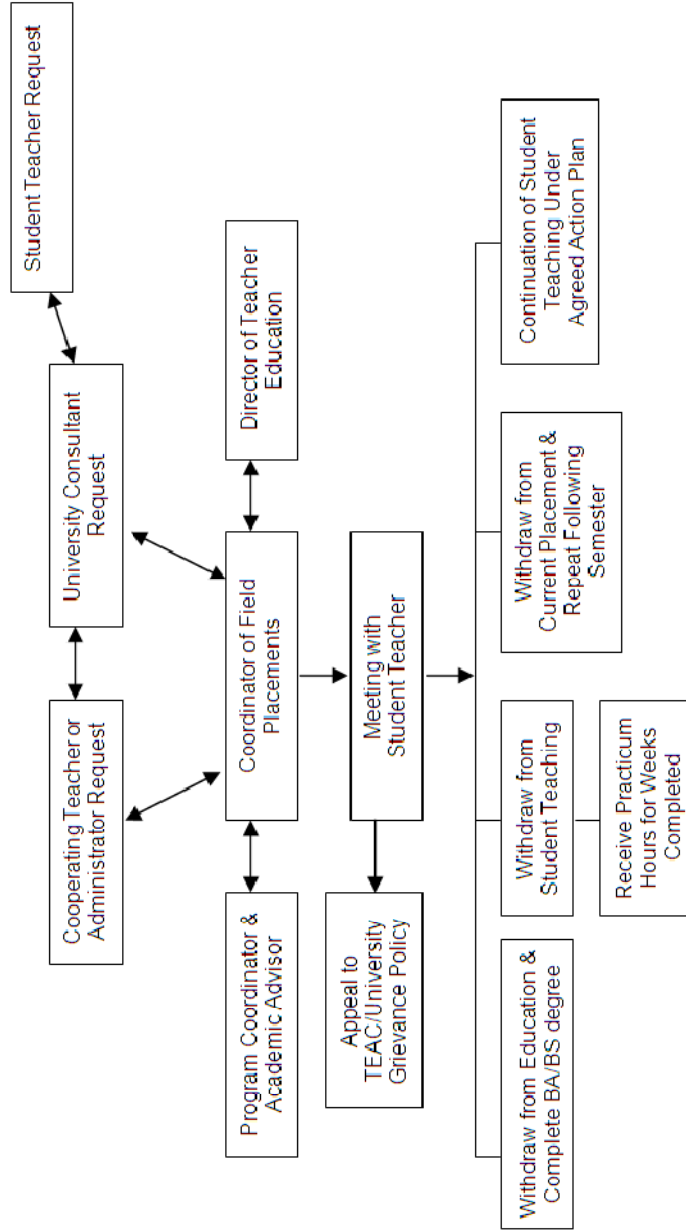
Approved by COTE March 19, 2002

Problem Solving Process for Withdrawal from Practicum Experience



Approved by COTE March 19, 2002

Withdrawal from Student Teaching & Internship



Approved by COTE March 19, 2002

What are the Program Requirements for Teacher Education?

You will be in regular contact with students through placements in the schools, beginning with your first year. Travel expenses incurred for these field experiences, including student teaching, are your responsibility. Practicum honoraria incurred for field experiences are billed by the EMU business office. These are approximately \$50 for each experience. All fees are set by COTE.

Early/Primary (PreK-3) and Elementary (PreK-6) Education Programs

As a prospective teacher enrolled in the Liberal Arts major with an endorsement in Elementary Education (PreK-6) or Early/Primary Education (PreK-3), you are required to take the following:

LICENSURE REQUIREMENTS FOR EARLY & ELEMENTARY

BIOL 101	Biological Explorations	3
#BUAD 221	Principles of Management	3
CHEM 102	Matter and Energy	3
*ECON 201	Survey of Economics	3
ENVS 181	Environmental Science	3
ENVS 201	Earth Science.....	3
GEOG 231	Cultural Geography	3
#HE 201	First Aid	1
HE 202	Health and Safety.....	2
HIST 131	United States History to 1865.....	3
HIST 132	United States History 1865 to present.....	3
HIST 181	Global Past I: Prehistory to 1500.....	3
*HIST 182	Global Past II: 1500 to the present	3
LIT 330	Literature for Children.....	3
MATH 110	Modeling with Algebra.....	3
MATH 120	Math & Liberal Arts	2
MATH 130	Finite Mathematics	3
*MATH 140	Elementary Statistics	3
#SOWK 300	Family in the Social Context.....	3
PE 136	Rhythmic Activities	1
PSYC 202	Developmental Psychology.....	3
PSYC 203	Developmental Psychology Case Study.....	1

- Required for PreK-3 licensure

* - Required for PreK-6 licensure

In addition, departmental requirements for licensure are as follows:

PROFESSIONAL SEQUENCE FOR EARLY & ELEMENTARY

ED 101	Exploring Teaching	2
ED 201	Computers & Instructional Technology in Ed.	1
ED 231	Organizing for Learning.....	3
ED 232	Learning, Motivation, and Assessment (PreK-6)	3
ED 321	Management & Organization in Early Ed.	3
ED 331	Math in the Elementary School	2

ED 332	Science in the Elementary School	2
ED 333	Social Studies in the Elementary School	2
ED 301	Needs of Diverse Learners.....	3
ED 341	Language Arts	2
ED 342	Reading/Diagnostic Reading.....	3
ED 343	Content Area Reading and Writing.....	2
ED 401	Examining Foundations of Education.....	2
ED 411	Reflective Teaching Seminar and Portfolio	1
Plus:		
<u>Early/Primary Education Only</u>		
ED 421	Student Teaching I: PreK-3	7
ED 422	Student Teaching II: PreK-3.....	7
<u>Elementary Education Only</u>		
ED 421	Student Teaching I: PreK-3.....	7
ED 423	Student Teaching II: 4-6.....	7

NOTE: Students wishing to teach outside of the state of Virginia need to check the teacher licensure requirements for the individual state to which they wish to transfer their license. There may be additional course and/or GPA requirements. (See Appendix G)

Special Education Programs (K-12)

As a special education candidate, you will take course work in the following specialty areas: Learning Disabilities, Emotional Disturbance, and Mental Retardation. You will need to work closely with your advisor to determine any specialty emphasis.

EDUCATION SEQUENCE FOR SPECIAL EDUCATION

ED 101	Exploring Teaching	2
ED 201	Computers & Instructional Technology in Ed.	1
ED 341	Language Arts	2
ED 342	Reading/Diagnostic Reading	3
ED 343	Content Area Reading and Writing	2
EDS 301	Intro to Exceptionalities.....	3
EDS 331	Individual Instruction in Content Areas	3
EDS 332	Adapting Curriculum	4
EDS 333	Medical Issues and Assistive Technology.....	1
EDS 351	Intervention Strategies for Middle & High School	3
EDS 371	Evaluation and Planning in Special Education	2
EDS 381	Special Education Professional Field Experience.....	2
EDS 401	Supporting Positive Classroom Behavior	2
EDS 451	Educational Foundations and Due Process	3
ED 411	Reflective Teaching Seminar and Portfolio.....	1
EDS 461	Student Teaching: Elementary Except.....	7
EDS 462	Student Teaching: Middle/High School Except.	7

If you are seeking an endorsement in Special Education, you will need to fulfill requirements for an academic major outside the education department and the following licensure requirements:

BIOL 101	Biological Explorations	3
CHEM 102	Matter and Energy	3
ENVS 201	Earth Science	3
HE 202	Health & Safety.....	2
HIST 131	United States History to 1865	3
HIST 132	United States History 1865 to the Present.....	3
HIST 181	Global Past I: Prehistory to 1500 OR	
HIST 182	The Global Past II: 1500 to the Present	3
MATH 120	Math and the Liberal Arts	2
MATH 130	Finite Mathematics	3
MATH 140	Elementary Statistics	3
PSYC 202	Developmental Psychology	3
PSYC 231	Applied Behavior Analysis	3
SOWK 300	Family in Social Context.....	3
	An English or American Literature course	3

NOTE: Students wishing to teach outside of the state of Virginia need to check the teacher licensure requirements for the individual state to which they wish to transfer their license. There may be additional course and/or GPA requirements. (See Appendix G)

Secondary Education Programs (6-12)

If you wish to prepare to teach in the middle or high school level you must consult with the coordinator of Secondary Education and with the departmental advisor in the area in which you plan to major. Specific courses outside the major field include:

EDUCATION SEQUENCE FOR SECONDARY EDUCATION

ED 101	Exploring Teaching.....	2
ED 201	Computers & Instructional Technology in Ed	1
ED 251	Learning, Motivation and Assessment (6-12).....	3
ED 252	Learning, Motivation, & Assessment PFE	1
ED 301	Needs of Diverse Learners.....	3
ED 391	Middle School Curriculum & Organization.....	3
ED 351	General Curriculum & Methods	1
ED 37_	Special Methods (select content area):.....	2
	ED 371 Special Methods: Biology	
	ED 372 Special Methods: Chemistry	
	ED 373 Special Methods: English	
	ED 374 Special Methods: History/Social Science	
	ED 375 Special Methods: Mathematics	
	ED 376 Special Methods: Computer Science	
ED 361	Special Methods PFE	1
ED 381	Reading & Writing Across the Curriculum (6-12).....	2
ED 401	Examining Foundations of Education.....	2
ED 451	Middle School Student Teaching	7
ED 452	High School Student Teaching.....	7
ED 411	Reflective Teaching Seminar and Portfolio	1

Supporting Courses for Secondary Education:

An United States History course	3
PSYC 202 Developmental Psychology.....	3

Experiences intended to help you become aware of pupils with special needs will be provided in the professional course sequence.

NOTE: Students wishing to teach outside of the state of Virginia need to check the teacher licensure requirements for the individual state to which they wish to transfer their license. There may be additional course and/or GPA requirements. (See Appendix G)

Art, Foreign Language, Health and Physical Education, Music, and Theater (PreK-12)

Art Education (PreK-12)

ED 101	Exploring Teaching	2
ED 201	Computers & Instructional Technology in Ed	1
ED 232	Learning, Motivation and Assessment (PreK-6)	3
ED 381	Reading & Writing Across the Curriculum (6-12)	2
ED 351	General Curriculum and Methods.....	1
ART 397	Elementary School Art Methods	3
ART 398	Secondary School Art Methods.....	3
ED 401	Examining Foundations of Education.....	2

Foreign Language Education (PreK-12)

ED 101	Exploring Teaching	2
ED 201	Computers & Instructional Technology in Ed	1
ED 232	Learning, Motivation and Assessment (PreK-6)	3
ED 252	Learning, Motivation, & Assessment PFE	1
ED 391	Middle School Curriculum & Organization	3
ED 381	Reading & Writing Across the Curriculum (6-12)	2
ED 351	General Curriculum and Methods.....	1
LING 450	Methods of Teaching ESL/Foreign Language	3
LING 460	TESOL Practicum.....	3
ED 401	Examining Foundations of Education.....	2

Health & Physical Education (PreK-12)

ED 101	Exploring Teaching	2
ED 201	Computers & Instructional Technology in Ed	1
ED 251	Learning, Motivation and Assessment (6-12).....	3
ED 301	Needs of Diverse Learners	3
ED 381	Reading & Writing Across the Curriculum (6-12)	2
PE 301	Adapted Physical Education	3
ED 351	General Curriculum & Methods	1
ED 401	Examining Foundations of Education.....	2
HE 421	Health Methods	2
PE 402	Middle & Secondary Physical Education.....	3
PE 401	Elementary Physical Education.....	3
PE 231	Movement Education.....	1

Music Education (PreK-12)

ED 101	Exploring Teaching	2
ED 201	Computers & Instructional Technology in Ed	1
ED 232	Learning, Motivation and Assessment (PreK-6)	3
MUED 353	Instructional Module: Marching Band, etc.	1-2
ED 381	Reading & Writing Across the Curriculum (6-12)	2
ED 351	General Curriculum and Methods.....	1
MUED 341	Elementary School Music	3
MUED 342	Secondary School Music	3
ED 401	Examining Foundations of Education.....	2

Theater Education (PreK-12)

ED 101	Exploring Teaching.....	2
ED 201	Computers & Instructional Technology in Ed	1
ED 251	Learning, Motivation and Assessment (6-12).....	3
ED 301	Needs of Diverse Learners.....	3
ED 381	Reading & Writing Across the Curriculum (6-12).....	2
ED 351	General Curriculum & Methods	1
ED 391	Middle School Curriculum & Organization.....	3
THR 370	Elem. School Theater Arts Methods	3
THR 371	Secondary School Theater Arts Methods.....	3
ED 401	Examining Foundations of Education.....	2

PreK-12 Student Teaching Semester for All Endorsements

ED 461	Elementary Student Teaching PreK-6	7
ED 462	Middle/High School Student Teaching 6-12	7
ED 411	Reflective Teaching Seminar and Portfolio	1

Supporting courses for PreK-12 Endorsements

PSYC 202	Developmental Psychology.....	3
	An United States History Course	3

NOTE: Students wishing to teach outside of the state of Virginia need to check the teacher licensure requirements for the individual state to which they wish to transfer their license. There may be additional course and/or GPA requirements. (See Appendix G)

Two-Year Para-Professional Program

Designed for students who enjoy working with children but plan for only two years of college, this program provides you training for securing positions in day care centers and as a teacher assistant in early childhood. Courses taken in this sequence may be applied to the education program by recommendation of the instructors should you decide to later complete the four-year sequence. Travel expenses incurred for field experiences are the student's responsibility.

In addition to the core curriculum requirements, the following sequence of courses are outlined for this program:

EDUCATION COURSES FOR PARA-PROFESSIONAL

ED 101	Exploring Teaching	2
ED 221	Professional Field Experience (Early Childhood)	2
ED 231	Organizing for Learning.....	3
ED 251	Learning, Motivation, and Assessment (PreK-6)	3
ED 331	Math in the Elementary School	2
ED 332	Science in the Elementary School	2
ED 333	Social Studies in the Elementary School	2
ED 301	Needs of Diverse Learners	3
ED 321	Management & Organization in Early Ed.	3
HE 202	Health and Safety OR	
HE 302	Family Life and Sexuality.....	2
MATH 120	Math and the Liberal Arts	2
PSYC 202	Developmental Psychology	3
PSYC 203	Developmental Case Study	1
SOWK 250	The Family in Social Context	3
LIT 330	Literature for Children	3

Two of the following:

PE 136	Rhythmic Activities.....	1
PE 137	Recreational Games.....	1
HE 201	First Aid.....	1

ED 201 Computers and Instructional Technology in Education is recommended.

This program meets requirements for an Associate in Arts Degree.

How does the Teacher Education Program Collaborate with University, Schools, and Community Agencies?

EMU works closely with cooperating schools and teachers. The education department at EMU has good working relationships with area public and private schools for field experience assignments, research, and service projects. In addition, the EMU Early Learning Center located at nearby Park View Mennonite Church provides excellent laboratory experiences. On occasion, accredited private and public schools in selected stateside and international settings have been used for a few student teaching assignments.

The Mid-Valley Consortium for Teacher Education, a clinical faculty program, is a partnership with EMU, Bridgewater College, Mary Baldwin College, James Madison University, and the public school divisions of Augusta, Harrisonburg, Page, Rockingham, Shenandoah, Staunton, and Waynesboro.

A goal of the Clinical Faculty Program is to establish teams consisting of a consortium consultant, clinical faculty, and a student teacher, which focus on agreed-upon objectives, teaching techniques, and evaluative criteria.

While the department values all of its relationships with area schools, several have been selected for specific partnerships. Broadway High, Spotswood High, J. Frank Hillyard Middle, Harrisonburg High, and Thomas Harrison Middle Schools provide mentorships for EMU's secondary programs while Linville Edom Elementary and John C. Myers Elementary Schools serve as centers for the PreK-3 and PreK-6 programs. Rockingham County elementary schools partner with the department for the special education program. Harrisonburg City elementary schools partner with the department in literacy and English as a Second Language (ESL) programs.

The education department is also active in partnerships with local school divisions. The department promotes events such as "Young Authors" in partnership with the Shenandoah Valley Reading Council and the Rockingham County Public Schools "College for a Day" field trip.

How is the Teacher Education Program Evaluated?

Evaluation of the teacher education program is continuous and includes all aspects of program development. Students are asked to evaluate each course within the professional education sequence including all practica experiences. From time to time, students are asked to participate in surveys from EMU's Institutional Research office. Continuous evaluation also occurs on an annual basis for first and fifth year teachers. Two evaluations, one to be completed by graduates and the other by their principals, are administered each spring.

What Support is Available for First Year Teachers?

First-year teachers who teach within a 50 mile radius of EMU are invited by the education faculty to a banquet to reflect on their EMU experience, discuss their first year teaching experience, and ask for assistance if they wish. This banquet is held in the fall of each year and provides another measure of program effectiveness.

Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents, and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-

disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

InTASC Model Core Teaching Standards: A Resource for State Dialogue (April 2011)

http://www.ccsso.org/Documents/2011/InTasc_Model_Core_Teaching_Standards_2011.pdf

Virginia Licensure Exam Scores

Examination Minimum Passing Score

The basic skills assessment required for Virginia licensure can be met in one of the following four ways:

PRAXIS I: <http://www.ets.org/praxis> (Minimum composite score must be met)

PPST or Computerized PPST: Reading178

PPST or Computerized PPST: Writing176

PPST or Computerized PPST: Math178

Composite Score of 532

SAT Qualifying Scores for Praxis I (ALL minimum passing scores listed must be met)

Mathematics and Critical Reading Total1100

Critical Reading (Verbal prior to 3/2005) at least 530

Mathematics..... at least 530

If you took the SAT prior to April 1, 1995, please contact the education office for qualifying scores.

ACT Qualifying Scores for Praxis I (ALL minimum passing scores listed must be met)

Composite Score.....24

English Plus Reading.....46

Mathematics.....22

If you took the ACT prior to April 1, 1995, please contact the education office for qualifying scores.

Praxis I Math and VCLA (ALL minimum passing scores listed must be met)

Praxis I PPST or Computerized PPST: Math178

Virginia Communication and Literacy Assessment (VCLA)470

Virginia Communication and Literacy Assessment (VCLA) 470

[for all licensure areas] <http://www.va.nesinc.com/>

Praxis II: Reading for Virginia Educators (RVE) 157

[PreK-3, PreK-6, SPED] <http://www.ets.org/praxis>

(computer based test code - 5306)

PRAXIS II: Specialty Area Examinations (Test Codes)

<http://www.ets.org/praxis>

Art: Content Knowledge (0133).....159

Biology: Content Knowledge (0235) 155

Chemistry: Content Knowledge (0245)153

Elem. Education: Content Knowledge [PreK-3 & PreK-6].....143

(Paper based - 0014, computer based - 5014)

English Language, Lit., & Comp.: Content Knowledge (0041).....172

Health and Physical Education: Content Knowledge (0856).....151

Mathematics: Content Knowledge (0061)147

Music: Content Knowledge (0113).....160

Social Studies: Content Knowledge (0081).....161

Spanish: World Language (computer based - 5195)168

Special Education is recommended to take:

Education of Exceptional Students: Core Content Knowledge (0353)

++Effective September 1999, Special Education tests will not be required by the state of Virginia, but are still EMU exit requirements.

There is no Praxis II test required for Computer Science, English as a Second Language, or Theater Arts.

EMU's Praxis institutional score recipient number is – R 5181.

EMU's VCLA score recipient number is – 011.

Tests must be coded with this number for EMU to receive scores.

Student's Checklist To Complete EMU's Teacher Education Program

First Year Fall Semester

- _____ Enroll in Exploring Teaching.
- _____ Maintain a 2.5 GPA and have a C or better in all education courses (courses with an ED/EDS prefix) and a 2.7 GPA to be admitted to student teaching.
- _____ Have taken the PLATO profile test for Praxis I unless exempted by SAT/ACT scores.

First Year Spring Semester

- _____ Make plans to take Praxis I and Virginia Communication Literacy Assessment (VCLA) by the end of fall Semester of your Sophomore year.
- _____ Declare a major and licensure area in education.
- _____ Complete a 4-year plan with your advisor.

Sophomore Fall Semester

- _____ Apply for admission to teacher education by **November 30** which includes the following requirements:
 - Maintain a 2.5 GPA and have a C or better in all education courses (courses with an ED/EDS prefix) and a 2.7 GPA to be admitted to student teaching.
 - Submit a completed teacher education application.
 - Demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, and reflective practice as evidenced by academic, character, and teacher education recommendations.
 - Have physical and mental health sufficient for the tasks to be performed as indicated by the results of a health examination signed by EMU's health services director or a physician.
- _____ Complete the Virginia Communication Literacy Assessment (VCLA) with a minimum passing score of 470 and submit original score report to the education department.
**There are no exemptions as the VCLA is a Virginia state licensure requirement.*
- _____ Complete the basic skills assessment in one of the following ways:
 - Complete the reading, writing, and mathematics sections of the Praxis I: Pre-Professional Skills Test (PPST) with minimum scores of 178 on the reading and mathematics sections and 176 on the writing section OR a composite score of 532.
 - Meet the SAT/ACT qualifying scores for Praxis I.
 - Complete the VCLA with a minimum passing score of 470 AND complete the mathematics section of the Praxis I with a minimum score of 178.**There are no exemptions as achieving passing results on the basic skills assessment is required for admission to teacher education.*

Sophomore Spring Semester

- _____ Submit a Teacher Education Admission Portfolio prior to the teacher education interview.
- _____ Complete a teacher education interview – in February.
- _____ Admission to teacher education is required before registering for ED 341/2/3 Literacy Block or ED 351 General & Special Methods.

Junior Fall Semester

- _____ Apply for admission to student teaching by **November 30** if planning to student teach the following academic year which includes the following requirements:

- Maintain at least a 2.7 GPA and have a C or better in all education courses (with an ED/EDS prefix).
- Submit a completed student teaching application.
- Meet all the criteria as outlined for admission to teacher education.
- Demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, and reflective practice as evidenced by academic, character, and teacher education recommendations.
- Have physical and mental health sufficient for the tasks to be performed as indicated by the results of a health examination signed by EMU's health services director or a physician.
- Write and submit three copies each of an autobiography and a resume. A set will be given to each supervising teacher and one set will be placed in your permanent file.

_____ Transfer students are expected to be in residence one full semester in addition to the above requirements before being admitted to student teaching.

Junior Spring Semester

_____ Meet with the Coordinator of Field Placements for an individual conference to complete a student teaching placement interview.

Senior Year

_____ Participate in Opening School Experience. Spring student teachers participate the August prior to student teaching.

_____ Take the Praxis II: Specialty Area Examination and the Praxis II: Reading for Virginia Educators (if required) prior to the student teaching semester. Health & Physical Education and Special Education candidates may take their Praxis II: Specialty Area Examination in January of their student teaching semester.

_____ Have enough credit hours to graduate (128 semester hours) and not exceed 18 hours (6-12 and PreK-12) or 24 hours (PreK-3, PreK-6, and SPED) of professional education hours.

Program Exit Requirements

_____ Maintain at least a 2.7 GPA through graduation.

_____ Meet the following exit requirements before graduation:

- Pass the Virginia state requirements for the Praxis II: Specialty Area Examination, VCLA, and Praxis II: Reading for Virginia Educators (if required).
- Successfully complete student teaching as determined by the supervising teacher in cooperation with the university consultant.
- Submit a Student Teaching Portfolio including a comprehensive record of professional experiences and documentation of student learning.
- Demonstrate proficiency in meeting Virginia Technology Standards for Instructional Personnel.
- Meet requirements for child abuse and neglect recognition & reporting curriculum guidelines of the Virginia Department of Education in Reflective Teaching Seminar and through: http://www.vcu.edu/vissta/training/va_teachers/.
- Apply for Virginia state licensure – directions and forms are distributed during the student teaching semester.

**LICENSURE APPLICATIONS WILL BE PROCESSED AFTER THE ABOVE
EXIT REQUIREMENTS HAVE BEEN MET**

Transfer Student's Checklist To Complete EMU'S Teacher Education Program

Fall Semester Sophomore or Junior Year:

- _____ Enroll in Exploring Teaching.
- _____ Maintain a 2.5 GPA and have a C or better in all education courses (courses with an ED/EDS prefix) and a 2.7 GPA to be admitted to student teaching.
- _____ Have taken the PLATO profile test for Praxis I unless exempt by SAT/ACT scores.
- _____ Make plans to take the Praxis I and Virginia Communication Literacy Assessment (VCLA).
- _____ Declare a major and licensure area in education.
- _____ Complete a planned course of study with your advisor.
- _____ Apply for admission to teacher education by **November 30** which includes the following requirements:
 - Maintain a 2.5 GPA and have a C or better in all education courses (courses with an ED/EDS prefix) and a 2.7 GPA to be admitted to student teaching.
 - Submit a completed teacher education application.
 - Demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, and reflective practice as evidenced by academic, character, and teacher education recommendations.
 - Have physical and mental health sufficient for the tasks to be performed as indicated by the results of a health examination signed by EMU's health services director or a physician.

Fall Semester the Year Prior to Student Teaching:

- _____ Apply for admission to student teaching by **November 30** if planning to student teach the following academic year which includes the following requirements:
 - Maintain at least a 2.7 GPA and have a C or better in all education courses (with an ED/EDS prefix).
 - Submit a completed student teaching application.
 - Meet all the criteria as outlined for admission to teacher education.
 - Demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, and reflective practice as evidenced by academic, character, and teacher education recommendations.
 - Have physical and mental health sufficient for the tasks to be performed as indicated by the results of a health examination signed by EMU's health services director or a physician.
 - Write and submit three copies each of an autobiography and a resume. A set will be given to each supervising teacher and one set will be placed in your permanent file.
- _____ Transfer students are expected to be in residence one full semester in addition to the above requirements before being admitted to student teaching.

Spring Semester Sophomore or Junior Year (all transfers):

- _____ Complete the Virginia Communication Literacy Assessment (VCLA) with a minimum passing score of 470 and submit original score report to the education department.
**There are no exemptions as the VCLA is a Virginia state licensure requirement.*
- _____ Complete the basic skills assessment in one of the following ways:

- Complete the reading, writing, and mathematics sections of the Praxis I: Pre-Professional Skills Test (PPST) with minimum scores of 178 on the reading and mathematics sections and 176 on the writing section OR a composite score of 532.
- Meet the SAT/ACT qualifying scores for Praxis I.
- Complete the VCLA with a minimum passing score of 470 AND complete the Mathematics section of the Praxis I with a minimum score of 178.

**There are no exemptions as achieving passing results on the basic skills assessment is required for admission to teacher education.*

- _____ Submit a Teacher Education Admission Portfolio prior to teacher education interview.
- _____ Complete a teacher education interview – in February.
- _____ Admission to teacher education is required before registering for ED 321 Literacy Block or ED 351 General & Special Methods.

Spring Semester the Year Prior to Student Teaching:

- _____ Meet with the Coordinator of Field Placements for an individual conference to complete a student teaching placement interview.

Senior Year

- _____ Participate in Opening School Experience. Spring student teachers participate the August prior to student teaching.
- _____ Take the Praxis II: Specialty Area Examination and the Praxis II: Reading for Virginia Educators (if required) prior to the student teaching semester. Health and Physical Education and Special Education candidates may take Praxis II: Specialty Area Examination in January of their student teaching semester.
- _____ Have enough credit hours to graduate (128 semester hours) and not exceed 18 hours (6-12 and PreK-12) or 24 hours (PreK-3, PreK-6, and SPED) of professional education hours.

Program Exit Requirements

- _____ Maintain at least a 2.7 GPA through graduation.
- _____ Meet the following exit requirements before graduation:
 - Pass the Virginia state requirements for the Praxis II: Specialty Area Examination, VCLA, and Praxis II: Reading for Virginia Educators (if required).
 - Successfully complete student teaching as determined by the supervising teacher in cooperation with the university consultant.
 - Submit a Student Teaching Portfolio including a comprehensive record of professional experiences and documentation of student learning.
 - Demonstrate proficiency in meeting Virginia Technology Standards for Instructional Personnel.
 - Meet requirements for child abuse and neglect recognition & reporting curriculum guidelines of the Virginia Department of Education in Reflective Teaching Seminar and through: http://www.vcu.edu/vissta/training/va_teachers/.
 - Apply for Virginia state licensure – directions and forms are distributed during the student teaching semester.

**LICENSURE APPLICATIONS WILL BE PROCESSED AFTER THE ABOVE
EXIT REQUIREMENTS HAVE BEEN MET**

Recommendations for Student Professional Development

- ___ Sign up for membership in SEA (Student Education Association.) This provides insurance coverage.
- ___ Obtain as much instructional experience with children and/or youth as possible during summers and vacation periods.
- ___ Join professional organizations.
- ___ Participate in career development opportunities.
- ___ Develop a wide range of interests, including hobbies, to enrich personal development.
- ___ Complete a set of placement credentials with the Career Services office.
- ___ Inform the Career Services and education department of a teaching position when hired.

EMU Education Department Title II Report for 2006-2007

Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program,
2006-2007 Third Year Cohort Update

Number of program completers: 30

Type of Assessment	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Basic Skills</i>				
VCLA Reading	19	19	100%	100%
VCLA Writing	19	19	100%	100%
VCLA Composite	1	-	-	100%
Aggregate	20	20	100%	100%
<i>Professional Knowledge/Pedagogy</i>				
001 VRA for Elementary + Spec. Ed	20	20	100%	100%
Aggregate	20	20	100%	100%
<i>Academic Content Areas</i>				
Art Content Knowledge Praxis 0133	1	-	-	98%
Elementary Ed. Content Praxis 0014	17	17	100%	100%
Eng Lang, Lit, Comp: Content Praxis 0041	1	-	-	98%
Math: Content Praxis 0061	2	-	-	96%
Social Studies: Content Praxis 0081	3	-	-	99%
Spanish Content Knowledge Praxis 0191	2	-	-	98%
Aggregate	26	26	100%	99%
<i>Other Content Areas</i>				
Health and PE Content Praxis 0856	1	-	-	100%
Aggregate	1	-	-	100%
Summary Totals and Pass Rate	30	30	100%	99%

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NOTE: The above references are only representative of the total literature surveyed for program development.

State Departments of Education

Specific information on requirements and procedures
for each state may be secured
using the contact information provided below:

Alabama State Department of Education Teacher Education & Certification Section P.O. Box 302101 Montgomery, AL 36104 (334) 353-8567 www.alsde.edu	Alaska Alaska Department of Education Teacher Certification P.O. Box 110500 Juneau, AK 99811-0500 (907) 465-2831 www.eed.state.ak.us
Arizona Arizona Department of Education Teacher Certification Unit P.O. Box 6490 Phoenix, AZ 85005 (602) 542-4367 (800) 352-4558 www.ade.state.az.us	Arkansas Department of Education Office of Professional Licensure Four Capitol Mall, Room 107-B Little Rock, AR 72201 (501) 682-4342 www.arkansased.org
California Commission on Teacher Credentialing P.O. Box 944270 Sacramento, CA 94244 (888) 921-2682 www.ctc.ca.gov	Colorado Colorado Department of Education Educator Licensing Unit 201 East Colfax Avenue, Room 106 Denver, CO 80203-1799 (303) 866-6628 www.cde.state.co.us
Connecticut Connecticut Department of Education Bureau of Educator Standards & Certification P.O. Box 150471 - Room 243 Hartford, CT 06115 (860) 713-6969 www.state.ct.us/sde/dtl/cert/index.htm	Delaware Department of Education Licensure/Certification Office 401 Federal Street, Suite #2 Dover, DE 19901 (302) 735-4000 www.doe.state.de.us
District of Columbia Office of the State Superintendent of Education Educator Licensure & Accreditation 810 First St. NE, 5 th Floor Washington, D.C. 20002 (202) 741-5881 Osse.dc.gov/seo	Florida Florida Department of Education Bureau of Teacher Certification Suite 201, Turlington Building 325 W. Gaines Street Tallahassee, FL 32399 (800) 445-6739 www.fldoe.org/edcert
Georgia Georgia Professional Standards Commission Two Peachtree Street, Suite 6000 Atlanta, GA 30303 (800) 869-7775 www.gapsc.com	Hawaii Hawaii Teacher Standards Board 650 Iwilei Road #201 Honolulu, HI 96817 (808) 586-2603 Htsb.org
Idaho Idaho Department of Education P.O. Box 83720 Boise, ID 83720-0027 (208) 332-6881 (800) 432-4601 www.sde.idaho.gov	Illinois Illinois State Board of Education & Certification 100 North First Street Springfield, IL 62777 (217) 782-4321 (866) 262-6663 www.isbe.state.il.us

Indiana Indiana Department of Education Office of Educator Licensing & Development 151 West Ohio Street Indianapolis, IN 46204 (317) 232-9010 www.doe.in.gov/educatorlicensing	Iowa Board of Educational Examiners Grimes State Office Building 400 East 14 th Street Des Moines, IA 50319-0146 (515) 281-3245 www.state.ia.us/educate www.boee.iowa.gov
Kansas Kansas State Department of Education Teacher Education & Licensure 120 SE 10 th Avenue Topeka, KS 66612-3201 (785) 291-3678 www.ksde.org	Kentucky Education Professional Standards Board (EPSB) Division of Certification 100 Airport Rd, 3 rd floor Frankfort, KY 40601 (502) 564-4606 (888) 598-7667 www.kyepsb.net/certification
Louisiana Louisiana Department of Education Division of Certification, Leadership, & Preparation P.O. Box 94064 Baton Rouge, LA 70804-9064 (877) 453-2721 www.doe.state.la.us oesprd01.doe.louisiana.gov	Maine Maine Department of Education Certification Office 23 State House Station Augusta, ME 04333-0023 (207) 624-6603 www.maine.gov/education
Maryland Maryland State Department of Education Certification Branch 200 West Baltimore Street Baltimore, MD 21201 (410) 767-0426 www.marylandpublicschools.org/MSDE	Massachusetts Massachusetts Department of Education Office of Educator Licensure 75 Pleasant Street Malden, MA 02148-5023 (781) 338-6600 www.doe.mass.edu
Michigan Department of Education P.O. Box 30008 Lansing, MI 48909 (517) 373-3324 www.michigan.gov/mde	Minnesota Minnesota Department of Education Educator Licensure 1500 Highway 36 West Roseville, MN 55113 (651) 582-8691 www.education.state.mn.us
Mississippi Mississippi Department of Education Office of Educator Licensing P.O. Box 771 Jackson, MS 39205-0771 (601) 359-3483 www.mde.k12.ms.us	Missouri Missouri Educator Certification P.O. Box 480 Jefferson City, MO 65102-0480 (573) 751-0051 www.dese.mo.gov
Montana Montana Office of Public Instruction Attn: Educator Licensure P.O. Box 202501 Helena, MT 59620-2501 (406) 444-3150 (888) 231-9393 ext.3150 www.opi.mt.gov	Nebraska Department of Education 301 Centennial Mall South P.O. Box 94987 Lincoln, NE 68509-4987 (402) 471-2295 www.nde.state.ne.us

Nevada	New Hampshire
Department of Education Carson City Main Location 700 E Fifth St Carson City, NV 89701 (775) 687-9200 www.doe.nv.gov	Department of Education Certification/Bureau of Credentialing 101 Pleasant Street Concord, NH 03301-3860 (603) 271-3494 www.ed.state.nh.us/education
New Jersey	New Mexico
New Jersey Department of Education Office of Licensure & Credentials P.O. Box 500 Trenton, NJ 08625-0500 (609) 292-4469 www.nj.gov/education	New Mexico Public Education Department Professional Licensure Bureau 300 Don Gaspar Santa Fe, NM 87501 (505) 827-5821 www.ped.state.nm.us
New York	North Carolina
New York State Education Department Office of Teaching Initiatives 89 Washington Avenue, 5N EB Albany, NY 12234 (518) 474-3901 www.nysed.gov www.highered.nysed.gov/tcert	Department of Public Instruction Licensure Section 6365 Mail Service Center Raleigh, NC 27699-6365 (919) 807-3310 www.dpi.state.nc.us
North Dakota	Ohio
Department of Public Instruction Division of Teacher Certification 600 E. Blvd Ave, Dept. 201 Bismarck, ND 58505-0440 (701) 328-2260 www.dpi.state.nd.us	Ohio Department of Education Office of Education Licensure 25 S. Front St. Columbus, OH 43215-4183 (614) 466-3593 (877) 644-6338 www.ode.state.oh.us
Oklahoma	Oregon
Oklahoma Department of Education Professional Standards Section Hodge Education Building, Room 212 2500 N. Lincoln Blvd. Oklahoma City, OK 73105-4599 (405) 521-3301 www.sde.state.ok.us	Teacher Standards & Practices Commission 465 Commercial St. NE Salem, OR 97301 (503) 378-3586 www.tspc.state.or.us
Pennsylvania	Rhode Island
Pennsylvania Department of Education Bureau of Teacher Preparation & Certification 333 Market St Harrisburg, PA 17126-0333 (717) 787-8445 www.pde.state.pa.us	Office of Educator Quality & Certification 255 Westminster St Providence, RI 02903 (401) 222-4600 www.ride.ri.gov
South Carolina	South Dakota
State Department of Education Educator Certification 1429 Senate Street Columbia, SC 29201 (803) 734-8466 (877) 885-5280 www.ed.sc.gov	Division of Education Teacher Education & Certification 700 Governors Drive Pierre, SD 57501-2291 (605) 773-3134 www.doe.sd.gov

Tennessee	Texas
Tennessee Department of Education Office of Teacher Licensing 4th Floor, Andrew Johnson Tower 710 James Robertson Parkway Nashville, TN 37243 (615) 532-4885 www.tennessee.gov/education/lic	Texas Education Agency Educator Certification & Standards 1701 N Congress Avenue Austin, TX 78701 (512) 463-9734 www.tea.state.tx.us
Utah	Vermont
Utah State Office of Education P.O. Box 144200 Salt Lake City, UT 84114 (801) 538-7740 www.usoe.k12.ut.us	Licensing Office, Department of Education 1311 US Route 302 Berlin, VT 05602 (802) 828-2445 www.education.vermont.gov
Virginia	Washington
Virginia Department of Education Division of Teacher Education & Licensure P.O. Box 2120 Richmond, VA 23218 (804) 225-2022 www.doe.virginia.gov	Education & Professional Certification Old Capitol Building P.O. Box 47200 Olympia, WA 98504-7200 (360) 725-6000 www.k12.wa.us
West Virginia	Wisconsin
WV Department of Education 1900 Kanawha Blvd East Charleston, WV 25305 (304) 558-3660 wvde.state.wv.us	Department of Public Instruction Educator Licensing P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563 www.dpi.wi.gov
Wyoming	
Wyoming Department of Education Hathaway Building, 2 nd Floor 2300 Capitol Avenue Cheyenne, WY 82002-0050 (307) 777-7690 www.k12.wy.us	

2011-2012 Education Course Fees

<u>Course #</u>	<u>Title</u>	<u>Fees</u>
ED 101	Exploring Teaching	\$50.00
ED 221	PFE Early Childhood	\$35.00
ED 252	Learning, Motivation & Assessment PFE	\$35.00
ED 321	Management & Org. in Early Educ.	\$30.00
ED 331	Curriculum Block	\$55.00
ED 341	Literacy Block	\$55.00
ED 361	Special Methods Practicum	\$55.00
ED 391	Middle School Curriculum & Org.	\$30.00
ED 499	Independent Study	\$50.00
ED 421	Student Teaching I: PreK-3	\$90.00
ED 422	Student Teaching II: PreK-3	\$90.00
ED 423	Student Teaching 4-6	\$90.00
ED 451	Middle School Student Teaching	\$90.00
ED 452	High School Student Teaching	\$90.00
ED 461	Student Teaching (PreK-6)	\$90.00
ED 462	Student Teaching (6-12)	\$90.00
EDS 331	Special Education Block	\$55.00
EDS 371	Evaluation & Planning in SPED	\$30.00
EDS 381	May SPED PFE	\$55.00
EDS 461	Student Teaching: Elementary Except.	\$90.00
EDS 462	Student Teaching: Middle/High School Except.	\$90.00
LING 450	Methods of Language Teaching	\$30.00
LING 460	Practicum in TESOL	\$55.00
ART 397	Elementary School Art Methods <i>(only for students taking this for 3 SH)</i>	\$55.00
PE 301	Adapted PE	\$20.00
PE 402	Middle and Secondary PE	\$55.00
MUED 342	Secondary School Music <i>(only for students taking this for 3 SH)</i>	\$30.00

Additional costs:

Additional billing will occur upon request from the education department for the cost of handbooks and syllabi for certain courses.

Transportation to practicum experiences is the sole responsibility of the student (except for Exploring Teaching field experiences.)