



Eastern Mennonite University Master of Arts in Education Handbook

2011-2012

Specializations:

Literacy/Reading Specialist

Curriculum & Instruction:

Elementary, Middle or High School

Diverse Needs: TESL, At-Risk or Special Education

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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 undergirded by the vision and mission of the university.

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 increase educators' professional knowledge and competence in PK-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 MA graduates.

What Mission and Beliefs Guide the Education Department?

The mission of the Master of Arts in Education and the Graduate Education Non-degree Program at EMU is to increase educators' professional knowledge and competence in one of three tracks and to enhance reflective teaching among practitioners, enabling them to develop leadership by becoming agents of change who advocate for children and youth; create a climate of caring and learning; initiate and respond 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. This **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 graduate coursework and 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 Master Teacher Performance Outcomes?

In the MA in Education Program, the successful master teacher is able:

Scholarship: to acquire advanced knowledge through core curriculum and to organize and integrate that knowledge into professional practice.

- define and provide a rationale for constructivist practice from both professional and theoretical bases
- plan for learning environments, including the use of technology, using constructivist practice
- enact constructivist practice through plan-act-observe-evaluate cycle
- create centers of inquiry in the classroom that support reflective practice
- examine assumptions, purposes and the nature of schooling, recognizing the controlling personal and environmental factors involved
- define the difference between qualitative and quantitative research
- design and implement an action research project
- discover, create and use conflict resolution resources and skills informed by research and ecological assessment to manage classroom environments effectively
- develop an integrated peace curriculum appropriate for an identified socio-cultural context

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication: to develop communication strategies (verbal, nonverbal, and technological) that support collaboration and resourcefulness to empower self and others.

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.

Leadership: to act as a social change agent by working collaboratively to bring about fair and just systemic change within educational contexts.

Approved by COTE November 18, 2004

Specialty Area Outcomes

LITERACY TRACK

PROGRAM CORE GOAL: to provide MA candidates with foundational knowledge in reflective practice and action research, constructivist practices, social and ethical foundations, and psychological foundations as experienced through the lens of peacebuilding and conflict resolution.

PROGRAM CORE OBJECTIVES:

- Define and provide a rationale for constructivist practice from both professional and theoretical bases
- Examine research-based conflict resolution theories and processes to create peaceful classroom environments
- Examine assumptions, purposes and the nature of schooling, recognizing the controlling personal and environmental factors involved
- Define qualitative and quantitative research to design and implement an action research project in educational settings

PROGRAM OUTCOME 1. SCHOLARSHIP: to acquire advanced knowledge through core curriculum and to organize and integrate that knowledge into professional practice.

Specialty Area Outcomes: Literacy Track:

- acquire knowledge of the cognitive, linguistic, socio-economic, and environmental factors that influence literacy development
- examine and reflect on the interactive, constructive nature of literacy
- acknowledge relationships among speaking, listening, reading, writing, and thinking
- understand the interactive nature and multiple causes of reading and writing difficulties
- Understand the impact that language and cultural differences have on literacy development

PROGRAM OUTCOME 2. INQUIRY: to generate questions and use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions, and to engage in action research for educational change.

Specialty Area Outcomes: Literacy Track:

- summarize seminal reading studies and articulate how these studies impact literacy instruction
- identify the developmental stages of reading, writing, and spelling across preK-12 environments

PROGRAM OUTCOME 3. PROFESSIONAL KNOWLEDGE: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instruction and assessment practices.

Specialty Area Outcomes: Literacy Track:

- create integrated literacy instruction that incorporates research-based practices of reading, writing, oral language, spelling, and critical thinking
- use a variety of books, technology-based information, and non-print materials that represent multiple levels, broad interests, and cultural and linguistic backgrounds
- identify students' strengths and weakness in relationship to phonemic awareness, word identification, phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation
- use assessment information to plan, evaluate, and revise effective literacy instruction the meets the needs of diverse populations
- reflects on current practice and adjusts instruction based upon knowledge of research, practice, students, and assessment
- view professional development as a career long effort and responsibility

PROGRAM OUTCOME 4. COMMUNICATION: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

Specialty Area Outcomes: Literacy Track:

- communicate assessment information to various audiences for both accountability and instructional purposes
- work with colleagues to observe, collaborate, evaluate and provide feedback on each others' practice

PROGRAM OUTCOME 5. CARING: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.

Specialty Area Outcomes: Literacy Track:

- provide learning environments that support culturally and linguistically diverse students in areas of language development, reading and writing acquisition

- recognize that literacy can be an act of empowerment, embedded in a cultural discourse, and as such empowers children and families from diverse backgrounds to become advocates for themselves
- identify the political-social environment of literacy programs in order to negotiate literacy goals among stakeholders in school and communities

PROGRAM OUTCOME 6. LEADERSHIP: to act as a social change agent by working collaboratively to bring about fair and just systematic change within educational contexts.

Specialty Area Outcomes: Literacy Track:

- model reading and writing for real purposes in daily interactions with students and education professionals
- design and develop programs and structures for paraprofessionals and teachers that create opportunities for students to succeed in literacy
- assists educational professionals in the design and delivery of research-based reading instruction (i.e. instructional practice, curriculum materials, and assessment tools)

Approved by CIC March 16, 2006

DIVERSE NEEDS TRACK:

PROGRAM CORE GOAL: to provide MA candidates with foundational knowledge in reflective practice and action research, constructivist practices, social and ethical foundations, and psychological foundations as experienced through the lens of peacebuilding and conflict resolution.

PROGRAM CORE OBJECTIVES:

- Define and provide a rationale for constructivist practice from both professional and theoretical bases
- Examine research-based conflict resolution theories and processes to create peaceful classroom environments
- Examine assumptions, purposes and the nature of schooling, recognizing the controlling personal and environmental factors involved
- Define qualitative and quantitative research to design and implement an action research project in educational settings

PROGRAM OUTCOME 1. SCHOLARSHIP: to acquire advanced knowledge through core curriculum and to organize and integrate that knowledge into professional practice.

Specialty Area Outcomes: Diverse Needs Track:

Special Education Emphasis:

- Knowledge of special education foundational theories, applicable laws, due process, and ethical principles as a basis for behavior management, collaboration, instructional practice and assessment. (CEC 1,2,9)

Teaching English as a Second Language Emphasis:

- Knowledge of current research and best practice to develop and implement a TESL program that is responsive to the linguistic, cultural, literacy, and academic needs of the individual student and to the mission of the local academic (TESOL 2)

At-Risk emphasis:

- Knowledge of social structures and research bases for understanding risk and resiliency in children and youth
- Knowledge of the range of factors, including the impact of current societal patterns, that may place students at-risk for educational failure
- Knowledge of current models and practices for connecting and empowering schools and community organizations to build resilient settings for at-risk students, based on current research

PROGRAM OUTCOME 2. INQUIRY: to generate questions and use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions, and to engage in action research for educational change.

PROGRAM OUTCOME 3. PROFESSIONAL KNOWLEDGE: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instruction and assessment practices.

Specialty Area Outcomes: Diverse Needs Track:

Special Education:

- Demonstrate advanced ability to utilize formal and informal assessments to design long and short term learning experiences that are individually designed, enhance language development, and value cultural diversity. (CEC 5, 6, 7, 8)
- Identify effective instructional, behavioral, and assessment strategies, informed by current research and best practice, that promote challenging learning results, and generalization of skills across environments and lifespan for students with exceptional learning needs (CEC 4, 5)

Teaching English as a Second Language Emphasis:

- Design a curriculum that facilitates the acquisition and use of a new language in and out of the classroom setting for social and academic purposes, including listening, speaking, reading and writing. (TESOL 1)
- Use a variety of assessment tools to effectively design techniques for integrating English listening, speaking, reading and writing, and for accessing the core curriculum. (TESOL 3, 4)
- Explain and effectively demonstrate the rules and patterns present in the English language system (pronunciation, grammar, phonology, morphology, and usage). (TESOL 1, 3)

At Risk Emphasis:

- Identify the research-based models for building learning environments that are conducive to retaining and supporting students who are at-risk

PROGRAM OUTCOME 4. COMMUNICATION: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

Specialty Area Outcomes: Diverse Needs Track:

Special Education Emphasis:

- Develop collaborative strategies for preparing students with ELN to make productive transitions in a way that encourages self-advocacy and increased independence. (CEC 5, 10)

Teaching English as a Second Language Emphasis:

- Develop learning environments which includes an effective modeling of the target language and demonstrates an understanding of how cultural identity affects language learning and school achievement (TESOL 1, 2)
- Develop collaborative communication strategies for advocating for students and families (TESOL 5)

At-Risk Emphasis:

- Translate teaming and collaboration theory into practice for delivering educational services that are culturally, linguistically, academically, and socially responsive to the needs of at-risk children and youth

PROGRAM OUTCOME 5. CARING: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.

Specialty Area Outcomes: Diverse Needs Track:

Special Education Emphasis:

- Analyze models based on current research, for integrating students with exceptional learning needs, including those from culturally and linguistically diverse backgrounds, across learning environments (CEC 3, 5, 6)

Teaching English as a Second Language Emphasis:

- Develops partnerships and advocates for those from linguistically and culturally diverse backgrounds and provides for a learning environment that supports the student in accessing the core curriculum (TESOL 3, 5)

At Risk Emphasis:

- Develop professional and ethical beliefs and behaviors for initiating change in the education and delivery of services to at-risk children and youth

PROGRAM OUTCOME 6. LEADERSHIP: to act as a social change agent by working collaboratively to bring about fair and just systematic change within educational contexts.

Specialty Area Outcomes: Diverse Needs Track:

Special Education Emphasis:

- Identify the components of ethical and professional practice which allow special educators to engage in learning communities that benefit individuals with ELN, their families, colleagues and their own professional growth (CEC 5, 9)

Teaching English as a Second Language Emphasis:

- Critique proposals for language policy and advocacy in multilingual settings and provide collaborative leadership and advocacy to improve learning for all ESOL students. (TESOL 5)

At-Risk Emphasis:

- Identify the components necessary for establishing a network of family, school and community personnel for the identification of the risk factors, necessary interventions, and subsequent assessment plans for increasing student resiliency and sustained participation of the student in the learning environment

Approved by CIC March 16, 2006

CURRICULUM AND INSTRUCTION TRACK:

PROGRAM CORE GOAL: to provide MA candidates with foundational knowledge in reflective practice and action research, constructivist practices, social and ethical foundations, and psychological foundations as experienced through the lens of peacebuilding and conflict resolution.

PROGRAM CORE OBJECTIVES:

- Define and provide a rationale for constructivist practice from both professional and theoretical bases
- Examine research-based conflict resolution theories and processes to create peaceful classroom environments
- Examine assumptions, purposes and the nature of schooling, recognizing the controlling personal and environmental factors involved
- Define qualitative and quantitative research to design and implement an action research project in educational settings

PROGRAM OUTCOME 1. SCHOLARSHIP: to acquire advanced knowledge through core curriculum and to organize and integrate that knowledge into professional practice.

Specialty Area Outcomes: Curriculum and Instruction:

- Examine and evaluate curriculum theory based on current research
- Analyze current research-based models and practices for creating learning environments responsive to students of diverse backgrounds
- Translate teaming theory and research into practice

PROGRAM OUTCOME 2. INQUIRY: to generate questions and use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions, and to engage in action research for educational change.

PROGRAM OUTCOME 3. PROFESSIONAL KNOWLEDGE: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instruction and assessment practices.

Specialty Area Outcomes: Curriculum and Instruction Track:

- Articulate and design curriculum aligned with standards that addresses the needs of individual students
- Adapt curriculum from a variety of perspectives including special education, alternative education, and multicultural education
- Demonstrate knowledge of research-based instructional strategies that provide for differentiation and reflect cultural sensitivity
- Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners (NETS, II.A.)
- Design and implement multiple strategies to assess learning of all students.
- Analyze collaborative instructional models which optimize learning for all students

PROGRAM OUTCOME 4. COMMUNICATION: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

PROGRAM OUTCOME 5. CARING: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.

PROGRAM OUTCOME 6. LEADERSHIP: to act as a social change agent by working collaboratively to bring about fair and just systematic change within educational contexts.

Approved by CIC March 16, 2006

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, is 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 and those in authority
5. 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)
5. promotes advocacy for children and youth

Caring About Reflective Practice:

1. makes decisions based upon reflection, research, and best practice
2. generates and uses inquiry-based questions for creative problem-solving
3. uses critical thinking to self-assess, to evaluate progress and to set realistic goals
4. engages in multiple perspective inquiry
5. initiates action research for educational change

Approved by COTE November 18, 2004

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 on the next page.

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 primarily work alone.	Students primarily 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

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 candidates 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.

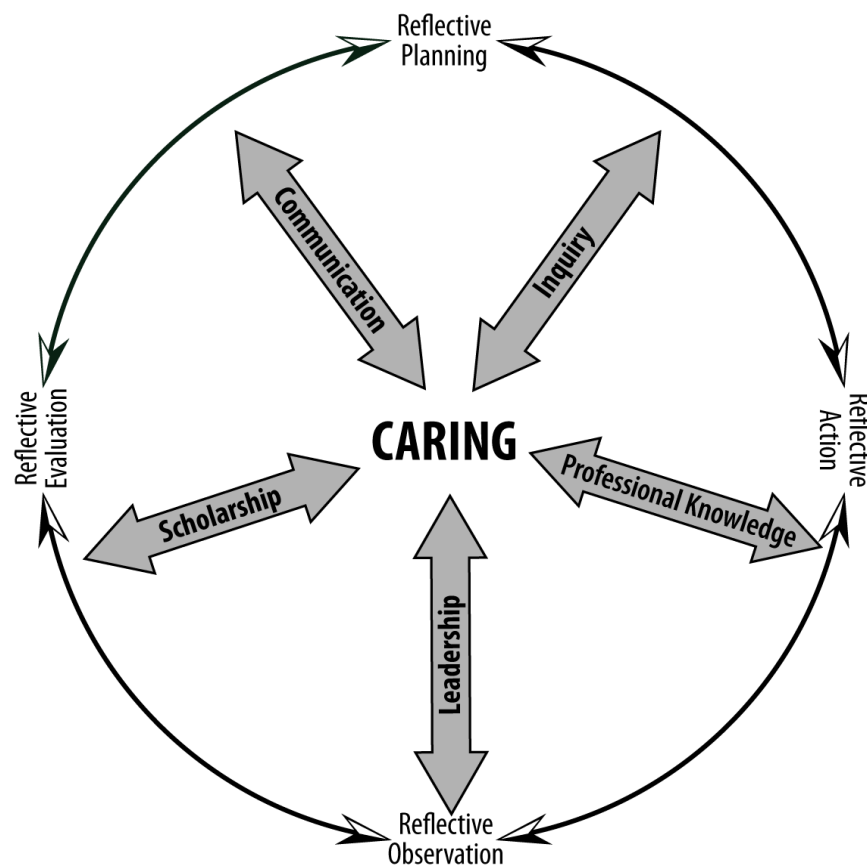
Beyond the definition of caring, the relationship of caring to reflection must be clear. The Teacher Education faculty want teacher practitioners to care about others in a way that builds relationship but this is not to be understood solely as kindness or concern without action. Goldstein (2002) believes 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 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 relevant and meaningful learning in the graduate classroom.

What is the Purpose of the Master of Arts in Education Program?

The primary goal of the Master of Arts in Education program is to provide quality professional opportunities to teachers so that they can influence decision making in the classrooms, schools, and communities in which they teach.

Today's classroom teachers must be better prepared to handle a wide range of instructional and non-instructional tasks. Given tremendous sociological changes in society, the teacher for America's future classroom must be prepared to work as a social change agent, collaborating with the home and community in order to address issues of literacy and diversity. Today's teachers must be ready and willing to not only make a difference within their classrooms, but also within the school districts, and communities in which they teach. It becomes both the social and ethical responsibility of today's teacher to make a difference within the context of the classroom.

Program

The MA in Education is a program of study for the teacher practitioner that provides for opportunities of professional growth and personal development through applicable course work and relevant experiences. Constructivist theory is integrated with faith and learning applications. The program's core addresses four areas of teacher development: peacebuilding and conflict resolution, cultures of change, social and ethical issues and action research in educational settings.

The Master of Arts in Education program consists of 36 semester hours including a required core of 12 hours, a specialty area of 21 hours and 3 hours of reflective practice through completion of an action research project. Specialty areas include literacy agent, diverse needs strategist and curriculum and instruction practitioner. Programs leading to endorsement as a reading specialist require 40 semester hours and programs leading to TESL endorsement require 39 semester hours. Programs leading to Pa. reading specialist certification requires 40 semester hours.

NOTE: Course requirements may change as the program evolves. Candidates are accountable for the sequence of course work listed in the catalog for the year in which they entered the program.

Program Core (12 hours)

Required by all candidates, this core emphasizes: 1) examining peace and justice issues within educational environments, 2) collaborating with teachers and administrators to establish constructivist environments, 3) understanding social and ethical issues which inform change and 4) engaging in action research within the classroom in order to foster more effective instruction. Program core and specialty courses provide a rich context for identifying a significant question to explore in EDCC 551 Action Research in Educational Settings.

Core Courses:

[Recommended early in program]

EDCC 501 Creating Cultures of Change (3 hrs.)

EDCC 521 Peacebuilding & Conflict Resolution (3 hrs.)

EDCC 531 Social & Ethical Issues in Education (3 hrs.)

[Recommended later in program]

EDCC 551 Action Research in Educational Settings (3 hrs.)

Specialty Areas (21 hours)

It is in this component of the program that the practitioner begins to specialize in one of three areas of emphasis: Literacy Agent, Diverse Needs Strategist or Curriculum and Instruction Practitioner.

1) Literacy Agent

Practitioners focus on the study of literacy in a broader sense than traditionally encountered in schools of the past. Literacy is approached beyond reading and writing into integrated approaches for the development of communication, thought and interpersonal interaction. Emphasis is placed upon literacy programs from emergent to adult, integrated literacy instruction, literacy in community and family arenas, and classroom assessment of literacy. Virginia endorsement as a reading specialist may be obtained with additional course work, a clinical practicum and passing scores on the Reading for Virginia Educators: Reading Specialist (Praxis #5304). Pennsylvania certification as a reading specialist may be obtained with additional course work, a clinical practicum, Praxis test #0300 and a transcript evaluation submitted to the PA Department of Education.

2) Diverse Needs Strategist

Practitioners focus on special needs of diverse populations. Options built into this specialty component provide further emphasis in one of three areas: (1) Teaching English as a Second Language (TESL), (2) At-Risk Populations and (3) Special Education. This component contains a common core of course work which addresses language/literacy competence with diverse populations; intervention strategies for diverse learners; and developing leadership skills in teaming, collaboration and consultation with parents, school and community social agencies. In Virginia, endorsement is available in TESL and special education with additional course work and a supervised practicum. Also in Virginia, initial PreK-12 teacher licensure is available in TESL with additional course work and supervised student teaching.

3) Curriculum & Instruction Practitioner

This component provides a course of study for elementary, middle or high school practitioners to enhance existing skills and meet the challenges found in today's schools. Emphasis is placed upon adapting and designing curriculum for diverse populations, designing integrated interdisciplinary instruction, upgrading professional knowledge in recent research in current issues, teaming with school and community professionals and enhancing specific professional and specialty area

competencies. Participants may choose one of three routes toward completion of this specialty area: Elementary School Emphasis, Middle School Emphasis or High School Emphasis.

Reflective Practice – Action Research Project (3 hrs.)

The completion of the program will be marked with an action research project which has been designed by the student in collaboration with an academic mentor. Action Research Projects may take a variety of formats: curriculum restructuring projects, staff development projects, research for public policy change, research for publication, etc. Final projects are presented and approved by the mentor.

EDPC 611 Action Research Project (3 hrs.)

Candidates must be registered for EDPC 611 Action Research Project before participating in graduation ceremonies. In addition, candidates who prolong the completion of their final Action Research Project beyond one year from the initial registration date must renew their registration at a cost of one-half of the prevailing tuition rate per semester hour per year.

Admission Requirements

What are the Admission Criteria to Program?

Completed applications for admission into the graduate program are reviewed regularly throughout the year. The Teacher Education Admissions Committee (TEAC) makes admissions decisions and annually reviews admissions policies. A completed application includes the following:

1. A completed master of arts in education application form with a nonrefundable application fee of \$25.00.
2. Official transcripts from each college or university attended.
3. A copy of NTE core battery and specialty area scores (from 1985 forward), Praxis scores, VCLA or the applicant's state's initial licensure test scores. Applicants seeking initial licensure through EMU's MA in Education program are required to pass the Virginia basic skills assessment equivalent (see p. 44) prior to candidacy.
4. Two academic recommendations: (a) building level administrator/supervisor and (b) someone qualified to speak to the applicant's academic ability and potential.
5. A bachelor's degree from an accredited institution with at least a cumulative 3.0 gpa (based on 4.0). If this condition is not met, after completing at least six hours of graduate courses with a grade point average of 3.0 or higher, a brief written request may be submitted to the Teacher Education Admissions Committee for consideration of full admission.
6. A valid teaching license, a copy of which must be submitted by the applicant for the graduate file. Applicants applying for the TESL track with K-12 initial licensure and the At-Risk Populations track are exempt from the teaching license criterion.
7. Documentation of one year of successful teaching in public or private school/agency setting. Applicants applying for the TESL track with K-12 initial licensure and the At-Risk Populations track are exempt from the teaching experience criterion.
8. A personal interview with the director or assistant director of the MA in Education program.

In addition to the requirements above, international applicants should submit the following information:

9. Nationality and country of birth. A financial certificate demonstrating the student's "ability to pay" is required in order for the program to issue a student visa application (I-20 form). International applicants currently residing in the U.S. must indicate status with the U.S. Citizenship and Immigration Services.
10. For applicants whose native language is not English, one of three conditions may be used to satisfy English proficiency.
 - (1) A score of 550 on the paper-based or 80 on the internet-based Test of English as a Foreign Language (TOEFL). (EMU's institutional code is 5181.)
 - (2) A written recommendation from qualified personnel from EMU's Intensive English

Program. (3) An assessment by the Teacher Education Admissions Committee (TEAC) based upon certificates and national examinations completed by the applicant indicating the applicant's English proficiency. Applicants who have studied and received a degree from a college or university where all instruction is in English are not required to submit English proficiency measures.

*Persons who do not initially meet all admission criteria may petition in writing the Teacher Education Admissions Committee for consideration of full admission.

Persons holding a bachelor's degree who are pursuing personal or educational development may enroll in graduate education courses, special institutes, or site-based curricular offerings without being admitted into the MA in Education program. **Persons taking more than nine semester hours are encouraged to apply to the program to ensure that subsequent hours can be counted toward the master's degree. Candidates may enroll in up to ten hours within a term (fall, spring, or summer) without written permission from the director or assistant director.**

Candidates may change tracks with the written consent of the director of the MA in Education program. Initial licensure programs in TESL and the advanced Reading Specialist endorsement program require Teacher Education Admissions Committee approval to change tracks.

What is Admission to Candidacy?

Admission to Candidacy indicates potential to conduct Action Research. Application for admission to candidacy may take place when the candidate has successfully completed two of the following core courses (EDCC 501 Creating Cultures of Change, EDCC 521 Peacebuilding & Conflict Resolution, or EDCC 531 Social & Ethical Issues) plus six semester hours of the specialty area courses. An application form will be sent by the administrative assistant to the candidate after course requirements have been met. All applications are reviewed for admission by the Teacher Education Admissions Committee.

Applicants seeking initial licensure in Virginia through EMU's MA in Education program are required to pass the basic skills assessment prior to candidacy. (See Required Licensure/Endorsement Exam Scores for equivalent basic skills assessment, p.44.)

Admission to candidacy is required prior to enrollment in EDCC 551 Action Research in Educational Settings. Mentors will be assigned during the Action Research in Educational Settings course.

A completed application includes the following:

1. A completed Application to Candidacy form.
2. A rationale (1-2 paragraphs) stating the reason the candidate's specialty track

was chosen.

3. An academic recommendation form from an instructor of a core or specialty area course.

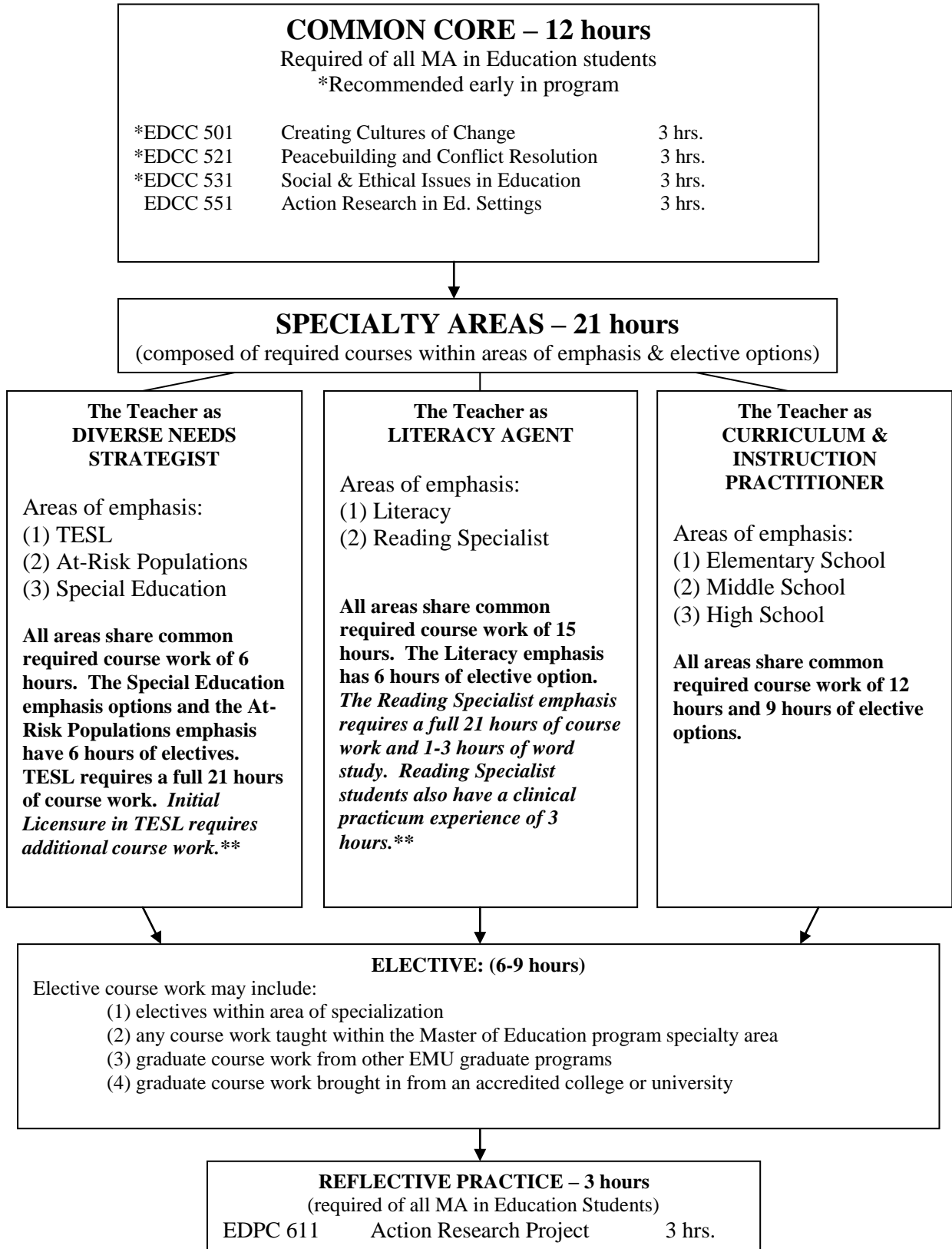
What are the Exit Requirements?

1. An exit interview with the director or assistant director of the MA in Education Program.
2. Have a minimum of a C or better in all EMU MA in Education courses to receive credit towards the MA in Education degree.
3. Successful completion of the Action Research Project and other program requirements.
4. Those completing initial Virginia licensure (TESL) must complete the EMU Technology Skills for Instructional Personnel (TSIP's), and complete the required Child Abuse Recognition and Intervention Training. A copy of the certificate issued by the Virginia Department of Education on the Child Abuse Recognition Training shall be submitted to the Education Department. (http://www.doe.virginia.gov/teaching/licensure/child_abuse_training).
5. Those completing endorsement/certification requirements for TESL or Reading Specialist must pass the required state assessments.
TESL in VA: Virginia Communication & Literacy Assessment:
www.va.nesinc.com
Reading Specialist in VA: Reading for Virginia Educators: Reading Specialist (Praxis #5304)
Reading Specialist in PA: PRAXIS: Reading Specialist #0300
www.ets.org/praxis
6. Those completing initial licensure or an additional endorsement must submit the necessary licensure forms and fees.
7. For the Reading Specialist Certificate with EMU at Lancaster, candidates must complete the program with the following exit criteria: a) a GPA of 3.0 or higher with no grade below a B; b) produce a passing score on the Praxis Reading Specialist Examination (#0300); and c) participate in an exit interview with the assistant director or director of the Master of Arts in Education program.

Master of Arts in Education

36 hour program**

**Initial licensure programs and endorsements require additional course work.



MA in Education: Literacy Agent

A. Program Core	12 hrs.
[Recommended early in program]	
EDCC 501 Creating Cultures of Change	(3 hrs.)
EDCC 521 Peacebuilding and Conflict Resolution	(3 hrs.)
EDCC 531 Social & Ethical Issues in Education	(2 hrs.)
[Recommended later in program]	
EDCC 551 Action Research in Educational Settings (Prerequisite: Admission to Candidacy)	(3 hrs.)
B. Specialty Area	21 hrs.
<i>(Required course work–15 hrs.)</i>	
EDLA 501 Foundations of Literacy	(3 hrs.)
EDLA 511 Literacy Assessment	(3 hrs.)
EDLA 521 Integrated Literacy Instruction	(3 hrs.)
EDLA 531 Literacy in Community and Family Arenas	(3 hrs.)
EDSL 581 Language and Culture	(3 hrs.)
<i>(Electives–6 hrs.)</i>	
Chosen from other MA in Education tracks	(6 hrs.)
C. Reflective Practice	3 hrs.
EDPC 611 Action Research Project: Literacy	(3 hrs.)

MA in Education: *Reading Specialist

A. Program Core	12 hrs.
[Recommended early in program]	
EDCC 501 Creating Cultures of Change	(3 hrs.)
EDCC 521 Peacebuilding and Conflict Resolution	(3 hrs.)
EDCC 531 Social & Ethical Issues in Education	(3 hrs.)
[Recommended later in program]	
EDCC 551 Action Research in Educational Settings (Prerequisite: Admission to Candidacy)	(3 hrs.)
B. Specialty Area	21 hrs.
<i>(Required course work–21 hrs.)</i>	
EDLA 501 Foundations of Literacy	(3 hrs.)
EDLA 511 Literacy Assessment	(3 hrs.)
EDLA 521 Integrated Literacy Instruction	(3 hrs.)
EDLA 531 Literacy in Community and Family Arenas	(3 hrs.)
EDLA 651 Developing an Effective Reading Program	(3 hrs.)
EDSL 581 Language and Culture	(3 hrs.)
EDLA 601 Multicultural Children’s Literature OR EDLA 611 Adolescent/Young Adult Literature	(3 hrs.)
C. Reflective Practice	3 hrs.
EDPC 611 Action Research Project: Literacy	(3 hrs.)
D. Additional required course work for endorsement	4-6 hrs.
EDPC 601 Practicum: Literacy	(3 hrs.)
EDLA 581 Word Study OR EDLA 571 Assessing & Developing Word Knowledge (1 hr.)	(1-3 hrs.)

**In order to receive a reading specialist endorsement in Virginia or a reading specialist certificate in Pennsylvania, a candidate must also complete their required state assessments.*

Virginia: Reading for Virginia Educators: Reading Specialist (Praxis #5304) www.ets.org/praxis

Pennsylvania: Praxis #0300 <http://www.ets.org/praxis>

MA in Education: Diverse Needs Strategist

Three areas of emphasis are built into the Specialty Area:
(1) TESL, (2) At Risk Populations, and (3) Special Education.

(1) *Teaching English as a Second Language (TESL) Emphasis

A. Program Core 12 hrs.

[Recommended early in program]

EDCC 501 Creating Cultures of Change: (3 hrs.)

EDCC 521 Peacebuilding and Conflict Resolution (3 hrs.)

EDCC 531 Social & Ethical Issues in Education (3 hrs.)

[Recommended later in program]

EDCC 551 Action Research in Educational Settings (3 hrs.)

(Prerequisite: Admission to Candidacy)

B. Specialty Area 24 hrs.

(Required course work-24 hrs.)

+ EDSL 551 Methods of Teaching ESL/FL (3 hrs.)

+ EDSL 571 Language Acquisition and Grammar (3 hrs.)

+ EDSL 581 Language and Culture (3 hrs.)

EDDA 511 Teaching Diverse Learners (3 hrs.)

EDCI 511 Teaming and Collaboration (3 hrs.)

EDLA 501 Foundations of Literacy (3 hrs.)

EDLA 511 Literacy Assessment (3 hrs.)

EDPC 601 Practicum: TESL (3 hrs.)

+** EDSL 591 ESL Assessment & Support (substitutes for EDLA 511 in PA)

C. Reflective Practice 3 hrs.

EDPC 611 Action Research Project: TESL (3 hrs.)

NOTE: In addition, candidates who have not reached a level of proficiency in a foreign language at Intermediate Level II must take additional hours of foreign language to achieve that level.

Candidates who have had equivalent course work may substitute elective replacements.

**For TESL licensure, candidates must take an English linguistics course and a specialized practicum to meet licensure requirements. A 14-week internship (7 hrs.) is required for candidates seeking TESL as an initial license. Candidates must take the praxis test: English to Speakers of Other Languages (#0361) prior to placement in an internship.*

***Required in Pennsylvania.*

+Pennsylvania Department of Education certification as approved through Intermediate Unit 13.

(2) At-Risk Populations Emphasis

A. Program Core	12 hrs.
[Recommended early in program]	
EDCC 501 Creating Cultures of Change	(3 hrs.)
EDCC 521 Peacebuilding and Conflict Resolution	(3 hrs.)
EDCC 531 Social & Ethical Issues in Education	(3 hrs.)
[Recommended later in program]	
EDCC 551 Action Research in Educational Settings (Prerequisite: Admission to Candidacy)	(3 hrs.)
B. Specialty Area	21 hrs.
<i>(Required course work – 15 hrs.)</i>	
EDCI 511 Teaming and Collaboration	(3 hrs.)
EDDA 631 Research in Risk and Resiliency	(3 hrs.)
EDDA 501 At-Risk Issues in School and Community	(3 hrs.)
EDDA 511 Teaching Diverse Learners	(3 hrs.)
One 3-hr Literacy course	(3 hrs.)
<i>(Electives – 6 hrs.)</i>	
Chosen from other MA in Education tracks	(6 hrs.)
C. Reflective Practice	3 hrs.
EDPC 611 Action Research Project: At-Risk Populations	(3 hrs.)

(3) *Special Education Emphasis

A. Program Core	12 hrs.
[Recommended early in program]	
EDCC 501 Creating Cultures of Change	(3 hrs.)
EDCC 521 Peacebuilding and Conflict Resolution	(3 hrs.)
EDCC 531 Social & Ethical Issues in Education	(3 hrs.)
[Recommended later in program]	
EDCC 551 Action Research in Educational Settings (Prerequisite: Admission to Candidacy)	(3 hrs.)
B. Specialty Area	21 hrs.
<i>(Required course work – 12 hrs.)</i>	
EDDS 611 Curriculum and Instructional Support for Special Education Students	(3 hrs.)
EDCI 511 Teaming and Collaboration	(3 hrs.)
EDDA 511 Teaching Diverse Learners	(3 hrs.)
EDDS 511 Foundations and Procedural Issues in Special Edu.	(3 hrs.)
<i>(Electives – 9 hrs.)</i>	
Chosen from other EMU MA in Education tracks	(9 hrs.)
C. Reflective Practice	3 hrs.
EDPC 611 Action Research Project: Special Education	(3 hrs.)

**For Va. special education endorsement, candidates may be required to take additional course work to satisfy state requirements.*

***MA in Education:
Curriculum & Instruction Practitioner -
Elementary, Middle or High School**

A. Program Core	12 hrs.
[Recommended early in program]	
EDCC 501 Creating Cultures of Change:	(3 hrs.)
EDCC 521 Peacebuilding and Conflict Resolution	(3 hrs.)
EDCC 531 Social & Ethical Issues in Education	(3 hrs.)
[Recommended later in program]	
EDCC 551 Action Research in Educational Settings (Prerequisite: Admission to Candidacy)	(3 hrs.)
 B. Specialty Area	 21 hrs.
<i>(Required course work – 12 hrs.)</i>	
EDCI 501 Curriculum and Instructional Strategies	(3 hrs.)
EDCI 511 Teaming and Collaboration	(3 hrs.)
EDDA 511 Teaching Diverse Learners	(3 hrs.)
 Specialty Area Requirement: <i>One of the following literacy courses is recommended:</i>	
Elementary: EDLA 501 Foundations of Literacy	(3 hrs.)
 Middle: EDLA 521 Integrated Literacy Instruction	(3 hrs.)
 High: EDLA 521 Integrated Literacy Instruction	(3 hrs.)
 <i>(Electives – 9 hrs.)</i>	
Chosen from other EMU MA in Education tracks	(9 hrs.)
 C. Reflective Practice	 3 hrs.
EDPC 611 Action Research Project: Elementary, Middle or High School	(3 hrs.)

***Graduate Certificate in Peacebuilding and Conflict Transformation in Educational Settings**

This graduate certificate is awarded through the Master of Arts in Education Program as internal recognition for having obtained a focused area of coursework in conflict transformation and education. Teachers may complete 15 semester hours of course work for the certificate only, or as part of their MA in Education degree.

To qualify for the graduate certificate in Peacebuilding and Conflict Transformation in Educational Settings, candidates must complete 15 semester hours (SH) from the following courses.

EDCC 521 is required.

EDCC 501	Creating Cultures of Change (3 hrs.)
EDCC 521	Peacebuilding and Conflict Resolution (3 hrs.)
EDCI 511	Teaming and Collaboration (3 hrs.)
EDDA 511	Teaching Diverse Learners (3 hrs.)
EDDA 631	Research in Risk & Resiliency (3 hrs.)
EDI 501	Circle Processes in School Settings (1 hr.)
EDI 611	The Bullying Phenomenon in Schools: How Can We Create Healthy Communities? (1 or 3 hrs.)
EDI 621	Restorative Discipline: Accountability and Restoration in Schools (1 or 3 hrs.)
EDID 531	Understanding and Affirming Diversity in the Classroom (1 hr.)
EDLA 601	Multicultural Children's Literature (3 hrs.)
EDID	Elective (1 hr.) **

**As filed with the Pennsylvania Department of Education*

*** As approved by the Director or Assistant Director of MA in Education*

October 7, 2010

Who are the Faculty of the MA in Education Program?

Katherine (Kathy) R. Evans

Assistant Professor of Special Education

Kathy Evans joins us from the University of Tennessee (Knoxville) where she received the Doctor of Philosophy degree (May 2011) in Applied Educational Psychology. With degrees from Baylor University (Texas) in Secondary and Special Education and holding a current Texas teaching license in General Special Education; and a Master of Arts degree in Religious Education from Southwestern Baptist Theological Seminary (Texas), Dr. Evans has taught special education in middle and high school, and conducted research teaching while at the University of Tennessee.

Tracy L. Hough

Assistant Professor of Teacher Education

B.A., University of California; M.A., Eastern Mennonite University. Most recently Tracy has been a Title I Reading Specialist with the Harrisonburg City School District. She also has over 11 years elementary teaching experience. Tracy holds professional membership in the Shenandoah Valley Reading Council and the International Reading Association. She joins our Education Department as a literacy specialist.

Lori H. Leaman

Associate Professor of Teacher Education

B.S., Eastern Mennonite University; M.Ed., James Madison University, Nova Southeastern University, Ed.D. Lori comes with 15 years of teaching and school administration experience. She served for 11 years in Nairobi, Kenya at Rosslyn Academy, an international Christian school with at least 32 ethnicities and a diversity of world religions. She has numerous professional presentations and holds membership in the National Association of Secondary School Principals and the Council for Learning Disabilities. She also comes with accreditation experience with the Middle States Association. Lori looks forward to “assist students in discovering and strengthening their gifts and faith for serving Christ in this increasingly interconnected world.”

Beth M. Lehman

Assistant Professor of Secondary Education

Beth M. Lehman joins us from Indiana University where she received the Doctor of Philosophy degree (May 2011) in Culture, Literacy and Language Education. With degrees from Goshen College (IN) in English Education and Peace Studies; Butler University (Indianapolis) MA in English; Indiana University (Bloomington) MS in English Education, Dr. Lehman has taught language arts and English in Indiana Public Schools and she taught Conversational English at Sichuan Normal University in China as part of her undergraduate Study Service Trimester at Goshen College.

Judy H. Mullet

Associate Professor of Teacher Education & Psychology
B.A., Eastern Mennonite University; M.Ed., James Madison University; Ph.D., Kent State University. Dr. Mullet completed her Ph.D. on context-motivated, conflict strategy choices of middle school students with learning disabilities. She has written peace and special education resources for various church-related publications.

Cathy Smeltzer Erb

Associate Professor of Teacher Education
B.S., Eastern Mennonite University; M.Ed., University of Toronto; Ph.D., University of Toronto. Dr. Smeltzer Erb's dissertation explored the emotional dimension of beginning teachers' work within a secondary school context. Cathy spent over 15 years as a family studies teacher and guidance counselor in middle/secondary schools and adult education prior to research and teaching in higher education. She has presented at national and international conferences. Her published and continued research interests include emotions, beginning teachers, teacher development, action research, and teacher induction.

Donovan D. Steiner

Director, Master of Arts in Education Program
Professor of Teacher Education
Jesse T. Byler Professor of Teacher Education
B.A., Goshen College; MA, Northern Arizona University; Ph.D., Southern Illinois University. Dr. Steiner chaired the education department from 1982 - 2007, and is currently serving as director of the Masters of Arts in Education program. He is known in education circles throughout the state and beyond. He initiated EMU's MA in education program, building on a strong undergraduate program. He also started the MA in Education program at EMU's site in Lancaster, Pa. In addition to his administrative duties, he currently serves as professor of the Jesse T. Byler endowed chair. Dr. Steiner has a special interest in Russian education and has been involved in student and faculty exchanges with Nizhny Novgorod Linguistic University in Russia.

Adjunct Faculty (taught in program two or more years):

Sarah Armstrong
James Cox
Dan Daneker
Stephanie Failes
Kay Frunzi
Luke Hartman
Jean Hawk
Mark Hogan
Nadine Larkin

Frances Miller
Susan Finn Miller
Janine Presloid
Glen Roth
Kathy Setlock
Frances Skolnick
Timothy Taylor
Cheryl Weyant
Michael Young

What is the Governance Structure for the Program?

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), graduate counseling, 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 Director of 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 Director of Teacher Education or the Director of the MA 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, MA in Education, and MA candidacy on the basis of departmental criteria. TEAC meetings are scheduled each academic year during the following weeks at the discretion of the committee members: the first week of October and December, and the third week of March, July and August, with additional meetings scheduled as needed. The criteria for the MA in Education program are outlined in the graduate catalog. Candidates are invited to meet with the director or assistant director of the MA program if their application is below criteria standards or if they wish to appeal a decision of the TEAC.

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, one representative from the Education Department, and one other member of COTE. The chair of the Assessment Committee is the Assessment Coordinator of the Unit, as an appointed position with departmental load hours assigned. (Refer to UAS manual for further details.)

Curriculum Materials Center Committee Formulates Recommendations

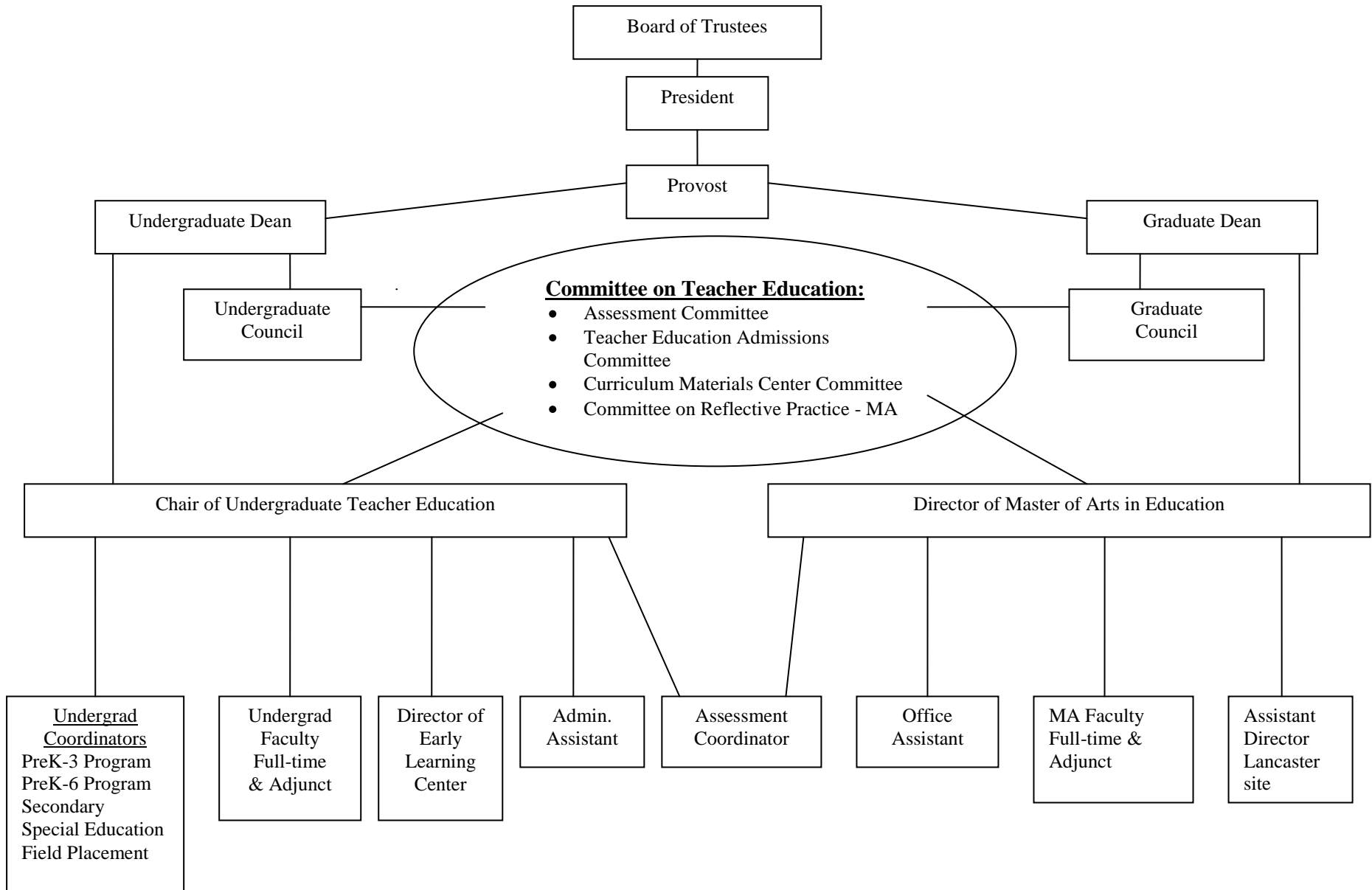
The Curriculum Materials Center Committee (CMCC) serves as an advisory group in developing curriculum materials and policy recommendations. Tasks of the CMCC are to review purchases of curriculum materials, advise the library staff on the physical arrangement of the curriculum materials area, and ensure 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 MA in Education program serves as an ex-officio member and appoints an action research coordinator. The remaining four members are appointed by COTE for a two-year term and may include program graduates. The committee meets four times a year and serves the additional purposes of evaluating and updating "A Guide to Action Research Project".

Ad Hoc Advisory Groups Provide Program Guidance

Ad Hoc Advisory Groups are formed for purposes of program consultation, revision, and evaluation. Advisory groups are formed when major curriculum revisions are contemplated or when a particular track is under review. The Advisory Groups consist of 5-6 MA candidates or graduates and/or administrators from area schools who are selected for their expertise. The director or assistant director is responsible for convening and setting the agenda for their respective advisory group. Feedback from advisory groups is shared as part of program evaluation.



What are the MA in Education Academic Policies?

Academic Integrity

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines **plagiarism** as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators).

For full policy see graduate program policies at <http://www.emu.edu/academics/graduate-programs/>.

Advising/Mentoring Process

Upon acceptance into the program, the director and/or the assistant director of the Master of Arts in Education will serve as advisor(s). The director will oversee the advising process. Upon admission to candidacy and before the completion of EDCC 551 Action Research in Educational Settings, the candidate will be assigned to a mentor who will guide the candidate through the action research phase of the program. Request to change a mentor should be made to the director of the program.

Attendance

Because of the interactive nature of graduate classes at EMU, we believe that candidates who miss class for the equivalent of six 50-minute periods or four 75 minute periods (300 minutes in a 3-semester hour course, 200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an "A" in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.

Distance Education (Online)

No more than 12 semester hours of the Master of Arts in Education program may be completed by distance education. The program observes the guidelines of the National Council for the Accreditation of Teacher Education (NCATE) for distance education. Only selected courses in the introductory or specialty areas are offered online. Standards of academic quality for these courses are equivalent to those for on-campus courses. Enrollment is limited to 20 candidates or less to ensure a high level of instructor-student interaction. Particular attention is given to making available either locally or online the study resources normally expected for graduate courses. Tuition is comparable to that of residential courses. There is regular evaluation of individual courses and of the total program.

Explanation of the course numbering system and course prefixes

All course numbers for the Master of Arts in Education program are at the 500 and 600 levels to designate graduate level courses. Undergraduate courses at EMU are listed at 100-400 levels.

EDCC	designates a core course.
EDCI	designates a curriculum and instruction course.
EDCT	designates a classroom technology course.
EDDA	designates a course in the at-risk specialty area.
EDDS	designates a special education course.
EDSL	designates a Teaching English as a Second Language related course.
EDLA	designates a literacy related course.
EDPC	designates a course in reflective practice.
EDTR	designates a course that is cross cultural.
EDI	designates an institute course offered as an elective or special offering.
EDIU	designates a Lancaster-Lebanon Intermediate Unit 13 course.

INSTITUTES

EDIC	Curriculum courses
EDID	Diverse Needs courses
EDIL	Literacy courses
EDAI	Anabaptist Learning Institutes
EDIT	Technology courses

EXTRA COURSES

EDSP 599	Special Topics
EDSP 699	Directed Studies
EDSP 799	Independent Studies

Enrollment

Persons pursuing personal or educational development may enroll in graduate education courses, special institutes, or site-based curricular offerings without being admitted into the MA program. Persons may take up to nine hours without being admitted into the program.

Candidates may enroll in up to ten hours within a term (fall, spring, or summer) without written permission from the director.

Candidates who have been admitted to the program, but decide to change their tracks or want to add an endorsement must submit a letter of request to the director of the MA in Education program.

Licensure Procedure

In Virginia, those completing the TESL initial teacher licensure program can apply for licensure. **Licensure is not automatic, but is acquired only when the candidate completes the proper application forms.** These forms are available in the Education Department and from the VDOE online at <http://www.doe.virginia.gov/teaching/licensure/>. By so doing, the candidate 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 (<http://www.emu.edu/registrar/transcripts/>). Accounts at the Business Office must be paid or arrangements made for payment before transcripts are released from the Registrar's Office.

After completing the TESL, SPED or Reading Specialist programs, candidates can add an endorsement/certification to their current teaching license. All endorsement requirements for Virginia can be found in the licensure regulations at <http://www.doe.virginia.gov/teaching/licensure/>.

Program Evaluation

Online course evaluations are given at the end of each course. Candidates are asked to complete an exit interview as part of the evaluation at the completion of their degree. Follow-up surveys are given one year and five years after completion of the program. Surveys are given to the alumnus' school administrator as well.

Registration, Textbooks & Payment

Candidates are encouraged to pre-register one month prior to the first day of class to receive pre-class assignments at EMU. Candidates can pre-register by contacting the appropriate MA in Education office or by registering online at <http://www.emu.edu/maed/forms/>. Full registration occurs prior to the beginning of class on the first day. Textbooks are available from EMU's bookstore and may be ordered at <http://www.emu.edu/bookstore>.

Payment for tuition and technology fee (if applicable) is due at the time of registration.

Tuition Accounts & Technology fees:

EMU accepts payment by check or cash. EMU accepts MasterCard, Discover and American Express credit cards via Tuition Management Systems for a convenience fee per transaction. To make a payment, visit the TMS website at www.afford.com or call 800-722-4867. (Depending on amount charged, convenience fee typically amounts to 2 - 4%.) To set up a payment plan, contact the Business Office at 1-888-432-4112.

Miscellaneous Account: (textbooks, materials, fees, etc.)

EMU accepts VISA, MasterCard and Discover payments directly without a fee.

Schedule for Completing the Program

All course work, research and practica for the master's degree shall be completed within six calendar years of the first registration as an admitted graduate student. Classes are offered in weekend and evening formats during fall and spring, while the summer sessions provide intensive weeklong courses. A full-time student can complete the program in 2 years. Most teacher practitioners graduate in 2-4 years by taking 10-12 semester hours per year.

Candidates must be registered for EDPC 611 Action Research Project before participating in graduation ceremonies. In addition, candidates who prolong the completion of their final Action Research Project over one year from the initial registration date must renew their registration at a cost of one-half of the prevailing tuition rate per semester hour per year.

Transfer Credit

Candidates may request to transfer up to nine hours of course work from other regionally accredited colleges or universities. A transfer of credit request form must be completed. Requests for transfer credit approval may be directed to the program director and will be considered on a course by course basis as applicable to the particular specialty area. Continuing Education Units (CEU) courses are not accepted as transfer graduate credit. A candidate must submit an official transcript from the university that awarded the graduate credit. Only six credit hours can be transferred into the specialty area.

Two exceptions exist: (1) With program director approval, candidates may transfer up to twelve hours of course work previously taken under the supervision of EMU graduate faculty, i.e. EMU Teacher Education Program institutes or site-based courses. (2) With program director approval, candidates may transfer 12 hours of graduate studies in English as a Second Language including the specialty area if those hours meet the Pennsylvania requirements for the ESL certificate.

All transfer credit must meet the following criteria: 1) course work was completed within five years of admission to the EMU program; 2) credit must reflect applicability to EMU's MA in Education specialty area goals and program purposes; and 3) all transfer work must have a grade of A or B from regional accredited colleges or universities.

Transfer of credits completed at EMU to another institution is at the discretion of that institution. Candidates should check with the institution to which they wish to transfer regarding the transferability of EMU credits.

Tuition Refund Percentages

Candidates who withdraw within the prescribed guidelines for withdrawal will receive a credit of institutional charges equal to the percentage of the time remaining in the class (rounded to the nearest 10 percent) and multiplied times the refundable university charges for tuition.

Candidates who withdraw prior to the first day of classes will receive a full refund of all pre-paid tuition and technology payments and registration fees.

If a student has received federal student aid funds, a refund to the financial aid program(s) is calculated using the percentage of term not completed. Federal regulations determine the order of distribution of the calculated refund to the aid programs.

Please see the graduate catalog for general academic information for all graduate programs: www.emu.edu/catalog/graduate or ask the MA in Education office for a copy.

How to Obtain Your Grade or Transcript

VIEWING YOUR GRADES

Grades are available for viewing through myEMU. Go to <http://www.emu.edu/> and click on myEMU in the upper right corner.

1. Log on to myEMU with your Royal username and password. If you are unable to successfully log in, contact the Information Systems Help Desk at 540-432-HELP (540-432-4357) or helpdesk@emu.edu .
2. Click on the "Academics" tab and then click on "Student Tools" in the menu bar at the left.
3. Grade reports for the past five years are available through the "Grade Report" portlet. A list of all grades for all years and terms can be accessed through the "Unofficial Transcript" portlet.

"Pink" form: If this is your first class at EMU, you will receive/or should have received a pink form from the Information Systems office within two weeks of the beginning of the course, which gives you the login information for myEMU and the Moodle Learning Management System. If you began your courses at EMU prior to 2002, or don't remember your password, you may need to contact the help desk. (See the contact information below.)

Official transcript: Print a request form from the Registrar's Office at: <http://www.emu.edu/registrar/transcripts>. Fax or mail the completed form to the University Registrar's Office, with your signature. Cost is \$5.00 per copy.

You may contact the MA in Ed. office for your ID# at mained@emu.edu, or maed.lancaster@emu.edu . We do not have access to your personal login password information.

For further assistance, please contact the Information Systems Help Desk, <http://www.emu.edu/is/help>, helpdesk@emu.edu, 1-540-432-4357 or 1-800-368-2665, ext. 4357.

Required Licensure/Endorsement/Certificate Exam Scores

For those completing Reading Specialist endorsement:

Virginia

Reading for Virginia Educators: Reading Specialist (praxis #5304).....162

Pennsylvania

PRAXIS: Reading Specialist (#0300)570

To register go to <http://www.ets.org/praxis>

EMU's Praxis institutional "Score Recipient" number is - R5181.

For those completing initial licensure in TESL in Virginia:

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

Examination	Minimum Passing Score
PRAXIS I: http://www.ets.org/praxis (Minimum composite score must be met.)	
PPST or Computerized PPST: Reading.....	178
PPST or Computerized PPST: Writing.....	176
PPST or Computerized PPST: Math.....	178
	a composite score of 532

SAT Qualifying Scores for Praxis I (taken after 4/1/95)

(All minimum passing scores listed must be met.)

Total Score.....	1100
Verbal.....	at least 530
Mathematics.....	at least 530

ACT Qualifying Scores for Praxis I (taken after 4/1/95)

(All minimum passing scores listed must be met.)

Composite Score.....	24
English Plus Reading.....	46
Mathematics.....	22

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

Praxis I Math and Virginia Communication and Literacy Assessment (VCLA)

<http://www.va.nesinc.com/> (All minimum passing scores listed must be met.)

Praxis I PPST or Computerized PPST: Math.....	178
Virginia Communication and Literacy Assessment (VCLA)	470

Required by EMU

Praxis: English to Speakers of Other Languages (#0361) <http://www.ets.org/praxis>

MA in Education Program Resources

APA 6th edition Download

<http://www.endnote.com/support/enapa6thstyle.asp>

Action Research Project Information

<http://www.emu.edu/maed/resources/>

The Writing Program

<http://www.emu.edu/writingprogram/>

APA Reference Samples

Double space and indent the second line five (5) spaces. Pay attention to detail (italics, punctuation, capitalization, parentheses, etc.).

Journal article - Page numbers are continuous throughout the volume:

Attanucci, J. S. (1996). Placing care in the human life cycle. *Journal for a Just & Caring Education*, 96(3), 25-41.

Bosworth, K. (1995). Caring for others and being cared for: Students talk. *Kappan*, 76(4), 686-693.

Journal article - Page numbers start at 1 in each edition:

Lin, Q. (2001). Toward a caring-centered multicultural education within the social justice context. *Education*, 122, 7-14.

Journal article retrieved from the electronic source:

Deiro, J. (1997). Teacher strategies for nurturing healthy connections with students [Electronic version]. *Journal for a Just & Caring Education*, 3, 92-103.

Larivee, B. (2000). Creating caring learning communities [Electronic version]. *Contemporary Education*, 71(2), 18-22.

Book:

Cohn, M. M., & Kottkamp, R. B. (1993). *Teachers: The missing voice in education*.

Albany, NY: State University of New York Press.

Dalton, J., & Watson, M. (1997). *Among friends: Classrooms where caring and learning prevail*. Oakland, CA: Developmental Studies Center.

Chapter in Edited Book:

Blizek, W. L. (1999). Caring, justice and self-knowledge. In M. S. Katz, N. Noddings, & K. A. Strike (Eds.). *Justice and caring: In search for common ground in education* (pp. 93-109). New York: Teachers College Press.

Document retrieved from web page:

Cancer Foundation. (n.d.). *Cultivating positive emotions to optimize self-care*. Retrieved July 15, 2005, from <http://www.jeh.org/articles.html>

Personal Communication – cited in text only, not included in References:

W. K. Kruger (personal communication, July 6, 2005)

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