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Education on Boyer 4th Newsletter - March 2021

Education Department

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Sharpening Intellect | Deepening Christian Faith | Inspiring Action

Messiah University is a Christian university of the liberal and applied arts and sciences. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.

EDUCATION ON Boyer 4th

The campus newsletter of the Messiah University Education Department

Issue 7 | March 2021

**SIGN
LANGUAGE
CLUB**

**TEACHING
AND
LEARNING
DURING
COVID-19**

**MEET MIDDLE
LEVEL
CERTIFICATION
STUDENTS**



In Every Issue

MESSAGE FROM THE CHAIR, STUDENTS IN THE DEPARTMENT, TECHNOLOGY CORNER, PHOTOS FROM THE FIELD, PROFESSOR SPOTLIGHT, ALUMNI ADVICE, DEVOTIONAL, UPCOMING EVENTS



MESSAGE FROM THE CHAIR

DR. TINA KELLER

March 2021

Waiting for Spring

This is the time of the year that I feel the urge of spring. Admittedly, spring is my favorite season. I love the smell of damp earth, the vibrant colors of tulips and the songs of birds. It means new life, gray replaced by green and hope! For me, especially this year, spring can't come fast enough. This winter has been challenging to say the least. We have experienced loss in many forms both small and significant. Even in those losses which on the surface may seem small, such as not being able to see a friend smile or shake hands with a new acquaintance collectively compound into a heavy loss.

During times of loss, I have found comfort in reading the book of Lamentations. I can recall reading Lamentations 3 during several significant times of pain in my life. I read it again today. As the author lists the pain that was experienced, Lamentations 3:17 especially stood out to me. The author writes, "My soul is bereft of peace; I have forgotten what happiness is." In these cold gray days in the midst of a pandemic maybe you can relate.

Please know, that is not the end of the chapter. God does not leave us in despair. Spring, yes even the spring of our soul, comes after the pain. If you keep reading Lamentations 3:22-24 the author celebrates by writing, "The steadfast love of the LORD never ceases; his mercies never come to an end. They are new every morning; great is your faithfulness. The LORD is my portion, says my soul, therefore I will hope in him."



As we wait for spring to arrive here on campus may we also prepare for a spring in our hearts. May we be renewed by the faithfulness and love of our God. Amen.

On the Cover:

Alexa Hayman, Junior, worked with Immanuel Church's English Class ministry tutoring English learners using Zoom.

Over 9,000 children and teens were asked....

WHAT MAKES A GOOD TEACHER?

1. The teacher explains things well and makes the subject interesting. (33%)

2. The teacher is funny and has a lot of personality. (25%)

3. The teacher is interested in what students have to say. (9%).



DEVOTIONAL

A MONTHLY DEVOTION WRITTEN BY MESSIAH
UNIVERSITY EDUCATION STUDENTS.

BEAR ONE ANOTHER'S BURDENS, AND SO FULFILL THE LAW OF CHRIST. GALATIANS 6:2

Written by Peyton Kline

YOU NEED A VILLAGE

YOU CAN'T DO LIFE ALL ON YOUR OWN. LET ME REPHRASE THAT IN CASE YOU DIDN'T QUITE UNDERSTAND IT- YOU NEED PEOPLE IN YOUR LIFE. PEOPLE TO SUPPORT YOU. PEOPLE TO ENCOURAGE YOU. PEOPLE TO CELEBRATE THE HIGHS AND MOURN THE LOWS WITH YOU.

WE WERE NOT CREATED BY GOD TO CARRY OUR BURDENS COMPLETELY ON OUR OWN. HE IS ALWAYS THERE AND WILL CARRY US THROUGH, BUT WE ALSO NEED PEOPLE IN OUR CORNER TO SHARE THE BURDEN WITH.

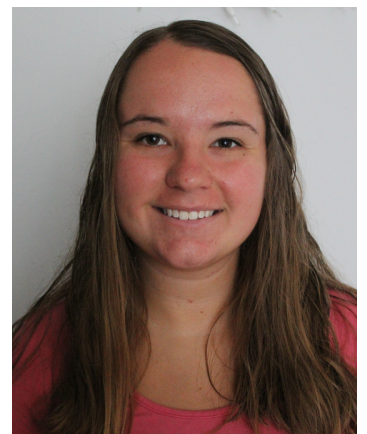
WE WERE CREATED TO FELLOWSHIP WITH FELLOW BELIEVERS. IT IS THE CLOSEST THING TO HEAVEN ON THIS EARTH. WE NEED OTHER BELIEVERS TO ENCOURAGE US, TO CALL US OUT, AND TO CARRY US THROUGH HARD TIMES.

GOD DIDN'T CREATE US TO LIVE LIFE ON OUR OWN.

WE NEED HIM.

WE NEED FELLOW BELIEVERS.

WE NEED A VILLAGE.




Special Education Choices

at Messiah University

Serving the Least of These Matthew 25:40

There are **THREE** ways to pursue Special Education at Messiah University! For full details please see the webpages for each option.



To earn teaching certification in BOTH Special Education and Early Childhood Education, choose the major in


Education with Dual Certification in PreK-4th and Special Education PreK-12th

Field placements across grade ranges, regular, and special education

Student teach in Special Education, Special Education Internship

<https://www.messiah.edu/education-major-with-dual-teaching-certification-in-grades-prek-4-and-special-education-prek-8-pennsylvania>

Good option for flexible choices in teaching career, preparing to serve children with disabilities in regular or special education settings.



To earn teaching certification in ONLY Special Education choose the major in


Special Education N-12 with Teaching Certification PreK-12th

Field placements across grade ranges, regular, and special education

Student teach in Special Education, Special Education Internship

<https://www.messiah.edu/special-education-grades-n-12-with-teaching-certification-in-grades-prek-12>

Good option for teaching specializing in high school special education, or more severe disabilities, or for careers in agencies or hospital early intervention, etc.



If interested in serving individuals with disabilities without teaching certification in special education, you might enjoy the

Minor in Special Education

Develop expertise from 18-21 credits of study, with no field placement requirements

<https://www.messiah.edu/special-education-minor-pennsylvania>

Good option for preparing to teach regular education with expertise in serving children with disabilities, or for disability-related work through agencies or government.



Messiah University also offers a minor in **Speech and Language Pathology**.



Messiah University also offers a minor in **Disability and Family Wellness**.

Declaring a major or minor at Messiah University is easy! Complete an on-line form at:

https://www.messiah.edu/info/23421/forms_f_or_current_students/4140/update_majormin_orconcert

Who can help me decide?

See Dr. Melinda Burchard, Coordinator of Special Education, mburchard@messiah.edu, your academic advisor, or anyone in the Career and Professional Development Center.

HEARD IN THE CLASSROOM

What are we talking about this month?



Paige Horne

In Educational Psychology, we are learning about the impact of developmental and social issues on students' learning and their effects on how we manage the classroom. Dr. Hazen teaches us classroom management techniques through direct practice and engaging in group activities. The class has helped me both to get to know myself as a learner and taught me how to adapt my teaching to the learning styles of individual students.



Hope Flack

My favorite class right now would have to be my Science Curriculum class with Professor Vader. In this class, we practice teaching the science materials that we will be teaching our future students. I love that we get to create our own Science Observation Journals, do science projects/experiments, and explore the world through the eye of a child again. Professor Vader does a great job of teaching us how to teach our students in fun and interactive ways. This class is also highly collaborative, and I have enjoyed getting to know my classmates through different experiments that we have done so far.



Maria Cushing-Daniels

I am really enjoying taking TESOL Methods and Assessments with Dr. Keller. She has such great insights from her teaching experiences and is always willing to share them with us. Every time we go over a domain of English, Dr. Keller provides us with activities to use when teaching this domain to our students. This class makes me very excited to teach one day am looking forward the rest of the course.

TRENDS IN THE FIELD

I was thinking about "trends" and how some arise from popularity and others from necessity. Last year at this time we didn't know that we would be embarking on this journey of *everything* on-line.

One particular trend is the physical and financial accessibility of workshops and conferences. Last year juniors in EDUC 347 completed one of the first virtual "Project WILD" workshops in the state. Their ideas were used as a template for other workshops in PA. I have attended four different science education workshops in the past year and while I miss the physical presence of colleagues, I have enjoyed the opportunity to learn, share, and dream in community.



PROFESSOR VADER



PROFESSOR STANLEY

PROFESSOR SPOTLIGHT

Office: Boyer 422 Email: astanley@messiah.edu

EDUCATIONAL BACKGROUND

Arcadia University, B.A., Psychology
Rowan University, M.A., School Psychology
Rowan University, Education
Specialist School Psychology

CLASSES I TEACH

Psychological Testing

WHAT I DO FOR FUN

On the weekends, I enjoy reading and spending time with my family. My boys are involved in several sports which takes up a lot of our family time. I also have a dog who enjoys many walks each day.

SERVICE

Off campus my main area of service is with the Highmark Caring Place. I volunteer as a group facilitator in different settings, preschool children through adult. The Caring Place is a fantastic organization focused on helping children who are grieving the loss of a loved one.

WHY DID I BECOME A PROFESSOR?

I came to be a professor at Messiah somewhat by chance. A friend and former colleague had recently started her career at Messiah and asked if I would be interested in filling an adjunct position. When I started I was under the impression it would be a one or two semester opportunity, but have been thrilled to have the opportunity to continue for several years.

FAVORITE SCRIPTURE VERSE AND WHY

Proverbs 22:6 “Start children off on the way they should go, and when they are old they will not turn from it.” This is my favorite because it applies to all aspects of my life including my family and my career.

FAVORITE TEACHING MOMENT

Hearing the experiences of our soon to be teachers and having them connect something they have learned in class with an event from their student teaching or practicum

WHAT I LOVE MOST ABOUT MESSIAH

The community feeling

HOW DID I BECOME INTERESTED IN MY FIELD?

Almost by accident! When I was a senior in college, I worked in a group home setting. One of my coworkers was reading a textbook and I inquired about the topic. She was in the school psychology graduate program and gave me insight about what she was learning. I went home and researched her school then applied.

IF I WASN'T A PROFESSOR I WOULD BE...

I honestly cannot see myself in a career other than education. Any interest inventory I have ever taken has recommended a helping profession. If I had not pursued education in some way, I may have followed in my grandmother's footsteps and pursued a career in family law.

Culturally Responsive Children's Books



Kelsey Sharpe, Katherine Patterson, Madison Myers, Lisa Vargas



Ben Webber
Class of 2017
Kindergarten Teacher
Mechanicsburg School District

When Alum Ben Webber shared that his kindergarten class has a number of students of Somali background and his classroom library didn't necessarily reflect all of his wonderful students, these four Messiah students stepped up! They researched picture books, applied for the Voelker award, and are a recording themselves reading the books aloud. We know that Ben and his class will love them!

"Diversity in books is an great way to promote inclusion in the classroom and expose children to various cultures!" -Lisa Vargas

"I think it is so important that students feel represented in the media they are engaging with because it helps them feel valued for who they are, and it encourages them to be proud of their culture. It can be really disheartening for students when there are no book or TV characters who look like them, so this makes them feel seen."-Kelsey Sharpe

These students received funding from the Anita Voelker Literacy Award to purchase books for our Alum Ben Webber's Kindergarten Classroom.

Sign Language Club

Have you always wanted to learn American Sign Language? Did you take ASL in high school and hope to further develop your skills? If so, Messiah's ASL Club is the place for you! We are a student-run club that seeks to teach American Sign Language to Messiah students and educate our community about Deaf culture. Our meetings consist of a vocabulary lesson, discussion questions and a short story based on the week's vocabulary, and a segment on Deaf culture. Our club is a great fit for Education majors because knowing American Sign Language is such an invaluable skill for teachers to bring into the classroom.

New members are always welcome, we meet on Wednesday nights via Zoom! Our Beginners section for students who are just starting to learn ASL meets at 7:30 and our Intermediates section for students who are continuing their ASL education meets at 8:30. To join our distribution list, please email us at signlanguageclub@messiah.edu.



Check out our new introductory video made by our leadership team!
<https://youtu.be/7gWYYTr-bqc>

"I believe that all educators should have a basic knowledge of American Sign Language before entering the classroom. Whether you encounter a Deaf student in a mainstream classroom, communicate with your special education students using ASL, or incorporate sign language as a classroom management technique, ASL is an invaluable tool to have as a teacher. I love teaching the Intermediates section of Messiah's ASL club because I have an opportunity to share a language I love with my peers and gain teaching experience!"

- Melissa Johnson, Sophomore, Education Dual Certification PreK-4, Special Ed N-12



"I love Messiah's ASL club because I get to practice signing and learning about Deaf Culture. I work at a daycare during the summers and we teach our babies baby sign because it's very beneficial to helping them build their communication skills, so it's great to be able to expand my ASL vocabulary during the school year."

- Elizabeth Cullens, First Year, Education Certification PreK-4

"I love being in Messiah's ASL Club because I love learning the beautiful language, but also because it is really awesome to learn about Deaf culture as well. The more we can know and understand about other cultures, the better we as teachers can prepare our students to live in a multicultural world."

- Maria Stoltzfus, Sophomore, Math with Teaching Certification



EDUCATION ASSOCIATION OF MESSIAH UNIVERSITY

READ ACROSS AMERICA BOOK BLOG

TO CELEBRATE READ ACROSS
AMERICA DAY, LET OTHER
EDUC MAJORS KNOW ABOUT
THE GREAT BOOKS YOU
HAVE READ RECENTLY

A Google Sheet will be sent in an email at the
beginning of the month of March



Teaching and Learning in an Era of COVID-19: The Other Side of the World

Dr. Obed Mfum-Mensah

Many nations in sub-Saharan Africa were in the process of massive overhaul of their education systems when the COVID-19 pandemic came. These countries were pushing policies to make education more responsive to the promises and challenge of the twenty-first century. Policy makers view the proposed curriculum reforms as part of system-wide reforms: School-based quality assurance, offering instructional leadership, improving the learning environment, quality and cost-effective teaching materials, standard learning infrastructure, continuous professional development of education officials and teachers, and a drive towards an inclusive education.

Interestingly, after many years of neglecting (or abandoning) technical and vocational education, governments in the region are re-introducing vocational and technical education early in junior secondary school to encourage attaining dual qualification (i.e. academic and industry) and education as a continuum from Early Childhood Development (ECD) to tertiary level.

For our students in the preservice program who have the desire to teach in the region, teaching and learning seem to be now focused on merging both human capital and human rights ideologies. A central focus of the reforms is how teachers approach teaching and learning around the child. This includes the place of teachers and learners in the change process and whether it is possible to increase trust in the teacher.

Already, countries like Ghana and Kenya are determined to review teacher training, upgrading all teacher training certifications to a minimum of diploma (but with the ultimate goal to make all teachers acquire degrees before they could continue to teach), promoting specialization, strengthening internship/teaching practice, action research, mentorship, community of practice and peer education, and procurement and provision of quality instructional materials. Another trend now is that many of these nations in sub-Saharan Africa now require teachers to write and pass exams for them to be certified to ensure professionalism in the field. Ghana has also introduced certification after completion of teacher education programs.

As I write, many governments in sub-Saharan Africa are exploring ways to deliver teaching and learning remotely because of COVID-19. Many schools in the region closed from March 2020 until last month (January of 2021). During those long break from school, most teachers and students could not access Zoom and other online platforms. A few government and private schools in Ghana, Rwanda and Kenya utilized Whatsapp as a teaching tool. Some governments also utilized distance delivery through radio and TV. These tools only reach the few students who have access to the media platforms. In the current context of COVID, education systems in the developed world where technology and online infrastructures are relatively available and accessible, still experience some challenges with remote learning. One can imagine the mountain of challenges that schools, students, and parents are facing in the developing parts of the world. Meeting the educational needs of the “hard to reach” and “hard to teach” populations in the developing world is definitely going to be a major challenge for some time to come. Hopefully, by the end of the year, the pandemic will be behind us so that students can return to the classroom.





DR. GAITHER

PROFESSOR SPOTLIGHT

Office: Boyer 413

Email: mgaither@messiah.edu

EDUCATIONAL BACKGROUND

BA—Wheaton College (Philosophy), 1993

MAR—Yale University (History of Theology), 1996

PhD—Indiana University (History of Education), 2000

CLASSES I TEACH

EDUC 356 Moral Education

SERVICE

Secretary, History of Education Society

Founder and Board Member, the International Center for Home Education Research

RESEARCH INTERESTS

Since 2006 my major research focus has been on homeschooling. My book *Homeschool: An American History*, was published in 2008, and was revised for a second edition in 2017. In 2017 I also edited the *Wiley Handbook of Home Education*. I have published many articles on homeschooling history, policy, and research as well.

WHY DID I BECOME A PROFESSOR?

After college I spent a year working on a farm with young people, mostly high-school dropouts, who were trying to overcome drug and alcohol addictions. During our many hours weeding or stacking wood, a classics grad from Calvin College and I would explain what we knew about world history, theology, philosophy, and any number of other topics to the students there, who ate it all up. I found that I enjoyed and was good at explaining complicated things in a way that got normal kids to care. That inspired me to become a college professor.

HOW DID I BECOME INTERESTED IN MY FIELD?

While at the farm I read a book about the classical education movement among conservative Christians. That got me interested in the history of education. While at Yale I took the one course the university offered on that subject and got even more interested. I decided to get a doctorate in the history of U.S. education because it brought together my interests in the history of philosophy, theology, and policy issues.

IF I WASN'T A PROFESSOR I WOULD BE...

A massage therapist! Which I am! Massage therapy is sort of like history of education in that it is a multidisciplinary mix of science and art. I love to work on people who have pain. Of course there are many things massage cannot “fix,” but a lot of the time I can get somebody with low back pain, sciatica, frozen shoulder, or neck pain feeling a lot better, and I do it in the context of an encounter that hopefully the client experiences as artful and beautiful. It’s a lot of fun.

TECHNOLOGY CORNER

Our Favorite Online Resources and Tools



RESOURCES FROM

Dr. Burchard

DESIGNING SOCIAL STORIES USING AAC TECHNOLOGY

When I use my inside voice it makes my teachers happy.

I can try again!

When I keep my hands, feet, and mouth to myself at school, it makes my teacher and my classmates happy.

In the field of special education, various software support design of helpful tools such as alternative and augmentative communication (AAC), visual schedules, and social stories. Seniors in the positive behavior course served two teachers in the Capital Area Intermediate Unit, designing social stories to teach social skills or behaviors. Using BoardMaker software, illustrations were individualized to meet the unique preferences and needs of children in their classes, including skin and hair color, and clothing color preferences. (Examples at left.)

Congratulations!

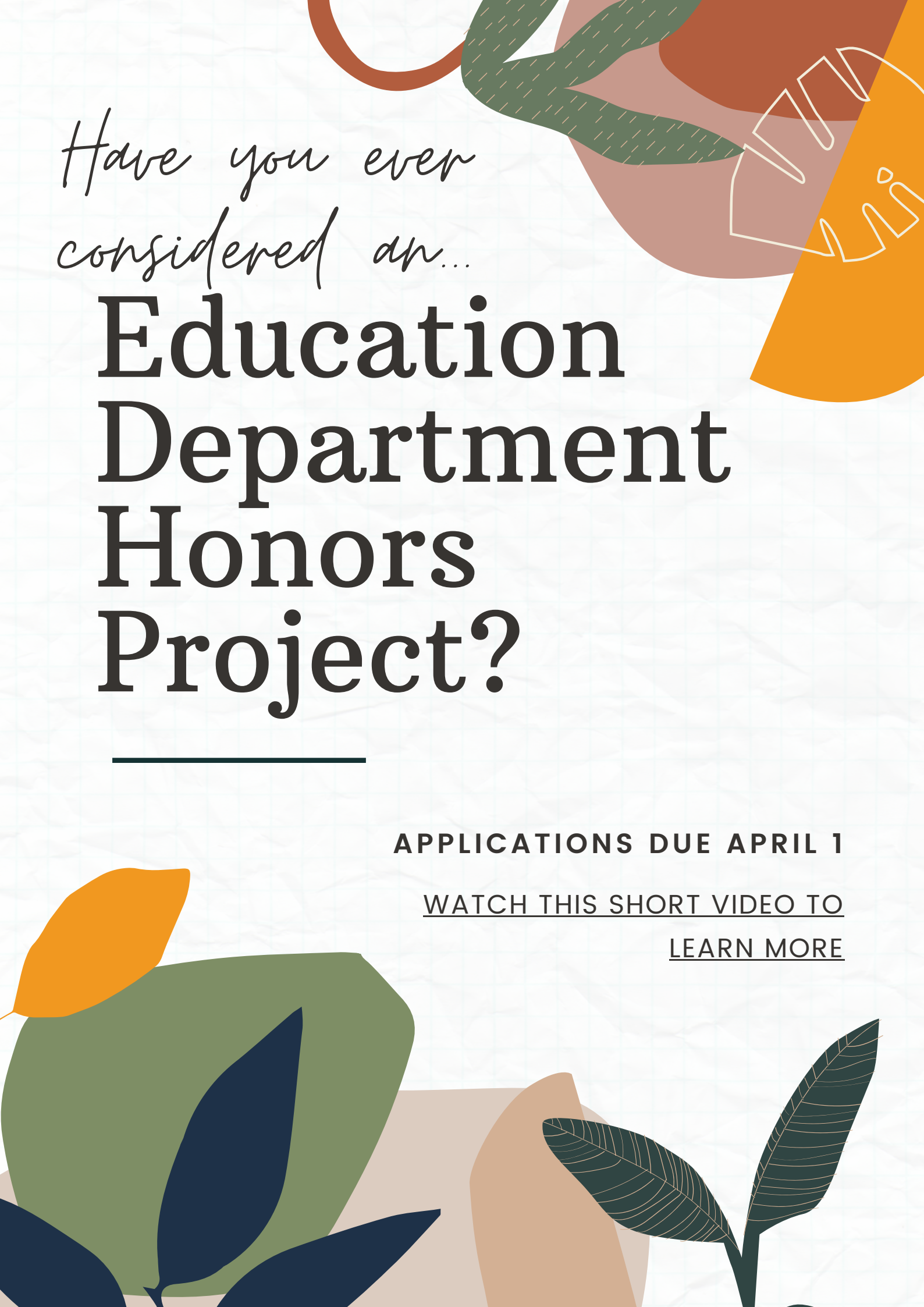
2021 BOYER LEGACY AWARD RECIPIENT

Julianna

Chen



The Ernest L. Boyer Center annually bestows a Messiah University junior with this award in honor of the legacy of Ernest L. Boyer, Sr. Recipients demonstrate Dr. Boyer's broad accomplishments and convictions, including his passionate commitment to viewing education as a means to solving societal challenges and his ardent emphasis that leadership is grounded in service.



*Have you ever
considered an...*

Education Department Honors Project?

APPLICATIONS DUE APRIL 1

[WATCH THIS SHORT VIDEO TO
LEARN MORE](#)



Emily Stanley - Junior Math and English Concentration

"I am from Albany, New York and am a junior (although it is only my second year in college!) My favorite quote by far is from Tangled where Flynn says, "You were my new dream." And Rapunzel responds, "And you were mine."



Elena Stonge - Sophomore Science Concentration

Is from Dillsburg, PA. One of her favorite quotes is "All that is gold does not glitter, Not all those who wander are lost; The old that is strong does not wither, Deep roots are not reached by the frost." - J.R.R. Tolkien, The Fellowship of the Ring



Shannon Ihrer - Junior Science and Social Studies Concentration

"I'm from Harleysville, PA. I am really interested in implementing restorative justice practices into classroom management and I have a black orchid betta fish named Fan."



Hannah Kapchinske - Sophomore Science Concentration

"I am from Lancaster, Pennsylvania. A fun fact about me is that I got the privilege to help tutor ELLs in my mom's classroom of 5th grade students over winter break."

MIDDLE LEVEL CERTIFICATION MAJORS



Claire Kriner - Freshman Science and Math Concentration

"I am from Mercersburg, Pennsylvania. A fun fact about me is that I have a pet bunny, and I like to take him on walks."



Kallista Scharf - Science and Math Concentration

"I am from Elizabethtown, Pennsylvania and I make balloon animals."



Zach Andrews - Math Concentration from Lancaster, PA

In a world where the authority and reliability of Scripture, both Old and New Testaments, is often attacked, let us remember to hold fast to this precious Word God has preserved for us. Indeed, "...whatever was written in the former days was written for our instruction, that through endurance and through the encouragement of the Scriptures we might have hope" (Romans 15:4, ESV). Brothers and sisters, hold fast to the precious Word of God.



Julia Hansen - English Concentration

"I am from right outside of Ocean City, New Jersey. A fun fact about me is that I really enjoy gardening and I am going to try to make my backyard into a garden oasis this summer!"

SAY HI TO A FEW OF OUR WONDERFUL
MIDDLE LEVEL MAJORS!
MORE STUDENTS WILL BE HIGHLIGHTED NEXT MONTH

TESOL DECISIONS

Both the TESOL Minor and TESOL Certificate need to be declared

I am in a major that will earn a Pennsylvania Teacher Certification (in any area/grade level)



I would earn:
TESOL Minor,
TESOL Certificate,
PDE Pennsylvania
Program Specialist
Certification K-12

I would earn:
TESOL Certificate,
PDE Pennsylvania
Program Specialist
Certification K-12

I would earn:
TESOL Minor,
TESOL Certificate

I would earn:
TESOL Certificate

3 OPTIONS:

TESOL Minor: Academic Acknowledgement
TESOL Certificate: Teaching English Abroad, Adults
PDE Pennsylvania Program Specialist Certification K-12: Teaching ESL in Public Schools



TESOL Minor

Education Majors (PreK-4, Dual, Middle Level, Secondary) TESOL/ESL minor with Pennsylvania ESL Program Specialist Certification K-12	All Other Majors TESOL/ESL minor
Choice of HDFS 383 Topics in Multicultural Families(3) HDFS 386 Family Ethnicity and Human Services (3) SOAN 356 Social Inequality(3)	Choice of (Pluralism Quest Requirement) EDUC 346 Sociocultural Perspectives on Education (3) HDFS 383 Topics in Multicultural Families(3) HDFS 386 Family Ethnicity and Human Services (3) SOAN 356 Social Inequality(3)
EDUC 208 Teaching English Language Learners in K-12 Schools (3) (TEP requirement)	Choice of EDUC 208 Teaching English Language Learners in K-12 Schools (3) or ENGL 230 Linguistics (3)
EDUC 330/331 Instructional Design(3) (TEP requirement)	EDUC 331 Instructional Design (Prerequisite Waived)
EDUC 309 English Language Learning in TESOL/ESL classrooms (3)	EDUC 309 English Language Learning in TESOL/ESL classrooms (3)
EDUC 311 TESOL/ESL Methods and Assessment (3)	EDUC 311 TESOL/ESL Methods and Assessment (3)
EDUC 401 Seminar in TESOL/ESL (2)	EDUC 401 Seminar in TESOL/ESL (2)
EDUC 402 TESOL/ESL Internship (1)	EDUC 402 TESOL/ESL Internship (1)

TESOL Certificate

All Majors
Choice of EDUC 208 Teaching English Language Learners in K-12 Schools (3) or ENGL 230 Linguistics (3)
EDUC 330 or 331 Instructional Design (Prerequisite Waived)
EDUC 309 English Language Learning in TESOL/ESL classrooms (3)
EDUC 311 TESOL/ESL Methods and Assessment (3)
EDUC 401 Seminar in TESOL/ESL (2)
EDUC 402 TESOL/ESL Internship (1)



ALUMNI ADVICE

LESSONS FROM MESSIAH ALUMNI



ALUMNI PROFILE

*Alyssa
Christi*

CLASS OF 2020

Elizabethtown Area School
District, Pa

1st Grade Online Teacher

ADVICE FOR FUTURE TEACHERS

The biggest lesson I have learned so far in my first year of teaching is how to advocate for my students. By choosing to be a teacher, you are choosing to be a voice for your students in order to help them be successful socially, emotionally, and academically. At Messiah, we talked extensively about what it means to be an advocate for our students, but putting that into practice can be intimidating as a first year teacher. My advice for future teachers would be to form relationships with the other professionals in your building. Get to know your administrators, your paraprofessionals, your specialists, your guidance counselor, your ESL teacher, your special educators, etc. so that when the time comes, it is easier to be transparent with them and ask for their help. Most importantly, trust yourself and your expertise! Trust that you know what your students need and do what you can to help them be the most successful they can be.

Upcoming Events

MARK YOUR CALENDARS

MARCH

Humanities Symposium, On Campus
March 1-6

EAMU's Bibliotherapy Workshop with
Dr. Burchard March 2 @7pm on zoom

Mock Interviews for Seniors TBD

CELT (Christian English Language
Teachers) conference on March 6

CEC (Council for Exceptional Children)
Conference March 8-13

Migrant Education and ESL Conference,
March 16-18

EAMU's What Can I Do with My
Education Degree? March 22nd @7pm

Would you like to contribute to our newsletter? Do you have
an idea for an article? We would love to hear from current
students or Messiah Alumni!

Email ideas to tkeller@messiah.edu

APRIL

Ed. Dept. Honors Project Applications
Due April 1

Undergraduate Research Week, On
Campus of April 19-23

EAMU's April Events

- Student Teaching Q&A
- Conversation Cafe
- End of Year Celebration



FOLLOW US

