

Master of Arts in Education

With an Emphasis in Serving High-Needs Students in At-Risk
Environments



AMERICAN PATHWAYS UNIVERSITY COMMITMENT

*To **KNOW** by Acquiring Knowledge
To **DO** by Enlightening Reason & Equipping Skills
To **BECOME** by Liberating the Soul*

*So that in Truth and Grace every individual may live free, serve God and society, and
be stewards of creation*

The Master of Arts in Education

Especially for Educators and Other Professionals Serving High-Needs Students in At-Risk Environments



COMPETENT TEACHERS

Competent teaching that inspires and nurtures students comes from a clear mission, motivational skills, strategic planning, and communication tools. The master's program at APU brings these to the participating educator.



CONFIDENT LEARNERS

Schools serving high-needs students in at-risk environments, with teachers using the proven principles and methods mastered in APU's Education Program, develop confident learners and produce high graduation rates.

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The Master of Arts in Education

At American Pathways University

The Master of Arts in Education program of American Pathways University is designed to serve teachers from the urban public school systems (e.g., the Denver Public Schools) and private school systems (e.g., the national StreetSchool NetworkTM), as well as other educators and professionals serving high-needs students in at-risk environments. Graduates of the program will be able to provide leadership for the liberating arts in urban education, effectively teach at-risk high-needs students, and enhance their educational mission, professional skills and personal career paths.

1. Curriculum: Master of Arts in Education

With a Concentration in Serving High-Need Students in an At-Risk Environment

(The following is the 2009-2010 *Catalog* description of the Program.)

Master of Arts in Education (30 credits)

The American Pathways University Master of Arts in Education program is designed to equip educators with a well-defined pedagogy for assisting youth in the following ways: (a) developing the liberal arts skills and mindsets of critical thinking, successful living, and problem-solving faculties, (b) appreciating cultural diversity, and (c) acquiring greater knowledge in order to become productive members of a democratic society. Urban educators learn critical content and strategies while they grow and learn in their own classrooms and schools. The workload for each course is designed to meet the needs of working educators by supporting their everyday activities while having them explore proven methodologies and critical content. Components of the course are comprised of activities that educators do on a daily or weekly basis. Students engage in meaningful discussions using the Socratic dialogue, projects, and learning opportunities that prove to deepen their knowledge and understanding of course content. Courses feature interactive coaching and instruction, small discussion groups, and a process of reflection on evidence considered, concepts learned, and work completed.

Students complete the **core requirements** (24 credits), 3 credits from **literary options**, and 3 credits from **general options**.

<i>Course No. and Course Title</i>	<i>Credits</i>
Core Requirement Courses (24 credits)	
EDU 501 Classroom Environments & School Culture	3
EDU 502 Relational Dynamics & Communication	3
EDU 503 Cultural Awareness & Understanding	3
EDU 504 Methods in Education I: Learning Outcomes, Standards, and Assessment	3
EDU 505 Methods in Education II: Student-Centered Learning & Instructional Methods	3
EDU 506 Methods in Education III: Differentiated & Responsive Instruction	3
EDU 507 Advocacy & Student Support	3
EDU 508 Capstone: The Liberating Arts and Urban Education	3

Literacy Option Courses (3 credits from the following courses)

EDU 509 Essentials of Literacy: Emergent Level, Early Childhood	3
EDU 510 Essentials of Literacy: Elementary Level	3
EDU 511 Reading & Writing in the Content Area: Secondary Literacy Level	3
EDU 512 Self-Designed Literacy Course	3

General Option Courses (3 credits from the following courses)

EDU 513 Numeracy: Primary & Elementary Level	3
EDU 514 Numeracy: Secondary Level	3
EDU 515 The Exceptional Child in the Regular Classroom	3
EDU 516 Human Development & Learning	3
EDU 517 Self-Designed Educational Specialization Course	3

2. Learning Outcomes*Learning Outcomes for the Master of Arts in Education Program*

The Master of Arts in Education program focuses on providing a highly relevant experience that equips educators with the needed skills and knowledge to be successful in any classroom, including those that involve work with high-need students and in at-risk environments.

As a result of successfully completing the program graduates will be able:

- To teach the liberating arts of the social and natural sciences and the humanities in urban, suburban, and inner city contexts.
- To integrate appropriate great books in these educational contexts.
- To teach using research-based and proven strategies for meeting the needs of all learners, especially high-need students in at-risk environments.
- To encourage and meet the needs of reluctant and struggling learners.
- To establish a positive and well-managed classroom environment.
- To be aware of and understand best practices in working with students from a variety cultural and socio-economic backgrounds.
- To use student-centered methods of instruction and engaging teaching practices.
- To teach literacy, regardless of the grade level or subject taught.
- To use critical understandings and proven methodologies for advocacy and student support.
- To practice subject-specific instruction.
- To assess students in a variety of ways on a continual basis to demonstrate growth and focus instruction.

3. The Faculty***John A. Cattin, M.A.***

Assistant Professor of Education

B.A., (Mesa State College) English, Secondary Education

M.A., (Regis University) Special Education, Moderate Needs K-12

Experiential: Educator in Colorado public schools, private Christian schools, institutions with incarcerated and adjudicated youth for 24 years, teaching language arts (9-12),

special education (9-12), and alternative education with at-risk youth (9-12); professor of business and education for Colorado Christian University from 1996-2006; affiliate faculty member of Regis University since 2005.

Professional: Affiliate Faculty Member of Regis University, Advisor and Teacher for alternative high school in District 51 in Western Colorado.

Lisa Leith, Ph.D.

Associate Professor of Education

B.A. (University of the Incarnate Word) Psychology

MBA (University of the Incarnate Word) Marketing and Finance

Ph.D. (University of Colorado at Denver) Educational Leadership & Innovation

Experiential: Principal of K-8 & K-12 private school; Research Associate: The PT3 Grant; Instructor of Teacher Education; Principal of Denver Street School; Vice President of School Development for StreetSchool Network

Professional: Director of Principal Training & Support and Intermediary Coach of Alternative High School Initiative

Deborah Schweikert-Cattin, Ph.D.

Associate Professor of Education

B.A., (Fontbonne University) Special Education, Learning Disabilities, Emotional, Behavioral Disorders, and Reading/Literacy (K-12)

M.A. (Western State College) Educationally Handicapped (K-12), Elementary Education (K-6)

Ph.D. (Union University) Teacher Education, Curriculum and Program Development, Educational Psychology (Adolescence-Adult)

Teaching License Endorsement: Elementary K-6 and Educationally Handicapped K-12

Experiential: Educator in Colorado public schools for 30 years, teaching elementary, K-6; in special education, K-12; reading/literacy specialist, K-adult; and alternative education with at-risk youth, 8-12. Advisor to high school students in alternative high school

Professional: Professor of Education for Colorado Christian University and Regis University

Kara Vandas, M.A.

Associate Professor of Education; Program Director

B.S. (University of Wyoming) Biology

M.A. (Regis University) Curriculum and Instruction

Experiential: Middle school and high school teacher at both alternative and charter schools; professional development, including new teacher training, methods of teaching science training, and learning environments training, for teachers within the Edison Schools system; Owner of Adolescence In Mind, providing professional development around working and teaching adolescent-aged students

Professional: Director of Education for StreetSchool Network

Bushrod B. White, Ed.D.

Associate Professor of Education

B.A. (Western State College) History

M.A. (Colorado State University) Adult and Community Education

Ed.D. (Nova Southeastern University) Educational Administration

Principal License

Experiential: Teacher of art, history, geography, and photography; Assistant Principal of middle school; Principal of K-12, middle, and high school; Adjunct Professor and Director of Educator Licensing Programs for Colorado Christian University; Title II Part A Coordinator for the Colorado Department of Education;

Professional: National Data Director for the StreetSchool Network

4. Course Descriptions

EDU 501: Classroom Environments & School Culture

Principles, policies, procedures, and strategies for establishing a climate for success within the urban classroom, with the goal of the educator being breaking through negative perceptions and feelings and inspiring students to believe in themselves and engage in learning. Students will learn strategies ranging from developing an effective and welcoming physical classroom environment to establishing boundaries within the classroom, while inspiring students to learn and achieve. Students will develop a comprehensive plan for establishing a climate of support and success within their classrooms.

EDU 502: Relational Dynamics & Communication

Theories, strategies, and models for communicating with students in order to manage student behavior, developing effective conflict management, promoting student/teacher relationships, and encouraging the development of positive self-esteem. Praxis is considered for implementing such skills in the classroom environment and in student-teacher communication.

EDU 503: Cultural Awareness & Understanding

Understanding cultural differences, at-risk environments, and impoverished communities and developing strategies for scaffolding instruction for all learners, breaking through prejudices, and establishing a supportive and inclusive school culture.

EDU 504: Methods in Education I: Learning Outcomes, Standards, and Assessment

Methods of developing instruction driven by standards, course content, and student understanding through learning goals and plans, essential understandings, and assessments that show evidence of authentic learning, which will be further used to drive instruction and develop effective unit and lesson plans.

EDU 505: Methods in Education II: Student-Centered Learning & Instructional Methods

Researched and proven strategies for fostering learning through engaging and meaningful experiences; structures and best practices of inquiry-based, project-centered,

and cooperative learning models for students, where students are at center stage and play a critical role in the instruction, discussion, and collaboration within the classroom; unit and lesson planning directly derived from state standards, desired learning outcomes, and evidence from assessment; developing meaningful and purposeful learning experiences that engage the learner in exploration, cooperation, and inquiry; use of information technology teaching tools by teachers in the classroom to excite and enhance learning.

EDU 506: Methods in Education III: Differentiated & Responsive Instruction

Sound pedagogy for meeting the needs of each student within the classroom, including those with special needs, those who are English language learners, and those with varying learning styles and intellectual abilities; learning to evaluate and recognize students who require differentiation and to respond with effective and meaningful instruction for each student within the classroom.

EDU 507: Advocacy & Student Support

Enhanced understanding of the needs of urban youth and the role of the educator in reaching and teaching each student; proven methodologies for influencing and encouraging students who may see little future for themselves in school or in life, including such critical elements of student advocacy and transformational support as mentorship, accountability, and relationship building; develop a future focus with students and establish college, training, and career plans to inspire and support students in believing in their own abilities and future.

EDU 508: Capstone: The Liberating Arts in Urban Education

Students review, reflect, and apply learned knowledge from the liberal arts and education studies (theory, methods, praxis), consider their own experiences during coursework, and develop future plans for adaptation and implementation of crucial strategies. A capstone reflection paper that incorporates five components: (1) information from the liberating arts (i.e., liberal arts disciplines of social and physical sciences and the humanities, and educational literature); (2) reflection papers written for courses EDU 501 through EDU 507; (3) the student's future plans for improving professional education practices and utilization of the liberal arts; (4) a statement of the student's educational mission, including philosophy of education and values-based instruction and professional objectives; and (5) an Action Plan that establishes specific plans, procedures, and practices for implementation of components 1-4 in the classroom. The Master of Arts in Education Summer Symposium is a requirement of this course (see Section D: *Summer Symposium*).

EDU 509: Essentials of Literacy: Emergent Level, Early Childhood

The normal acquisition and development of reading and writing among young children, including an emphasis on developmentally appropriate strategies for instructing children in literacy. The course includes a practicum component.

EDU 510: Essentials of Literacy: Elementary Level

Scientifically based methods of teaching reading, as they apply to elementary at-risk and/or remedial students and a multicultural population. Methods and materials for

children with perceptual learning disabilities, including dyslexia, giving the learner a wide perspective of elementary literacy and the issues surrounding young readers.

EDU 511: Reading and Writing in the Content Area: Secondary Literacy Level

The reading process and the methodologies used in the teaching of reading and writing at the secondary level, with a focus on the concept of content reading and on the writing process and how teachers teach their students to effectively learn from expository text; some of the newer theories in content reading and writing, as well as those proven to be effective, are analyzed.

EDU 512: Self-Designed Literacy Course

Students, having a specific literacy-focused topic and learning objectives in mind, self-design a course following a format and process developed in the M.A. in Education program, including development of a learning plan and a course description. The student's advisor and/or instructor guides the student through this process and must approve the course learning plan **before** the student's registration for the course.

EDU 513: Numeracy: Primary & Elementary Level

Teaching numeracy to primary and elementary students through research based methodology, instruction, and progress monitoring. Develop sound and proven strategies for encouraging student thought, problem-solving skills, quantitative reasoning, and mathematical competencies, develop techniques to differentiate for students who may be significantly below grade level, at grade level, and above grade level, and develop class work and assessments that are interactive and are project based.

EDU 514: Numeracy: Secondary Level

Teach numeracy to secondary students through research based methodology, instruction, and progress monitoring; develop sound and proven strategies for encouraging student thought, problem-solving skills, quantitative reasoning, and mathematical competencies; develop techniques to differentiate for students who may be significantly below grade level, at grade level, and above grade level.

EDU 515: The Exceptional Child in the Regular Classroom

Focus on learning disabilities, behavioral and emotional disorders, gifted and talented and second language learners and how to educate them in the regular classroom; how to identify various exceptionalities, legal standards, and modifications and adaptations for learning.

EDU 516: Human Development & Learning

Theories and principles of human development and learning, emphasizing applications in educational settings, including normal development and its conditions as well as a review of life span development; emphasis on learning in the student's specific level of teaching with modification to meet individual needs with instructor approval.

EDU 517: Self-Designed Educational Specialization Course

Students, having an interest in an educational specialization and concomitant learning objectives, self-design a course following a format and process developed in the M.A. in Education program, including development of a learning plan and a course description. The student's advisor and/or instructor guides the student through this process and must approve the course learning plan **before** the student's registration for the course.

5. Additional Information About the Program

Other details of the Master of Arts in Education program are found below (with additional detail available for review in the *Master of Arts in Education Program Manual*).

A. Program Goals

The goals of the Master of Arts in Education program focus on providing a highly relevant experience that equips educators with the needed skills and knowledge to be successful in any classroom, including those that involve work with high-need students and in at-risk environments, and to have a positive affect on the philosophy and quality of primary and secondary education, particularly in urban settings.

- To influence practice founded on research-based and proven strategies for meeting the needs of all learners.
- To prepare educators to encourage and meet the needs of reluctant and struggling learners.
- To equip educators in establishing a positive and well-managed classroom environment.
- To provide awareness and understanding of best practices in working with students from a variety cultural and socio-economic backgrounds.
- To influence methods of instruction toward student-centered and engaging teaching practices.
- To prepare educators to support and teach literacy, regardless of the grade level or subject they teach.
- To establish critical understandings and proven methodologies for advocacy and student support.
- To influence practice in subject-specific instruction.
- To assess students in a variety of ways and on a continual basis to demonstrate growth and focus instruction.

B. Program Structure

The Master of Arts in Education program consists of five components.

- **Theory.** Students learn educational philosophy, theory, and learning paths.
- **Methods.** Students master policies, procedures, plans, techniques, and styles of instruction.

- **Praxis.** Students apply theory and methods in actual teaching/learning environments, through such mediums as case studies, demonstrations, pictorial presentations, and practicums.
- **Reflection.** Students evaluate and integrate theory, methods, and praxis by means of a capstone course, independent research, and a mission statement.
- **Consultation.** The Pedagogical Team members (see Section D: instructor, preceptor, mentor) provide feedback and make suggestions for individual student progress and strategy for educator excellence.

C. Program Processes

The Master of Arts in Education program learning resources include the following pedagogical team and cohorts.

•**Professorial Instruction.** Qualified and experienced educators provide information, guidance, and insight through use of learning resources, the Socratic method, and class assignments & assessments.

•**Preceptorial Observation.** Preceptors, as opportunity and circumstances warrant, make available to individual students their educational observations, evaluations, and suggestions.

•**Personal Mentoring.** Experienced professional educators meet with students in settings where personal and educational issues and interests may be pursued.

•**Cohort Consultation.** Symposiums, study groups, conferencing, and internet and blog-based interaction provide students with the opportunity to learn from their colleagues' life and professional experience, as well as from the pedagogical team.

As a result, students are engaged in guided coursework involving direct instruction, discussion, planning and practical implementation, observation, and portfolio development. Students are responsible for completing course-specific readings, assignments, and projects.

In order to complete the Master of Arts in Education degree program, emphasizing work with high-need students and in at-risk environments, students must complete ten courses from the following course categories:

- Core Requirements** (24 credits);
- Literacy Options** courses (3 credits); and
- General Options** courses (3 credits). For a list of courses by these categories, see section "2. Curriculum" above.

Generally, students proceed through the program sequentially in the manner described below.

First, students complete courses EDU 501-507. While the emphasis of these courses is designed to provide broad awareness and in depth analysis of research-based and

results–proven critical best practices in teaching in at-risk environments, the educational theory, methods, praxis, and integration learned by students are foundational and applicable to any learning environment. Each of these courses is six weeks long. Generally, they are taken consecutively.

Second, following the completion of EDU 501-507, students complete *EDU 508 Capstone: The Liberating Arts in Urban Education*. This capstone course includes documentation of reflection and formulation of future action in order to encourage educators to develop and refine their professional mission statement by contemplating what they've learned and by infusing the learned knowledge into teaching strategies, practices, and future action plans.

Third, students complete two additional courses in order to earn the Master of Arts in Education degree. One course must be selected from the Literacy Option Course list or be a self-designed course using the Self-Design Course Syllabus process. The rationale for requiring each student to complete a course in literacy is to emphasize that literacy is the cornerstone of learning and creating successful school experiences for students, as well as being a cornerstone of future successful lives, financial self-reliance, and community leadership. Another course must be selected from the General Options Course list or be a self-designed course using the Self-Design Course Syllabus process. If the course is self-designed, it must be approved as an education course at the master's level. The options course may be taken before the literacy course.

D. Course Format, Requirements and Explanations

Each course in the Master of Arts in Education program follows a delineated format and a similar group of requirements with the exception of *EDU 508 Capstone: The Liberating Arts in Urban Education*, which is described below. The coursework and assignments are designed to meet the specific learning outcomes of each course.

The Course Pedagogical Team:

- Instructor: The team leader, course manager, primary source of instruction, and student evaluation.
- Preceptor: The principle observer & consultant of student projects & practicums.
- Mentor: The student's educational & professional advisor and coach.

The Course Format and Requirements:

- *Pedagogical Team Instruction* (including 78 hours of educational theory and guided study)
- *Coursework and Assignments* (ca. 90 hours of required reading, reflection papers, and portfolio development and evidence)
- *Practicum Discussion and Projects* (including 40 hours of observation and dialogue, journaling, and classroom planning and review)

Instruction:

Instruction is provided by the Pedagogical Team (instructor, preceptor, mentor). Some instructional sessions may take place via video conferencing, blogosphere, and webinar formats. The instructional component of each course introduces critical educational theory and content.

Students may also access one-on-one coaching from the course Pedagogical Team, especially from the preceptors and mentors in order to meet their individualized learning needs, questions, and goals and to promote personal and professional growth in teacher.

Guided Practical Study:

Planning for Classroom Implementation: Students are required to evidence course content (theory, methods, praxis) in their lesson/action plans. Lesson plans are those used to plan for classroom instruction and action plans express how the classroom may function, how the teacher may communicate with students, etc.

Students are responsible for implementing course content in their daily lesson and action plans, which should appear in the student's Portfolio of Coursework and Evidence. In addition, the student's preceptor and mentor should have access to all plans.

A framework for lesson and action plans is provided in the *Master of Arts in Education Program Manual* and should be used in crafting both lesson and action plans.

Preceptor Observation: During each course, preceptor observations of the student in teaching situations are required for each student. The preceptor performs an in-class pre and post-assessment and reviews his/her observations with the student. An observation form and rubric, specific to Classroom Environments & School Culture is found in the *Master of Arts in Education Program Manual*.

Discussion of Practical Implementation: During the course, students engage in two discussions with the instructor and preceptor regarding implementation of course content. The purpose of discussion is to deepen understanding of course content, discuss its implementation in the classroom, and to field student questions about the course content and the issues that surround implementation.

Portfolio of Coursework and Evidence: The portfolio component provides evidence of completed Course Requirements and Coursework. The portfolio should include lesson and action plans, written preceptorial observations, projects and assignments, journal entries, and the reflection paper for the course. The portfolio may also include exhibits such as pictures, student work, etc. The portfolio of coursework represents a student's journey through the Master of Arts in Education Program and is a reflection of the person, his or her students, and the growth in knowledge and practice of the student.

Practicum:

The practicum component takes place primarily in the student's own classroom, where the student is required to implement course content and practice into their everyday instruction and work with students.

Journal Entries: Students are expected to keep a journal and make weekly entries about their experience and the content learned and practiced during their coursework. Students may record additional thoughts, questions, and information if desired. Journal entries should be at least three typed paragraphs. Students may supplement their journal entries through personal writings, graphic organizers, concept maps, etc.

The journal serves a variety of functions, from allowing the student to express their thoughts about their experience to providing weekly communication with their Pedagogical Team (instructor, preceptor, mentor). Students send an electronic copy of their weekly journal entries to the Pedagogical Team members to report on teaching experiences and to facilitate an opportunity for collaboration, discussion, and coaching.

Coursework:

Required Reading: Each course has a required reading component, with additional suggested readings. A bibliography of resource material is provided with the course syllabus, including the required textbooks. A textbook may be used in multiple courses throughout the program, and students are expected to read specific selections of the text as delineated in course syllabi. Students should read, understand, implement, and discuss key ideas and practices from the required selected readings. Course textbooks and the suggested readings also serve to help students build a core library of critical resources useful throughout their career as educators.

Projects and Assignments: Each course has a variety of projects and/or assignments that are specific to the learning outcomes of the course and are designed to deepen understanding and to further the implementation of new strategies.

Reflection: Students respond to the readings and their experiences in classroom implementation by completing a reflection paper. The paper should reflect the learning outcomes of the course and should be written in APA format. For more information on APA formatting, go to www.apastyle.org. See Reflection Paper Rubric in the Teacher Education Program Handbook.

The Capstone Course: EDU 508 Capstone; The Liberating Arts in Urban Education is a critical component to the *Master of Arts in Education* and affords students the opportunity to review proven pedagogy learned in the Core Requirement courses (EDU 501 through EDU 507), analyze their own experiences during coursework, prepare future plans for implementation, and adapt crucial liberating arts themes and methodologies to their instructional/learning environment. Students write a Capstone Project Paper that incorporates these components: (1) utilizing information from the Core Requirement

courses and the Reflection Papers, **formulation of a professional mission statement and strategy** of educational philosophy and values; (2) **delineation of an Action Plan**, which establishes specific plans, procedures, and practices to be implemented in the classroom; and (3) theoretical and evidential **demonstration of the influence and incorporation of the liberating arts** in their educational mission, philosophy, values, reflections, and action plans. The required Summer Symposium provides guidance for completion of the Capstone Project and additional program-wide integration of learning outcomes by Pedagogical Team members, other professionals, and student colleagues.

Coursework Sequence: The Core Requirements courses (EDU 501 through EDU 507) must be completed in sequence before taking *EDU 508 Capstone: The Liberating Arts in Urban Education*. To complete the program, students must take one course from each of the following lists of course options: Literacy Options courses and General Options courses.

Summer Symposium:

The Summer Symposium is a colloquium designed to provide across the program cohort interaction and integration of educational philosophy, mission, and strategy, with a focus on educational leadership and the liberating arts in education. **The Symposium provides essential information and consultation for planning, developing, and completing the Capstone Project and Paper.** In addition to individual opportunities to engage the Program's Pedagogical Team members, visiting educators and other professionals provide enhanced educational perspective and expertise. The Symposium provides students the opportunity to develop and enhance their professional networks.

Assessments:

Students will be assessed in a variety of formats to determine (1) how they are progressing in their content knowledge (based on Learning Outcomes), (2) how their practice in the classroom has evolved, and (3) how their philosophies of education have developed. Assessments include pre- and post-course quantitative assessment and qualitative assessments.

Pre and post-assessment observations will be conducted by an on-site preceptor and be completed using a comprehensive rubric, based on the course Learning Objectives. Students will also be responsible for completing coursework including projects, assignments, discussions, readings, journal entries, and a portfolio. Each element of coursework will be scored according to a rubric, developed specifically for that element. Assessments include both qualitative and quantitative data and are designed to offer students clear and concrete evidence on their progress.

For additional information about coursework, requirements, policy, and grading practices, see the *Master of Arts in Education Program Manual*.

E. Responsibilities and Roles

Responsibilities of Students:

- To engage in both instruction and discussion sessions with course instructors, preceptor, and mentor.
- To complete all coursework, including required readings, projects, and reflections stated by each course syllabi.
- To communicate regularly with the course instructor, preceptor, and mentor.
- To engage in observation of other educators and in discussions on planning, goal-setting, and coaching with course instructors/facilitators and other educators.
- To complete a portfolio of evidence and coursework for review by the course instructor, preceptor, and mentor (the pedagogical team).
- To use course content in an approved educational environment and report on the practicum. To implement course content into daily lesson and action planning and to complete a practicum within one's own classroom.
- To provide course and program evaluation in order to share feedback on course content, relevance, format, etc.

Roles of the Pedagogical Team (Instructors/Preceptors/Mentors):

- To provide course instruction and guided practicum, including educational theory, methods, praxis, insight, and Socratic discovery of the learning outcomes of the course by the students. To engage in course instruction in order to best understand and support course learning outcomes for the student.
- To manage, as a pedagogical team, the course goals, content, assignments, assessments, and learning outcomes for the benefit of the students by mutual communication, communication with each student concerning coursework and requirements, including practicum observations, feedback and coaching, and goal setting and mission development.
- To review the student's Portfolio of Coursework and Evidence in order to ensure that all course work is completed at the graduate studies level, the standards of the Masters of Arts in Education are met, and the student has achieved the learning outcomes delineated for the course.
- To support and advise students in understanding, navigating, and decision-making regarding their participation in the Master of Arts in Education Program.
- To provide program and course assessment in order to evaluate course effectiveness in such areas as content, relevance, format, etc. and to assess and address student progress, questions, and concerns as educators.

See Section D for a discrete delineation of the responsibilities of the Team members.

F. Application and Financial Aid Requirements:

- Checklist for completing the **application process** (the University file for the applicant must include the following before he/she will be considered for entrance into the program):
 1. All transcripts of undergraduate and post-graduate studies must be ordered from the original institutions and sent by those institutions directly to American Pathways University via U.S. Mail to 2227 Franklin Street, Denver, CO 80205.
 2. A complete current up-to-date resume (including, contact information, education, professional and personal experience, and accomplishments).
 3. Documentation of finger printing and a background check must be sent directly to the University by the processing agency via U.S. Mail to 2227 Franklin Street, Denver, CO 80205. An applicant should consult with the Program Director for guidelines to meet this requirement.
 4. A completed Participation Agreement and signed by the principal and the student applicant (if a principal/student participation arrangement exists).
 5. A short essay (2-3 pages) by the applicant that expresses his/her philosophy of education, including concepts of cultural awareness, student-centered instruction, advocacy and student support, and values relevant to the learning process and student development. An applicant should consult with the Program Director for guidelines to writing the essay (see Description of Essay below).
- To be considered for institutional **financial aid**, the applicant must complete all financial aid and scholarship documents (see explanation below).
 1. To qualify for the APU scholarship, an applicant must provide a letter of staff appointment from an APU affiliated organization or the applicant's most recent IRS Form 1040 filing (pages 1-2 only).
 2. Applicants must apply for program fee grants (if any) with the Program Director.
- **Application fee** must be paid with the submission of the standard Application Form.

Description of Essay:

Write a short essay of two to three pages that expresses your philosophy of education, as it pertains to working with high needs students. Explain the need for a cultural awareness and understanding. How is this knowledge going to influence your instruction as you endeavor to meet the needs of all students through multiple instructional methods? What does advocacy and student support look like in the at-risk setting? How does cultural awareness, student-centered instruction, and advocacy and student support relate to your philosophy of education?

Attaining Finger Prints and a Background Check:

Because each student in the Master of Arts in Education Program will be working directly with children, finger printing and a background check is required. Documentation is required that you have completed this process, but the documentation does not have to be included in the initial application. For more information about attaining finger prints and a background check in your state, access your state education website or law enforcement offices for instructions.

Financial Aid Documents:

Financial aid documents may be submitted after the initial application is completed, but financial aid will not be available until such documents are on file with American Pathways University.

G. Sample Schedule: August 2009-December 2010

The following 18-month course schedule will be inaugurated in August 2009 and recycled each fall and spring term thereafter.

Required Courses for a Master of Arts in Education:

Course Number	Course List	Credits	Schedule
EDU 501	Classroom Environments & School Culture	3 hours	August 3, 2009 - September 11, 2009
EDU 502	Relational Dynamics & Communication	3 hours	September 14, 2009 - October 23, 2009
EDU 503	Cultural Awareness & Understanding	3 hours	October 26, 2009 - December 11, 2009
EDU 504	Methods in Education I: Learning Outcomes, Standards, and Assessment	3 hours	January 4, 2010 - February 12, 2010
EDU 505	Methods in Education II: Student-Centered Learning & Instructional Methods	3 hours	February 15, 2010 - March 26, 2010
EDU 506	Methods in Education III: Differentiated & Responsive Instruction	3 hours	March 29, 2010 - May 7, 2010
EDU 507	Advocacy & Student Support	3 hours	May 24, 2010 - July 2, 2010
EDU 508	Capstone: The Liberating Arts in Urban Education	3 hours	July 5, 2010 - September 3, 2010

Elective Courses for a Master of Arts in Education:

Course Number	Course List	Credits	Schedule
EDU 509-512	Literacy Option Courses (choose one) EDU 509 Essentials of Literacy: Emergent Level, Early Childhood EDU 510 Essentials of Literacy: Elementary Level EDU 511 Reading & Writing in the Content Area: Secondary Literacy Level EDU 512 Self-Designed Literacy Course	3 hours	September 20, 2010 - October 29, 2010
EDU 513-517	General Option Courses (choose one) EDU 513 Numeracy: Primary & Elementary Level EDU 514 Numeracy: Secondary Level EUD 515 The Exceptional Child in the Regular Classroom EDU 516 Human Development & Learning EDU 517 Self-Designed Educational Specialization Course	3 hours	November 1, 2010 - December 17, 2010