Master of Arts in Education
Master Apprenticeship Program (MAP)

Making a real difference.
Have you always had the desire to make a difference in the lives of young people? Do you believe that becoming an educator will help you to achieve a lifelong ambition? If you answered yes to these questions, the MAP program is for you. The acronym MAP represents the Master Apprenticeship Program. This program immerses you in your foundational methods courses in the summer and allows you to teach in the classroom during the school year. At the conclusion of the year, you graduate with a Master of Arts in Education and are eligible for state licensure.

Our MAP candidates come from a variety of backgrounds. Some are engineers who have decided that they would like to become math teachers. Others are attorneys, environmental scientists, college professors, artists, historians and corporate-level managers who have a desire to share their infinite knowledge with students. We also have candidates who have recently earned a bachelor’s degree or who have obtained a degree but have not been in the workforce for several years, and have determined that now is the time to make this important change in their lives.

Recent and compelling research in the preparation of teachers has identified a consensus of best practices, which are hallmarks of successful teaching. This program provides a foundation in understanding these practices and how to implement them in conventional as well as more progressive settings.
A NEW CAREER. IN A YEAR!

Our philosophy focuses on personalizing the individual needs of our MAP candidates and aligning those needs with area school districts. Classroom instructors and mentor teachers are certified, experienced and highly qualified master teachers who provide you with a unique educational experience. Our goal is to help you to achieve your dream of making a difference in the lives of children. Most of the graduates of our program are currently enjoying successful careers in teaching. They are employed in both public and private schools.

DEADLINES

Students desiring admission to the Master Apprenticeship Program should submit all materials to the Office of Graduate Admission by April 1. Applications for admission to graduate programs may be submitted in paper form or online at ursuline.edu.
PREREQUISITES

GENERAL EDUCATION REQUIREMENTS (*Required by all licensure areas.*)
30 semester hours distributed among the content areas

HUMANITIES
Literature (3 credits)
English Composition (3 credits)
Aesthetics (3 credits)
Elective (3 credits)

SOCIAL SCIENCE
History (3 credits)
Elective (3 credits)
Elective (3 credits)
Elective (3 credits)

MATHEMATICS
College Level Math (3 credits)

NATURAL SCIENCE
Biology or Physical Science (3-4 credits)
Biology or Physical Science (3-4 credits)

For concentration-specific audit sheets, visit ursuline.edu/MAP

THE AUDIT PROCESS
Once candidates have submitted an Application for Admission and a $25.00 application fee, informal audits of coursework may be completed by the Office of Graduate Admission. Candidates wishing to have audits completed must submit either official transcripts or copies of official transcripts. Informal audits give candidates an initial projection of prerequisite coursework that may need to be completed in order to pursue formal admission to the program. Formal audits are approved by MAP program directors and require the receipt of official transcripts in order to be considered complete. Questions should be directed to the Office of Graduate Admission at 440 646 8119 or graduateadmissions@ursuline.edu.
Requirements

**ADMISSIONS**

1. Application for Graduate Studies including the 500–1,000 word essay. Applications for admission may be submitted in paper form or online at ursuline.edu.

2. Non-refundable $25 application fee.

3. A bachelor’s degree from an accredited college or university.

4. Official transcript(s) for bachelor’s degree and any additional undergraduate or graduate academic coursework. These must be forwarded to the Office of Graduate Admission directly by the academic institution.

5. Evidence of ability to do graduate work as indicated by a recommended 3.0 GPA shown on applicant’s transcript(s). Students may be asked to take the Graduate Record Exam (GRE) or provide other evidence of academic ability if his or her GPA is below a 3.0. At the discretion of the dean, students may be admitted conditionally if his or her GPA is below a 3.0.

6. Three recommendations utilizing the required recommendation form. Recommendations should be written by appropriate professionals attesting to the suitability of the applicant for graduate work in the particular program. The recommendation form may be found on our website.

7. Interview with the Director of the MAP program. Each candidate is interviewed carefully to determine the candidate’s suitability for the program. Sample criteria include: commitment to education, integrity, flexibility, a willingness to collaborate in the apprenticeship model, ability to handle stress, independence as a learner, math/analytic skills, academic preparation, and writing ability.

8. Students must complete all content area prerequisites to their course of study and pass the content-specific PRAXIS Exams. If a student has not completed the prerequisites when their transcripts are audited for admission, all prerequisite coursework must be completed with a B or better.
### EARLY CHILDHOOD LICENSURE (44 OR 45 HOURS)

**SUMMER (18 credit hours)**
- EDE 500 Foundations of Education 3
- EDE 501 Skills for the 21st Century Educator 2
- EDE 510 Introduction to Human Development and Learning 2
- EDE 520 Systematic Phonics 3
- EDE 530 Curriculum, Materials & Methods Block I 3
- EDE 527 Addressing the Diverse Learner 2
- EDE 523 Reading Education & Literacy Perspectives 3

**FALL (15 credit hours)**
- EDE 511 Advanced Studies in Development and Learning: Early Childhood 3
- EDE 525 Content Area Reading 3
- EDE 531 Curriculum, Materials & Methods Block II 3
- EDE 530 Professional Development Seminar I 3
- EDE 560 Teaching Internship I 3

**SPRING (12 credit hours)**
- EDE 521 Reading and Assessment in Early Childhood Education 3
- EDE 533 Curriculum, Materials & Methods Block III 3
- EDE 531 Professional Development Seminar II 3
- EDE 560 Teaching Internship II 3

### MIDDLE CHILDHOOD LICENSURE (48 HOURS)

**SUMMER (18 credit hours)**
- EDM 500 Foundations of Education 3
- EDM 501 Skills for the 21st Century Educator 2
- EDM 510 Introduction to Human Development and Learning 2
- EDM 520 Systematic Phonics in an Integrated Middle School Curriculum 3
- EDM 523 Reading Educ. & Literacy Perspectives 3
- EDM 527 Addressing the Diverse Learner 2
- EDM 530 Curriculum, Materials & Methods Block I 3

**FALL (15 credit hours)**
- EDM 512 Advanced Studies in Development and Learning: The Middle Child 3
- EDM 525 Content Area Reading 3
- EDM 531 Curriculum, Materials & Methods Block II 3
- EDM 530 Professional Development Seminar I 3
- EDM 563 Teaching Internship I 3

**SPRING (12 credit hours)**
- EDM 522 Reading and Assessment in Middle Child Education 3
- EDM 533 Curriculum, Materials & Methods Block III 3
- EDM 531 Professional Development Seminar II 3
- EDM 563 Teaching Internship II 3
### Special Education Licensure (Intervention Specialist) (57 Hours)

**SUMMER I** (21 credit hours)

<table>
<thead>
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<th>Credit Hours</th>
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<td>EDS 500</td>
<td>Foundations of Education</td>
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<td>2</td>
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<tr>
<td>EDS 510</td>
<td>Introduction to Human Development and Learning</td>
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<tr>
<td>EDS 520</td>
<td>Systematic Phonics in the Integrated Language Arts</td>
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<td>EDS 523</td>
<td>Reading Educ. &amp; Literacy Perspectives</td>
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<td>EDS 527</td>
<td>Addressing the Diverse Learner</td>
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<td>EDS 530</td>
<td>Curriculum, Materials &amp; Methods Block I</td>
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<td>EDS 570</td>
<td>Introduction to Special Education</td>
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**FALL** (18 credit hours)

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<tr>
<td>EDS 513</td>
<td>Advanced Studies in Development</td>
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<td>EDS 515</td>
<td>Language Develop. &amp; Comm. Disorders Learning: Adolescent to Young Adult</td>
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<td>EDS 525</td>
<td>Content Area Reading</td>
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<td>EDS 530</td>
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<td>EDS 571</td>
<td>Intr. to Issues &amp; Intervention in Behavior &amp; Assessment for Students w/ M/M Needs</td>
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<td>Reading &amp; Assessment</td>
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<td>EDS 531</td>
<td>Professional Development Seminar II</td>
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<td>EDS 560</td>
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<td>EDS 572</td>
<td>Advanced Intervention in Behavior and Assessment</td>
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<td>EDS 575</td>
<td>Intervention Specialist Block: Curriculum, Materials &amp; Methods</td>
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**SUMMER II** (3 credit hours)

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<td>EDS 576</td>
<td>Consultation &amp; Collaboration within School &amp; Community</td>
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### Adolescent to Young Adult or Multi-Age Licensure (42 Hours)

**SUMMER** (15 credit hours)

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<td>EDA 509</td>
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<td>EDA 510</td>
<td>Introduction to Human Development and Learning</td>
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<td>EDA 527</td>
<td>Addressing the Diverse Learner</td>
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<tr>
<td>EDA 540</td>
<td>Curriculum, Materials &amp; Methods Block I</td>
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**FALL** (18 credit hours)

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<tbody>
<tr>
<td>EDA 513</td>
<td>Advanced Studies in Development and Learning: Adolescent to Young Adult</td>
<td>3</td>
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<tr>
<td>EDA 520</td>
<td>Content Area Reading</td>
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<td>EDA 541</td>
<td>Curriculum, Materials &amp; Methods Block II (Assessment and Discipline)</td>
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<td>EDA 545</td>
<td>Integrated Methods for the Content Area I</td>
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<td>EDA 550</td>
<td>Professional Development Seminar I</td>
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<td>EDA 565</td>
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**SPRING** (9 credit hours)

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<td>EDA 551</td>
<td>Professional Development Seminar II</td>
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<tr>
<td>EDA 565</td>
<td>Teaching Internship II</td>
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Prospectus
The MAP program is an intensive one-year program leading to a Master of Arts Degree in Education and State of Ohio licensure in the individual candidate’s stated area of acceptance to the program.

The program begins with a ten-week summer session during which students take foundational courses in education, diversity, human development and curriculum. The apprenticeship portion of the program consists of placement in one or more classrooms where students work with their mentor teacher and students throughout the academic year.

During the fall, students are on site in the classroom for 3½ days per week and are on the Ursuline campus after school on Wednesdays and all day Thursdays.

During the spring, the candidate’s schedule is designed to allow maximum time in the classroom. The candidate is in the residency/internship classroom four days a week. This schedule is published each year.

A typical residency/internship day begins by arriving at the placement school at 8:00 AM and ends at 4:00 PM. In general, candidates should plan to be at school 30 minutes before the beginning of the day and to remain at least 30 minutes after school is over.

Longer hours may be necessary to accomplish planning, student conferences, parent conferences, staff meetings or other professional responsibilities.

Each candidate is required to complete individual licensure requirements throughout the course of the year. The program is approved by the National Council for Accreditation of Teacher Education (NCATE). The related standards from Professional Specialty Association (PSA) form the structural foundation for all key assessments for MAP.

These assessments are balanced to illustrate the candidate’s competence in doing formal research and writing scholarly papers (APA style); interpreting educational literature; in developing philosophical statements; demonstrating effective communications skills and presentations; exhibiting competence in state-of-the-art technologies; and in designing and implementing curriculum reflecting current strategies for differentiation within the individual classroom.

Each candidate is required to assemble and keep on file at the College a culminating portfolio (TK20) documenting compliance with standards that apply to his/her State of Ohio certification and area(s) of licensure.
Student teaching placement

Candidates receive their internship placements for the fall semester in August. Once the mentors are assigned, the candidate will contact his or her mentor teacher to ascertain the mentor’s needs regarding the start of school. Whenever possible, the mentors assigned are based on the candidates’ professional goals.

Placements also take into account the affective needs of the candidate. When candidates are admitted to the program, they are not guaranteed any specific grade level or placement site. Our MAP students have been placed in a variety of schools in the greater Cleveland area including but not limited to:

Agnon School
Bedford City Schools
Chagrin Falls Exempted Village Schools
Cleveland Heights Schools
Cleveland Metropolitan Schools
Gilmour Academy
Hathaway Brown School
Hudson City Schools
Kenston Local Schools
Lakewood City Schools
Laurel School
Maple Heights City Schools
Mayfield City Schools
Mentor Public Schools
Richmond Heights Local Schools
Shaker Heights Schools
Solon City Schools
South Euclid/Lyndhurst City Schools
University School
Warner Girls Leadership Academy
West Geauga Local Schools
Cleveland Urban Teacher Residency (CUTR) Placement

Ursuline has formed a unique partnership with the Breakthrough Charter Schools (BCS) so MAP candidates, with a passion for urban education, can be placed in a high-performing network of free, public charter schools.

The Breakthrough schools are shattering Ohio testing results through three different educational models and are expanding every year. BCS puts children’s needs first to make sure every child receives a high-quality, college preparatory education. (For more information, visit www.breakthroughschools.org/careers.)

The intergenerational schools organize classes into multi-age clusters that align with children’s developmental stages. This school creates multigenerational learning communities with senior mentors to reinforce the philosophy that learning is a lifelong process.

The prep schools are defined by the highly structured school culture found in many of our nation’s top-performing urban schools. The K–5 prep schools focus on reading and math instruction, integrating technology and features two teachers in each classroom. The 6–8 prep schools feature a mentorship program, an annual trip to Washington DC and a unique entrepreneurship curriculum.

The citizens schools are defined by a commitment to academic excellence and responsible citizenship. The K–5 model provides two hours of daily literacy and math instruction with an integrated citizenship curriculum. The 6–8 model continues rigorous academics and prepares leaders of tomorrow through an innovative Expeditionary Learning curriculum.

MAP provides the education; CUTR provides the opportunity to change the world:

• Be part of founding faculty in the expansion of excellence in urban education
• Receive priority consideration as Breakthrough hires dozens of teachers each year
• Join the select network of other CUTR residents and alumni

To apply for CUTR:

1. Complete your application to the Master Apprentice Program
2. Indicate your interest in CUTR on the application
3. Research the Breakthrough School model(s) of interest and complete CUTR–specific questions in Section 6 of the MAP application

NOTE: CUTR is a highly selective and competitive program; placements are made based on the best fit for the school and the student.
The MAP program is academically rigorous, with the courses connecting to one another in such a coherent and fluid manner. The instructors provided fantastic support and helped us all to become better critical thinkers and true professionals in our field. I have been so pleased with my experience at Ursuline and would highly recommend it to anyone considering the field of education.

CHRISTINA CROUCH ’09, Early Childhood Education

After several years working in industry and humanitarian food aid, I realized what vocation meant. I was drawn to education and chose MAP at Ursuline because of its excellent reputation.

JOHN HOLDEN ’10, Adolescent Young Adult Social Studies

The MAP program was such a fulfilling experience for me and helped me to realize my potential as a teacher. Through this one year experience, I have developed friendships that will last a lifetime.

RYAN ANGNEY ’09, Adolescent Young Adult Social Studies

I could tell immediately that the faculty would have so much to share including a love of teaching, beliefs in honoring the individual needs of each child and making a meaningful contribution to each child’s life. The faculty members believe in the program and in the students.

CHRISTINE WNEK ’09, Early Childhood Education

THE STATE OF OHIO’S 2010 TEACHER OF THE YEAR, NATALIE WESTER, GRADUATED FROM THE OURSULINE MAP PROGRAM!