

## ADVANCED STUDIES Master of Education

The Master of Education program in Advanced Studies is designed for *experienced teachers* and other educational professionals. In the state of Ohio, a master's degree is required for teachers' advancement to the Senior Professional License.

The program is designed to encourage individual interest and to develop further the competencies of a professional educator. Students are able to choose from four **areas of specialization**:

- **Reading** – providing the classroom teacher an in-depth preparation in literacy, reading assessment and diagnosis of reading problems. This track may lead to recommendation for the State of Ohio Reading Endorsement;
- **Child and Adolescent Health and Wellness** – providing the classroom teacher with an overview of healthy development, and an exploration of some of the developmental issues and environmental obstacles which can interfere with optimum growth and development.
- **Secondary Education** – providing the classroom teacher with a more in-depth knowledge of their teaching field (English, Social Studies, Biology, Mathematics, Communications, Theology and Religious Studies); and
- **Specialized Sequence** – providing the classroom teacher the opportunity to self-design a program of study in consultation with an advisor that meets current professional needs.

The Master of Education program consists of a minimum of 30 semester hours for degree completion including a combination of core education courses, a specialized sequence of courses, and electives. A Master of Arts course of study which includes a thesis is also available.

### Educational Philosophy and Goals

The mission of the Department of Education and Allied Studies, built upon the key ideas of a Jesuit Educator, prepares educators with the knowledge and character to lead and to serve. Five key areas focus all programs.

- **The Formation of the Total Person** develops the total person through self-discovery and learning
- **The Personal Influence** of the Educator develops students through a personal dialectical process
- **Utilizing Educational Settings as Communities of Influence** utilizes a school as a community in which to personally engage students and begin their own process of self-development
- **Accepting Education as a Vocation** begins a life of dedicated service towards the growth and development of student
- **Integrating Disciplines to Extend and Synthesize Knowledge** cultivates ideal educators by combing human and spiritual experience found in the integration of the arts and sciences. Graduate programs are organized around four additional strands.

### Admission Requirements

- An undergraduate degree from an accredited institution with a major in education (equivalent to the training necessary for a teacher certificate) or the equivalent in training or experience. Candidates ordinarily are or have been licensed teachers.
- An undergraduate cumulative GPA of at least 2.75.
- A written statement indicating personal interests, goals, and expectations from the degree program.
- Two letters of reference from persons who are able to assess the applicant's ability to succeed with graduate studies.
- Miller Analogies Test (MAT) –or– Graduate Record Examination (GRE) score(s).

### Financial Assistance

- Licensed teachers qualify for a 33% tuition scholarship
- The University's Office of Admissions and Financial Aid offers assistance on student loans and grants.
- Some Graduate Assistantships are available. Graduate assistants are given a tuition waiver for 15-18 credit hours per year, plus a stipend. Graduate assistants must be full-time students who can work 20 hours per week during the day. Graduate assistants assist faculty and the department with research and courses.
- Wertheim Award Scholarship – a competitive scholarship award given once each year.

### Program Coordinator

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*Continued on back page >>*

# Graduate Studies College of Arts and Sciences

[www.jcu.edu/graduate](http://www.jcu.edu/graduate)



## Graduate programs are organized around four additional strands:

- **Contexts:** understands the contexts of professional practices and engages them in scholarly inquiry by applying research methods to practice.
- **Learner Development:** addresses responsibility in data-based decision-making and helps to ensure that decisions are based on the highest professional standards
- **Practice:** deepens students' understanding of content, pedagogy, and learning environment in the design, implementation and evaluation of teaching.
- **Person:** addresses leadership dimensions, and personal and professional development.

## Course of Study

1. ED500 Foundations of Education (3 credits)
2. ED502 Research Methods (3 credits)
3. ED534 Learning-Teaching (3 credits)
4. 12-15 credit hours in one sequence
5. 6-9 credit hours of electives (except where stated in specific sequences.)

## Specialization Sequences

- **Reading Teacher:** ED 565 (Literacy Perspectives), 570 (Writing Theory and Process), 571 (Integrated Language Arts), 573 (Literacy Internship), and 578 (Literacy Assessment and Intervention Models).
- **Child and Adolescent Health and Wellness:** CG 501 (Orientation to School Counseling), 570 (Psychopathology), ED 532 (Developmental Psychology) or CG 505 (Child and Adolescent Study); CG and/or ED electives
- **Secondary Education:** secondary and middle-level teachers may take graduate-level work in the teaching field. The following departments cooperate in this program: Biology, Communications, English, History, Mathematics, and Theology and Religious Studies. Teaching field electives are chosen on an individual basis by the student, the advisor, and a cooperating advisor from the academic department involved.
- **Specialized Sequence:** an individually designed track planned in consultation with the chair and/or an academic advisor.

## Electives

- Some sequences provide opportunity for elective coursework. Students may choose any 500-level education course as an elective with approval from the department. Students seeking assistance with the National Board Certification should take ED546. Some 400-level courses may be used as electives.
- Certain workshops may apply towards elective credit in the M.Ed. or M.A. in Advanced Studies programs that allow elective courses. Refer to the Graduate Studies Bulletin for further information.

## Accreditation

- National Council for the Accreditation of Teacher Education (NCATE): Initial and Advanced programs
- North Central Association of Colleges and Schools
- Ohio Board of Regents

## Faculty

**Ryan A. Allen, Ph.D.**  
(Ball State University)

**Cecile Brennan, Ph.D.**  
(Cleveland State University)

**Paula Britton, Ph.D.**  
(University of Akron)

**Martin Connell, S.J., Ph.D.**  
(University of Santa Barbara)

**Greg DiLisi, Ph.D.**  
(Case Western Reserve University)

**Theron Ford, Ph.D.**  
(Miami University)

**Nathan Gehlert, Ph.D.**  
(Loyola University Maryland)

**Amy Hoffman, Ed.D.**  
(Ball State University)

**Jeanne Jenkins, Ph.D.**  
(Cornell University)

**Thomas Kelly, Ph.D.**  
(Wisconsin-Madison)

**Kathleen Manning, Ph.D.**  
(University of Toledo)

**Annie Moses, Ph.D.**  
(Michigan State University)

**John Rausch, Ph.D.**  
(Kent State University)

**Catherine A. Rosemary, Ph.D.**  
(University of Virginia)

**Kathleen Roskos, Ph.D.**  
(Kent State University)

**Yi Shang, Ph.D.**  
(Boston College)

**Lisa M. Shoaf, Ph.D.**  
(Kent State University)

**David Shutkin, Ph.D.**  
(University of Wisconsin-Madison)

**Mark Storz, Ph.D.**  
(Cleveland State University)

**Nancy Taylor, Ph.D.**  
(Kent State University)