

TEACHER EDUCATION HANDBOOK

Preparing Caring Reflective Teachers



For a Changing World

Education Department
Eastern Mennonite University
2009-2010

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 rating sheets 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 classroom (CC Room 203) is located on the south end of second floor, adjacent to the Education Department offices. 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 Office 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 Office. See also Appendix C or <http://www.emu.edu/education/title2/>

**THIS HANDBOOK SHOULD BE KEPT FOR FUTURE REFERENCE WHILE A STUDENT
AND AFTER GRADUATION.**

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 Licensure Areas

- Early/Primary Education, PreK-3
- Elementary Education, PreK-6
- Visual Arts, PreK-12
- 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
- Physics, 6-12
- Special Education:
 - Learning Disabilities/Emotional Disturbance, K-12
 - Emotional Disturbance/Mental Retardation, K-12
 - Mental Retardation/Learning Disabilities, K-12
- Theatre Arts, PreK-12

Add-on Endorsement Areas

- Journalism
- Theatre Arts, PreK-12

M.A. in Education Licensure Areas

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

In addition, the department offers a two-year para-professional program for the preparation of teacher assistants in early childhood education. All undergraduate programs 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 1,400 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 30033-4097; telephone 404-679-4501. 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 initial accreditation by NCATE in September 1971. The program is approved by the Virginia Department of Education. The next accreditation will take place Fall 2012.

The Global Village 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 *Global Village Curriculum*, you will benefit significantly through cross cultural studies abroad. The *Global Village* 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.

Global Village Curriculum is the title of EMU's integrated liberal arts core 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 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, 12-14 SH 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, Global Village 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)/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 in 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."

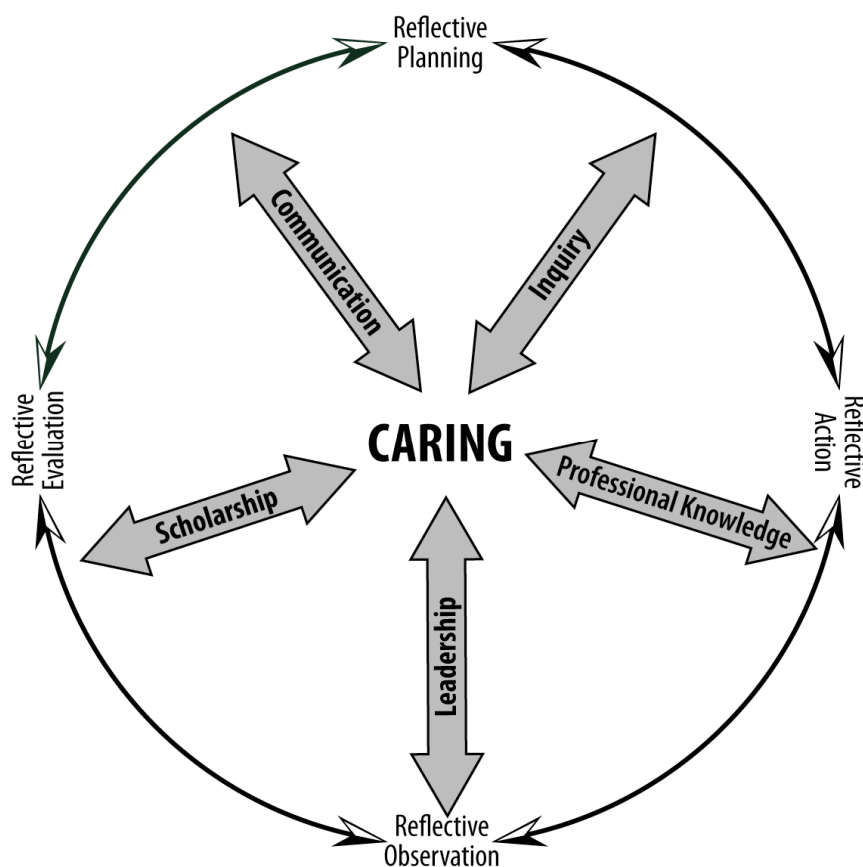
The Teacher Education Program is committed to multicultural, peacebuilding and restorative justice endeavors. We expect our students to exhibit dispositions that reflect an understanding of the student as a "whole person" with complex personal, social, emotional and academic needs. The 3 Rs of Caring, 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 biweekly 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

Toni M. Flanagan, Ed.D.

Associate 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

Katrina L. Maynard, Ph.D.

Associate Professor 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: biology/chemistry, math, English/foreign language, history/social science, PreK-12 (art, music, physical education), MA in Education-Harrisonburg & Lancaster, field placement coordinator, secondary education faculty, and elementary/early childhood/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 a representative from the General Education Curriculum Committee serve as co-chairs. 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

This committee 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 is 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, February, 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 functions as a subcommittee of the Committee on Teacher Education, and 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.

The Assessment Committee functions as a sub-committee of COTE. Membership is composed of the Assessment Coordinator, a representative from the Institutional Research Office, 1 representative from the Education Department, and 1 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.

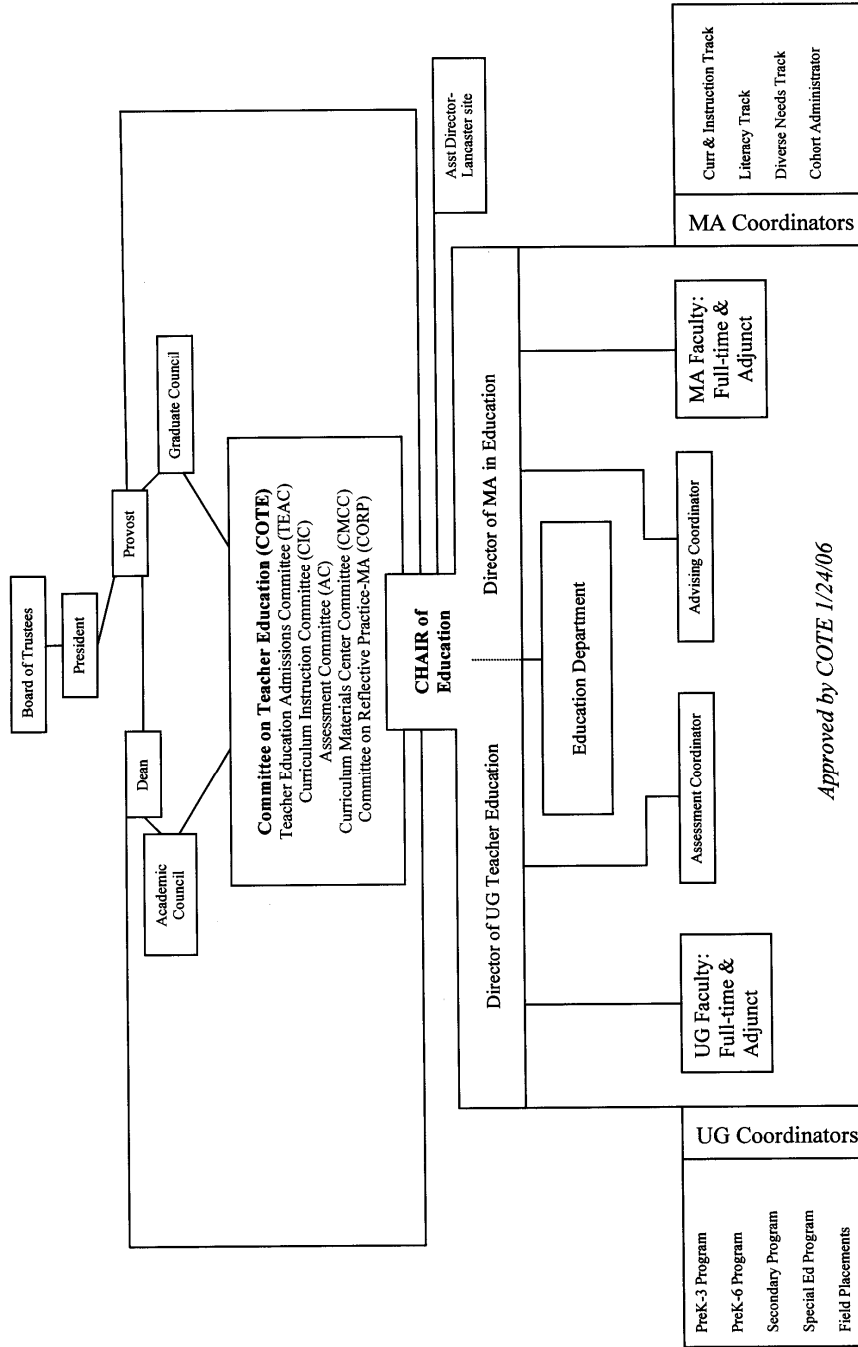
Committee on Reflective Practice

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 Your 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 1/24/06

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 I Coordinator has an office located in the lower level of Hartzler Library Room 104 near the Curriculum Library. Please check posted office hours.

Special accommodations are available for Praxis I and II 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) and the Virginia Reading Assessment online <http://www.va.nesinc.com/> and <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 your instructors and advisor 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

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. That trust is broken when the standards of right and wrong which all students and faculty are expected to uphold are violated. These standards include academic honesty. When students lie, cheat, or steal through the wrongful use of information in tests, term papers, or other academic assignments, it is considered a serious violation of the integrity of the academic process. Plagiarism, the intentional use of ideas and words taken from another source without proper credit, is a serious offense. Assisting or allowing someone else to cheat is also an act of academic dishonesty.

When there is evidence of academic dishonesty, the instructor deals with the student on an individual basis and may assign a failing grade for the particular assignment or for the course. A

Record of Academic Dishonesty form is to be completed and sent to the Undergraduate Dean's Office. It will then be placed in a designated file and kept until graduation or the student leaves. Access to this file will be limited and can only be obtained through the dean. This incident is not to be recorded in the student's permanent file except in the case of multiple occurrences, which will be determined at that time. The student should also receive a copy of the form.

Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

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 are available to all students of the Education Department. Career Services is available to facilitate the process of choices concerning your life's work through individual assistance, workshops and information on internships, summer, part-time and full-time jobs. Jobs are listed at <http://www.emu.edu/careers/jobs/> and available in hard copy in the Career Center. You will also find help with resume and cover letter writing, job search techniques, interview tips and job hunt etiquette.

An up-to-date career resource library is available to all students with unique section of special interest to education majors.

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.

Graduate school information, GRE registration packets, and information from a wide variety of service and mission agencies are also available to you. It will be to your advantage to become acquainted with Career Service resources early in your program. Master of Arts in Education information is available in the education office or online <http://www.emu.edu/maed/>

The university grants credit for general and subject examinations in the College-Level Examination Program (CLEP) and the testing program known as Defense Activity for Non-traditional Students (DANTES). Information on the CLEP/DANTES program may be obtained by contacting Career Services.

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

BIOL 101 Biological Explorations: Life Cycles

CLEP General Biology passing score: 50

HE 202 Health & Safety

DANTES Here's to Your Health 48

HIST 132 Amer. History: 1865 to Present

CLEP History of the United States II..... 50

PSYC 202 Developmental Psychology

CLEP Human Growth & Development 50

DANTES Lifespan Developmental Psych 46

EMU Math Courses and CLEP/DANTES Exams

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

Course	CLEP/DANTES exam (Score)	EMU Course Substitution (including AP credits) for Strong Math Students
MATH 110 Modeling with Algebra	DANTES Fundamentals of College Algebra (47) CLEP College Algebra-Trigonometry (50)	Any Calculus course; MATH 350 Linear Algebra
MATH 130 Finite Math	CLEP College Mathematics (50)	MATH 170 Discrete Math
MATH 140 Elementary Stats	DANTES Principles of Statistics (48)	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.

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 Coordinator of Advising (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/3steps.html>

You must:

1. be enrolled in or have completed ED 101 Exploring Teaching, or its equivalent.
2. submit an application and a Teacher Education Admission Portfolio prior to the Teacher Education Interview. A fee for the portfolio is required.
3. pass the Reading, Writing, and Mathematics sections of the Praxis I Test or meet the Virginia SAT/ACT Qualifying Scores for Praxis I. This test is designed to assess entry-level academic competency and can be taken at James Madison University or other institutions as identified in registration materials. <http://www.ets.org/praxis/>
4. pass the Virginia Communication and Literacy Assessment (VCLA). This test is designed to assess entry-level academic competency and can be taken in Virginia as identified in registration materials. <http://www.va.nesinc.com>
5. maintain a minimum cumulative grade point average of 2.5. (2.7 needed for student teaching)
6. maintain a C or better in all education courses (courses with an ED/EDS prefix) to be admitted to Student Teaching.
7. complete a teacher education interview.
8. demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, and reflective practice as evidenced by academic, character, and practica teacher recommendations.
9. 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.
10. read and acknowledge an understanding of the *Virginia Licensure Regulations for School Personnel*.

You will be notified by the Teacher Education Office upon admission and must maintain a satisfactory academic standing prior to admission to student teaching. If your application is not accepted, you will be asked to conference with the Chair of Undergraduate Teacher Education.

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, and ED 351, and/or 361 & 371.

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.

You will be required to take Praxis I for admission to teacher education in Virginia (or meet the SAT/ACT Qualifying Scores for Praxis I in Virginia) and to receive initial licensure in most other states. The 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 (ETS). Registration Bulletins are available on the web www.ets.org/praxis and in the Education Office. Test scores must be sent to the Education Department. You are responsible for all test fees.

You will also be required to take the Virginia Communication and Literacy Assessment (VCLA) to receive initial licensure in Virginia. The tests are 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 area are listed in Appendix A of this handbook and on the web: <http://www.emu.edu/education/testscores.html>

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 prior to your student 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/3steps.html>

You must:

1. be admitted to teacher education and remain in good standing.
2. achieve and maintain a minimum cumulative GPA of 2.7.
3. students must have a C or better in all education courses (with an ED/EDS prefix) .
4. complete an application for admission to student teaching.
5. demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, and reflective practice as evidenced by academic, character, and practica teacher recommendations.
6. 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 see a physician.
7. 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.
8. meet with the Coordinator of Field Experience or the Chair of Undergraduate Teacher Education for a student teaching placement interview.
9. take the Praxis II (Specialty Area Examination) required for Virginia Licensure and the Virginia Reading Assessment (if required) prior to student teaching. Health & Physical Education and Special Education candidates may take Praxis II in January if they are student teaching in spring semester.

You will be informed whether your application has been accepted by the committee. 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.**

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>

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 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 Virginia Reading Assessment (if required).
2. maintain a minimum cumulative GPA of 2.7 through the final semester and have 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.
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. apply for Virginia licensure.

You will be required to take Praxis II exam to receive initial licensure in Virginia and most other states. The 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 Office. Test scores must be sent to the Education Department.

You will also be required to take the Virginia Communication and Literacy Assessment (VCLA), and the Virginia Reading Assessment (VRA) (if applicable) for licensure in Virginia. The tests are 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 area are listed in Appendix A of this handbook and on the web:

<http://www.emu.edu/education/testscores.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 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 Teacher Education Office. 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 the Teacher Education Office. **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. Addresses and web sites for all the states are listed in Appendix D and www.emu.edu/education/doeaddress.html.

***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.

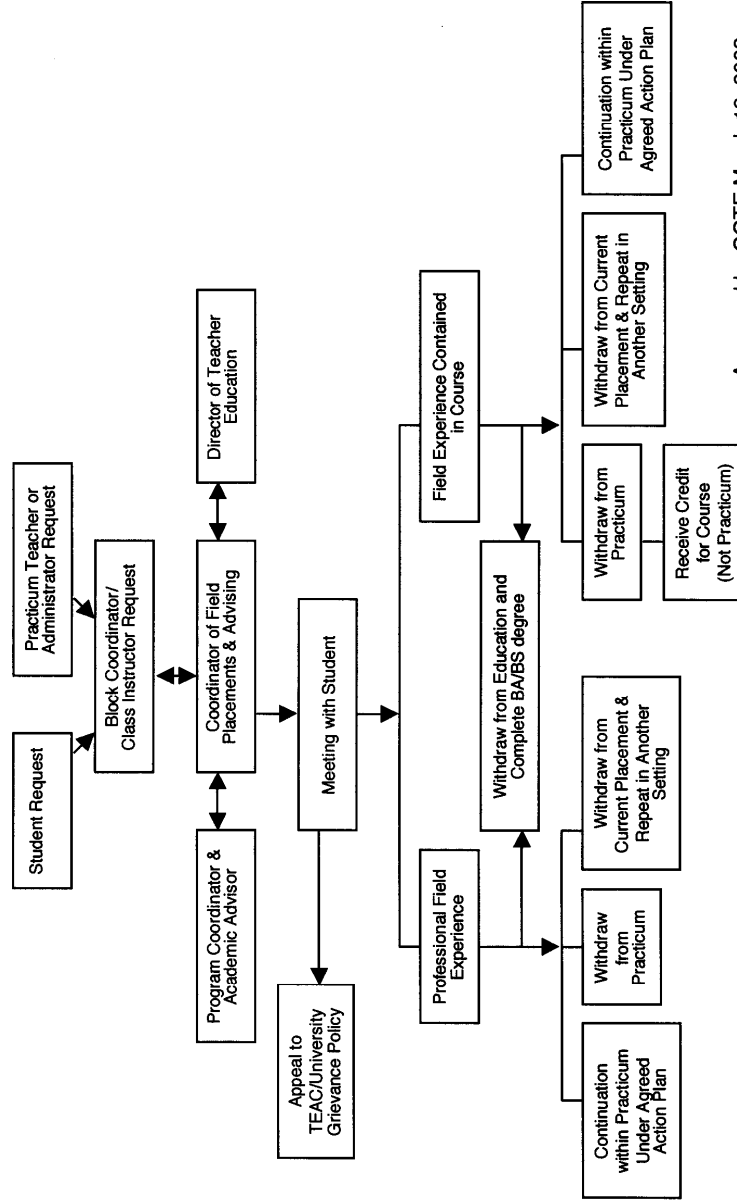
If the recommendation is to terminate the student teaching placement, the university program coordinator, university consultant, and the university coordinator of field placements will meet to finalize the recommendation and determine the student's next steps. The coordinator of field placements will 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.

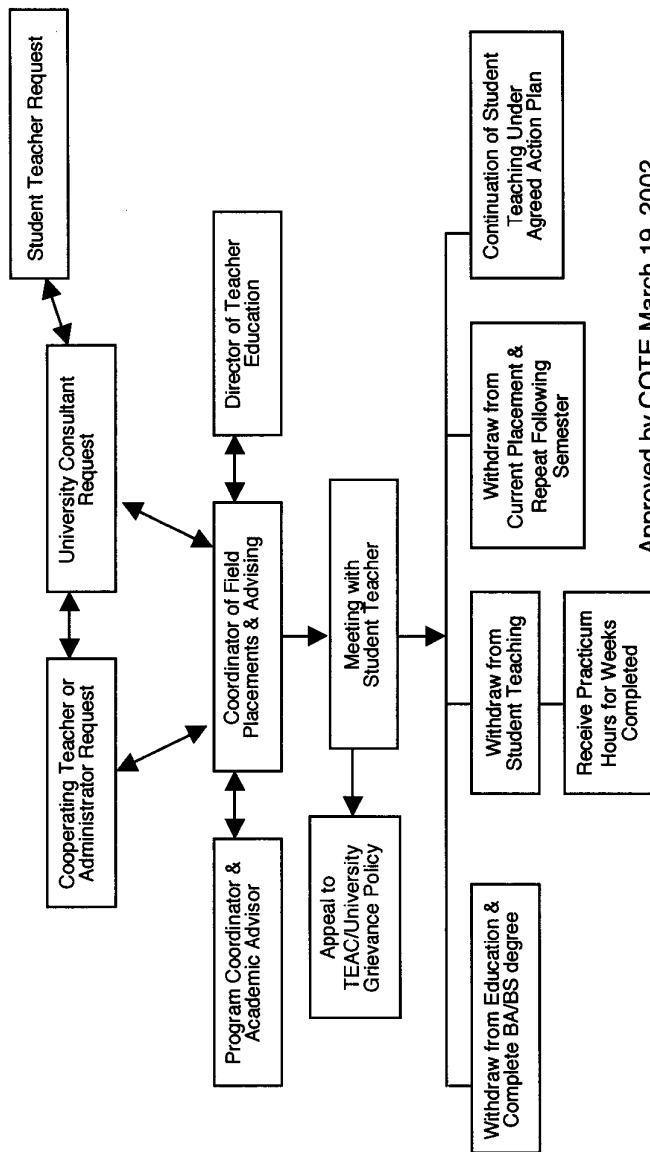
Approved by COTE March 19, 2002

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:

BIOL 101	Biological Explorations	HIST 181	The Global Past I : Prehistory to 1500
#BUAD 221	Principles of Management	*HIST 182	The Global Past II: 1500 to the present
CHEM 102	Matter and Energy	LIT 330	Literature for Children
* ECON 201	Survey of Economics	*MATH 110	Modeling with Algebra
ENVS 181	Environmental Science	MATH 120	Math & Liberal Arts I
ENVS 201	Earth Science	MATH 130	Finite Mathematics
GEOG 231	Cultural Geography	MATH 140	Elementary Statistics
#HE 201	First Aid	#SOWK 250	Family in the Social Context
HE 202	Health and Safety	PE 136	Rhythmic Activities
HIST 131	American History to 1865	PSYC 202	Developmental Psychology
HIST 132	American History 1865 to present	PSYC 203	Developmental Psychology Case Study

Required for PreK-3 licensure

* Required for PreK-6 licensure

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

If you are planning to complete the program for **Early/Primary or Elementary licensure** you must fulfill requirements for an academic major outside the department and meet general program requirements. 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 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 341	Language Arts	2
ED 342	Reading/Diagnostic Reading	3
ED 343	Content Area Reading and Writing.....	2
ED 321	Management & Organization in Early Ed.	3
ED 401	Examining Foundations of Education.....	2
ED 411	Reflective Teaching Seminar and Portfolio.....	1

Plus:

Early/Primary Education Only

ED 421	Student Teaching I: PreK-3	7
ED 422	Student Teaching II: PreK-3	7

Elementary Education Only

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 E)

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 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:

HIST 131	American History to 1865 OR	3
HIST 132	American History 1865 to present	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, and Music (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

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

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 American 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 E)

Health and Physical Education (PreK-12)

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

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 American 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 E)

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 Educ.	1
ED 341	Language Arts	2
ED 342	Reading/Diagnostic Reading	3
ED 343	Content Area Reading and Writing	2
EDS 301	Intro Cognitive, Learning & Emotional Exceptionalities..	3
EDS 331	Individual Instruction in Content Areas: LD,ED,MR.....	3
EDS 332	Adapting Curriculum for LD,ED,&MR	4
EDS 333	Medical Issues and Assistive Technology.....	1
EDS 371	Evaluation and Planning in Special Education	2
EDS 351	Intervention Strategies for Middle & High School	3
EDS 381	Professional Field Experience	2
EDS 401	Supporting Positive Classroom Behavior	3
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: Life Cycles.....	3
CHEM 102	Matter and Energy	3
ENVS 210	Earth Science	3
HE 202	Health & Safety.....	2
HIST 131	American History to 1865.....	3
HIST 132	American History 1865 to the Present.....	3
HIST 181	The Global Past I OR	
HIST 182	The Global Past II	3
MATH 120	Math and the Liberal Arts I.....	2
MATH 130	Finite Mathematics	3
MATH 140	Elementary Statistics	3
PSYC 202	Developmental Psychology.....	3
PSYC 231	Applied Behavior Analysis	3
SOWK 250	The Family in Social Context	3
	An English or American Literature course	3

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 general education 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	2
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 Plains Elementary School and John C. Myers Elementary School serve as centers for the PreK-6 programs. 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 promoting conferences such as "Young Authors" in partnership with the Shenandoah Valley Reading Council. In February, the department sponsors an "African-American Read In" featuring Children's Literature. Since 1997, sixth graders from J. Frank Hillyard Middle School have participated in "College For a Day" field trip sponsored by the Middle School Curriculum Class. Frequent contact is also initiated with the local Migrant Education Office and with the local Boys and Girls Club.

The Education Department has entered into a sister relationship with Virginia Union University in Richmond, Virginia. The project offers education students from Virginia Union University and Eastern Mennonite an opportunity to share ideas on multicultural education.

How is the Teacher Education Program Evaluated?

Evaluation of the Teacher Education Program is continuous and evaluates all aspects of program development. You are asked to evaluate each course you take within the professional education sequence including all practica experiences. From time to time, you will be 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 principal, 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 New Teacher Assessment and Support Consortium (INTASC) Standards

- 1. Subject Matter**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- 2. Student Learning**

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. Diverse Learners**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.
- 4. Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- 5. Learning Environment**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. Communication**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. Planning Instruction**

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 8. Assessment**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. Reflection and Professional Development

The teacher is 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.

10. Collaboration, Ethics, and Relationships

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and wellbeing.

<http://www.ccsso.org/content/pdfs/corestrd.pdf>

Virginia Licensure Exam Scores

Examination Minimum Passing Score

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

PPST or Computerized PPST: Reading.....	178
PPST or Computerized PPST: Writing.....	176
PPST or Computerized PPST: Math.....	178

Composite Score of 532

SAT Qualifying Scores for Praxis I

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

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.

Virginia Communication and Literacy Assessment (VCLA).....470

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

Virginia Reading Assessment (VRA).....235

[PreK-3, PreK-6, SPED] <http://www.va.nesinc.com/>

PRAXIS II: Specialty Area Examinations (Test Codes)

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

Biology: Content Knowledge (0235) 155

Chemistry: Content Knowledge (0245) 153

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

Elem. Education: Content Knowledge (PreK-3 & PreK-6) (10014) 143

Mathematics: Content Knowledge (0061) 147

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

Health and Physical Education: Content Knowledge (20856)..... 151

Social Studies: Content Knowledge (0081) 161

Spanish: Content Knowledge (0191)..... 161

Special Education is recommended to take:

Education of Exceptional Students: Core Content Knowledge (20353)

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

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

EMU's VCLA and VRA 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.
- ___ Submit "Intent to Complete Requirements for Education Licensure" by November 30

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
- ___ Have declared a major and licensure area in education (Check label on upper right of registration card)
- ___ Complete a 4-year plan with your advisor.

Sophomore Fall Semester

- ___ Apply for 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 complete 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 practica teacher recommendations.
 - Have physical and mental health sufficient for the tasks to be performed as indicated by the results of a health examination signed by a physician.
- ___ 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 Math and 176 on the Writing sections **OR** a composite score of 532, **OR** meet the SAT/ACT qualifying scores for Praxis I. 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 Praxis I or SAT or ACT is required for admission to teacher education and the VCLA is a Virginia State Licensure Requirement.
- ___ Transfer students are expected to be in residence one full semester in addition to the above requirements before being admitted to student teaching.

Sophomore Spring Semester

- ___ Submit a **Teacher Education Admission Portfolio** prior to Teacher Education Interview.
- ___ Complete a Teacher Education Interview.
- ___ **Admission to teacher education is required before registering for ED 341/2/3 Literacy Block or ED 351 General & Special Methods**
Admission to teacher education will make you eligible for some education scholarships.

Junior Fall Semester

- _____ Have applied for admission to Student Teaching by November 30 if planning to student teach the following year which includes the following requirements:
 - Have maintained at least a 2.7 GPA and have a C or better in all education courses (with an ED/EDS prefix).
 - Meet all the criteria as outlined for admission to teacher education.
 - Obtain three recommendations.
 - Demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, and reflective practice as evidenced by academic, character, and practica teacher recommendations.
 - Have physical and mental health sufficient for the tasks to be performed as indicated by the results of a health examination signed by a physician or health official.
 - In addition to the application, you are asked to 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. You will be informed whether your application has been accepted by the committee.
- _____ 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 Praxis II (Specialty Area Examination) and the Virginia Reading Assessment (if required) prior to student teaching semester. Health & Physical Education and Special Education Candidates may take Praxis II 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 VRA (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.

**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.
- _____ Submit "Intent to Complete Requirements for Education Licensure" by November 30
- _____ Make plans to take 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 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)
 - Submit a **complete 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 a physician – form provided in application packet.

Fall Semester the Year Prior to Student Teaching:

- _____ Applied for admission to Student Teaching by November 30 if planning to student teach the following academic year which includes the following requirements:
 - Have maintained at least a **2.7 GPA** and have a C or better in all education courses (with an ED/EDS prefix).
 - 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 a physician or health official complete with TB testing.
 - In addition to the application, you are asked to 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. You will be informed whether your application has been accepted by the committee.
- _____ 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 Reading, Writing, and Mathematics sections of the **Praxis I: Pre-Professional Skills Test (PPST)** with minimum scores of 178 on the Reading and Math and 176 on the Writing sections **OR** a composite score of 532, **OR** meet the SAT/ACT qualifying scores for Praxis I. Complete the Virginia Communication Literacy

Assessment (**VCLA**) with a minimum passing score of 470. *There are no exemptions as Praxis I or SAT/ACT is required for admission to teacher education and the VCLA is a Virginia State Licensure Requirement.

_____ Submit an **Teacher Education Admission Portfolio** prior to Teacher Education Interview.

_____ Complete a Teacher Education Interview – takes place in February.

_____ **Admission to teacher education is required before registering for ED 321 Literacy Block or ED 361 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 Praxis II (Specialty Area Examination) and the Virginia Reading Assessment (if PreK-3, PreK-6, or SPED) prior to 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 VRA (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 distributed during your student teaching semester.

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

Requirements and Recommendations

Required for Admission to Teacher Education

- ___ Complete ED 101 Exploring Teaching.
- ___ Pass the Praxis I and VCLA tests. A fee is required.
- ___ Apply for admission to teacher education in the sophomore year, maintain a minimum cumulative GPA of 2.5 and have a C or better in all education courses (with an ED/EDS prefix) , complete a department interview, submit **Teacher Education Admission Portfolio**, and meet criteria as outlined in this handbook.

Required for Admission to Student Teaching

- ___ Be admitted to Teacher Education by **July 1 prior to the academic year they wish to student teach.**
- ___ Complete all prerequisite courses before student teaching.
- ___ Apply for admission to student teaching in junior year maintaining a minimum cumulative 2.7 GPA and have a C or better in all education courses (with an ED/EDS prefix).
- ___ Complete an interview with Coordinator of Field Placements or the Chair of Undergraduate Teacher Education.
- ___ Take Praxis II: Specialty Area Examination and Virginia Reading Assessment (VRA).

Required for Graduation and Licensure

- ___ Participate in Opening School Experience. Spring student teachers participate prior to student teaching.
- ___ Complete a **Student Teaching Portfolio** including documentation of student learning during the student teaching semester.
- ___ Complete course requirements for graduation and licensure (128 SH.)
- ___ Pass the Praxis II: Specialty Area test required for VA licensure and pass the Virginia Reading Assessment (PreK-3, PreK-6, SPED). A fee is required.
- ___ Apply for Virginia state licensure at the Teacher Education Office. A fee is required.

Recommended

- ___ 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 staff development opportunities.
- ___ Develop a wide range of interests, including hobbies, to enrich personal development.
- ___ Complete a set of placement credentials with the Career Development/Testing Services Office.
- ___ Inform the Career Development and Teacher Education offices of a teaching position when hired.

EMU Education Department Title II Report for 2007-2008

Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2007-2008
 Number of program completers: 28

Basic Skills

Type of Assessment:	# taking	# passing	Institutional%	Statewide%
VCLA Reading	27	27	100%	100%
VCLA Writing	27	27	100%	100%
Aggregate	28	28	100%	100%

Professional Knowledge

VRA	17	17	100%	99%
Aggregate	17	17	100%	99%

Academic Content Areas - Praxis II

Art Content (0133)	1	1	100%	98%
Biology Content (0133)	1	1	100%	100%
Elementary Ed Content (0014)	13	13	100%	100%
Eng Lang Lit Content (0041)	2	2	100%	100%
Mathematics Content (0061)	1	1	100%	96%
Music Content (0113)	1	1	100%	92%
Social Studies Content (0081)	2	2	100%	99%
Spanish Content (0191)	1	1	100%	100%
Aggregate	22	22	100%	99%

Other Content Areas

Health & Physical Education	2	2	100%	100%
Aggregate	2	2	100%	100%

Summary totals and pass rate:	28	28	100%	99%
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Total number of students enrolled during 2007-08: 52 (Undergraduates formally admitted to the program.)

Students enrolled in supervised student teaching during acad. year 2006-2007: 30

Full-time EMU education faculty supervising student teaching: 4

Full-time EMU faculty supervising student teaching: 6

Part-time EMU education faculty supervising student teaching: 3

Student/faculty ratio: 13.1:1

Average number of hours per week required of student participation in supervised student: 35 hours

Total number of weeks of supervised student teaching: 14 weeks

Total number of hours required: 400+ hours

Teacher preparation program is currently approved or accredited by the state of Virginia.

EMU's teacher preparation program is NOT currently under a designation as "low-performing" by the state.

EMU Education Department Title II Report for 2004-2005

Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2004-2005 Third Year Cohort Update
 Number of program completers: 41

Basic Skills

Type of Assessment:	# taking	# passing	Institutional%	Statewide%
Assessment: PPST Reading	30	27	90%	90%
Assessment: PPST Writing	28	25	89%	82%
Assessment: PPST Mathematics	28	23	82%	85%

Academic Content Areas

(Math, English, Biology etc.)

Assessment: Elementary Education: Cont. Know.	26	26	100%	100%
Assessment: English Lang Lit Comp: Cont. Know.	1	1	100%	100%
Assessment: Mathematics: Cont. Know.	1	1	100%	99%
Assessment: Social Studies: Cont. Know.	3	3	100%	100%
Assessment: Music: Cont. Know.	1	1	100%	94%
Assessment: Health and PE: Cont. Know.	1	1	100%	100%

Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2004-2005 Cohort Update

Total number of program completers: 41

Aggregate: Basic Skills	41	41	100%	99%
Aggregate: Academic Content Areas	33	33	100%	99%
Summary of Individual Assessments	41	41	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 Teacher Certification Section State Department of Education P.O. Box 302101 Montgomery, AL 36104 (334) 242-9977 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 1535 West Jefferson Street Phoenix, AZ 85007 (602) 542-4367 www.ade.state.az.us	Arkansas Department of Education Office of Professional Licensure 501 Woodlane, Suite 220 C Little Rock, AR 72201 (501) 682-4342 www.arkansased.org
California Commission on Teacher Credentialing 1430 N. Street Sacramento, CA 95814 (916) 319-0800 www.cde.ca.gov	Colorado Colorado Department of Education Teacher Certification 201 East Colfax Avenue Denver, CO 80203-1799 (303) 866-6600 www.cde.state.co.us
Connecticut Connecticut Department of Education 165 Capitol Ave. Hartford, CT 06106 (860) 713-6543 www.state.ct.us/sde/dtl/cert/index.htm	District of Columbia Teacher Education & Certification Branch 825 North Capitol Street NE, 6 th Floor Washington, D.C. 20002 (202) 442-5377 www.k12.dc.us
Delaware Department of Education Licensure/Certification Office 401 Federal Street, Suite #2 Dover, DE 19901 (302) 735-4000 www.doe.state.de.us	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
Georgia Georgia Professional Standards Commission 2 Peachtree Street, Suite #6000 Atlanta, GA 30303-3141 (800) 869-7775 www.doe.k12.ga.us	Hawaii Hawai'i Teacher Studies Board Attn. Licensing Section 650 Iwilei Road #201 Honolulu, HI 96817 (808) 586-2600 www.doe.k12.hi.us

Idaho Idaho Department of Education PO Box 83720 Boise, ID 83720-0027 (208) 332-6881 www.sde.idaho.gov	Illinois Illinois State Board of Education & Certification 100 North First Street Springfield, IL 62777 (217) 782-4321 www.isbe.state.il.us
Indiana Office of Educator Licensing & Development 151 West Ohio Street Indianapolis, IN 46204 (317) 323-9010 www.doe.in.gov	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 Dept. of Education 120 S E 10th Avenue Topeka, KS 66612-3201 (785) 296-3201 www.ksde.org	Kentucky Education Professional Standards Board 100 Airport Rd, 3 rd floor Frankfort, KY 40601 (502) 564-4606 www.kde.state.ky.us www.kyepsb.net
Louisiana Higher Education & Teacher Certification P.O. Box 94064 Baton Rouge, LA 70804-9064 (877) 453-2721 www.doe.state.la.us	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 Dept of Education 200 West Baltimore Street Baltimore, MD 21201 Attn: Certification Branch (410) 767-0412 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 www.opi.state.mt.us	Nebraska Department of Education 301 Centennial Mall South P.O. Box 94987 Lincoln, NE 68509-4987 (402) 471-0739 www.nde.state.ne.us/

Nevada Department of Education Carson City Main Location 700 E Fifth St Carson City, NV 89701 (775) 687-9200 www.doe.nv.gov	New Hampshire Department of Education 101 Pleasant Street Concord, NH 03301-3860 (603) 271-3494 www.ed.state.nh.us/education
New Jersey Office of Licensure & Credentials New Jersey Department of Education P.O. Box 500 Trenton, NJ 08625-0500 (609) 292-4469 www.nj.gov/education	New Mexico New Mexico Public Education Department Attn: Licensure 300 Don Gaspar Santa Fe, NM 87503 (505) 827-5821 www.ped.state.nm.us
New York New York State Education Department 89 Washington Avenue Albany, NY 12234 (518) 474-3852 www.nysed.gov	North Carolina Department of Public Instruction Licensure Section 6365 Mail Service Center Raleigh, NC 27699-6365 (919) 807-3300 www.dpi.state.nc.us
North Dakota 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 Ohio Department of Education Office of Education Licensure 25 S. Front St. Columbus, OH 43215-4183 (614) 466-3593 www.ode.state.oh.us
Oklahoma Oklahoma Department of Education Professional Standards Section Hodge Education Building, Room 212 2500 N. Lincoln Blvd. Oklahoma City, OK 73105-4599 (405) 521-3337 www.sde.state.ok.us	Oregon Teacher Standards & Practices Commission 255 Capitol Street NE Salem, OR 97301-0203 (503) 947-5600 www.ode.state.or.us
Pennsylvania Pennsylvania Department of Education Bureau of Teacher Prep. & Certification 333 Market St Harrisburg, PA 17126-0333 (717) 787-3356 www.pde.state.pa.us	Rhode Island Office of Teacher Education & Certif. 255 Westminster St Providence, RI 02903 (401) 222-4600 www.ride.ri.gov
South Carolina Office of Education Professions State Department of Education 1429 Senate Street Columbia, SC 29201 (803) 734-8492 www.ed.sc.gov	South Dakota Division of Education Teacher Education & Certification 700 Governors Drive Pierre, SD 57501-2291 (605) 773-3134 www.doe.sd.gov/
Tennessee Office of Teacher Licensing Tennessee Department of Education 4th Floor, Andrew Johnson Tower 710 James Robertson Parkway Nashville, TN 37243-0377 (615) 532-4885 www.tennessee.gov/education	Texas 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 250 East 500 South 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 PO Box 2120 Richmond, VA 23218 (80) 292-3820 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 (800) 982-2378 or (304) 348-7010 wvde.state.wv.us	Department of Public Instruction Educator Licensing P.O. Box 7841 Madison, WI 53707-7841 (608) 266-1027 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/	

2009-2010 Education Course Fees

<u>Course #</u>	<u>Title</u>	<u>Fee</u>
ED 101	Exploring Teaching	\$50.00
ED 221	PFE: Early Childhood	\$35.00
ED 232	LMA PFE	\$35.00
ED 321	Management & Organization in Early Educ.	\$30.00
ED 331/2/3	Curriculum Block	\$55.00
ED 341/2/3	Literacy Block	\$55.00
ED 361	Special Methods PFE	\$55.00
ED 391	Middle School Curriculum & Org.	\$30.00
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	Student Teaching (Middle School)	\$90.00
ED 452	Student Teaching (High School)	\$90.00
ED 461	Student Teaching (PreK-5)	\$90.00
ED 462	Student Teaching (6-12)	\$90.00
ED 499	Independent Study	\$50.00
EDS 331/2/3	Special Education Block	\$55.00
EDS 351	Intervention Strategies	\$30.00
EDS 381	May SPED PFE	\$55.00
EDS 461	Student Teaching: Elementary Except.	\$90.00
EDS 462	Student Teaching: M.S./H.S. Except.	\$90.00
LING 450	Methods of Language Teaching	\$30.00
LING 460	Practicum in TESOL	\$55.00
PE 301	Adapted PE	\$20.00
PE 401	Elementary PE	\$55.00
PE 402	Middle and Secondary PE	\$55.00
ART 397	Elementary School Art Methods	\$55.00
ART 398	Secondary School Art Methods	\$30.00
MUED 341	Elementary School Music	\$30.00
MUED 342	Secondary School Music	\$30.00

Additional costs:

Additional billing will occur upon request from Education Department for 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.)