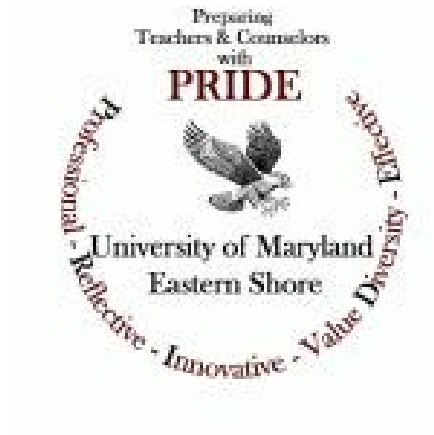


***UNIVERSITY OF MARYLAND
EASTERN SHORE***



***DEPARTMENT OF EDUCATION
TEACHER EDUCATION PROGRAMS***

MASTER OF ARTS IN TEACHING (MAT)

Please contact the UMES MAT Coordinator, Dr. Mary Agnew, at mlagnew@umes.edu or by phone at 410-651-6222 for more information regarding application procedure.

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INTRODUCTION

UMES/SU: Collaborative Degree-Granting Program

The MAT is a 39 semester-hour professional degree program designed to prepare students for **initial** teacher certification. It is an alternative collaborative degree program offered by Salisbury University (SU) and the University of Maryland Eastern Shore (UMES).

The MAT is intended for students who have earned a non-teaching baccalaureate degree from an accredited institution of higher education in an appropriate content area, who now wish to become teachers in a secondary school. Students may prepare for teacher certification in the following state approved (MSDE) and nationally accredited (NCATE) programs at UMES:

Agriculture, Art, Biology, Business, Chemistry, English, Family and Consumer Sciences, Mathematics, and Music (vocal and instrumental), Social Studies, and Technology Education.

Mission Statement

The mission of the Department of Education is to advance the science and practice of education, and to promote related careers in counseling and mental health. Toward this end, the Department of Education offers state-of-the-art undergraduate and graduate teacher education programs, a Master of Arts in Teaching and other graduate programs in Counselor Education and Special Education. The Department of Education seeks to nurture minds, to advance knowledge, to promote life-long learning and adjustment, and to elevate the human spirit.

Conceptual Framework:

The University of Maryland Eastern Shore teacher/counselor education programs prepare professionals who are reflective, innovative, value diversity and are effective (PRIDE). Our candidates are professionals who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously reflect on and evaluate their practices and demonstrate a willingness to make changes that enhance student growth and learning. Moreover, candidates are innovative in employing the best contemporary practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing diversity centers on understanding and interacting with individuals in various educational, social and cultural environments. Finally, teacher and counselor candidates demonstrate the knowledge, skills and dispositions that support effective student learning outcomes.

PROGRAM GOAL

The overall goal of the MAT program is to prepare students to become effective educators in secondary schools and to meet the certification and professional standards of the Maryland State Department of Education (MSDE) and the National Council for Accreditation of Teacher Education (NCATE).

PROGRAM OBJECTIVES

To accomplish this goal, there are four major objectives:

1. To allow students to build upon the content knowledge they have acquired in the baccalaureate degree, adding the professional knowledge necessary for a career in teaching.
2. To prepare teachers who are well-grounded in research, theory, and practice related to effective classroom instruction and school improvements.
3. To enable teacher candidates to develop and demonstrate sensitivity and effective interpersonal skills in working with culturally diverse populations.
4. To nurture educators who are committed, continuous learners, and contributors to the enhancement of the teaching profession.

ADMISSION REQUIREMENTS

Regular Admission

Although students must matriculate at the campus where there is a State-approved and nationally accredited teacher preparation program in their intended field, applicants will be admitted to the MAT program by a common UMES/SU admission process. **To be admitted to the program all applicants must:**

1. possess a baccalaureate degree in a content area;
2. meet the requirements for regular admission to the graduate school;
3. submit Maryland state passing scores on the PRAXIS, SAT, ACT, or GRE;
4. possess an undergraduate grade-point average of a least 3.0 in the last half of the undergraduate program, or possess a prior graduate degree from an accredited institution;
5. submit official transcripts from all higher institutions attended;
6. submit three letters of professional recommendation that address: their personal qualities (e.g., character and academic abilities, problem solving, conceptual thinking, and the writing and speaking skills needed to support a rigorous graduate program; and that they possess the personal determination and commitment needed to complete this program);
7. participate in the individual structured interview session by the SU/UMES Admissions Committee;
8. complete the MAT Application Form, including a personal statement of purpose. This form is submitted online; the link is <http://www.acaaff.usmh.usmd.edu/gradapp/index.html> and is on the UMES webpage or on the Department of Education home page.

The transcripts and academic credentials of all applicants will be reviewed by the UMES/SU joint MAT Admissions Committee. Appropriate academic departmental subcommittees will determine whether students possess adequate and current content coursework in the intended certification area. The Teacher Education Coordinator of the department that offers the program in which a student plans to teach must review her/his transcripts and indicate the course work, if any, that must be completed prior to the internship. The review is done during the application review process. Needed course work is specified in writing on the application letter.

Individuals may be provisionally admitted who lack a maximum of 6 credit hours in their content. However, these courses must be taken, along with the MAT courses, and must be completed prior to the internship. Students holding degrees which are more than five years old, may be required to take additional courses in the major area before taking

method courses, or before the internship. No additional courses will be taken during the full-time internship. Students must follow the school day and holiday schedule of the school system in which their internship occurs.

Provisional Admission

Applicants who possess an overall undergraduate GPA of between 2.7 and 2.99 may be considered for admission to the MAT program under Provisional Status. They must maintain a 3.0 or better grade point average in the first nine credit hours. A transcript review will be conducted after the first nine credit hours. Students meeting the above standards will be granted regular admission status. Those who do not meet these standards will be terminated from the program.

RETENTION AND EXIT REQUIREMENTS

The specific requirements for the MAT degree are as follows:

1. Course Work

A minimum of 39 semester hours of course work will be required for the MAT degree. All requirements must be completed within a five-year period after admission to the program.

2. Retention

To remain in good standing in the MAT program each UMES student must meet and maintain the following criteria:

- A. Earn an overall grade point average of 3.0 or higher;
- B. Earn no more than six credit hours of C or C+ grades;
- C. Take and pass PRAXIS II prior to beginning the internship experience;
- D. Pass the comprehensive examination before the graduation;
- E. Complete a seminar paper that meets the identified standards; and
- F. Follow all other regulations and policies of UMES Graduate Studies.

ADVISEMENT SYSTEM

Students in the MAT program have an on-campus advisor, who is available to serve as mentor and to advise them on academic and career plans. Students may not register for classes without discussing their program with their academic advisor and being cleared to register on HawkWeb.

APPLICATION DEADLINE

All new student applications must be submitted to the Graduate School by **October 1** of the year in which the student plans to enter the program.

TRANSFER CREDITS

A maximum of six graduate credits may be accepted for transfer into the program.

COMPREHENSIVE EXAMINATION

Students in the UMES/SU MAT program must obtain passing scores on a collaborative comprehensive examination given in the Winter Session. Students who do not pass all parts of the comprehensive examination must retake those questions which were failed. Passage of the comprehensive examination is a requirement for graduation.

SEMINAR PAPER

All UMES MAT students must write a seminar paper that demonstrates their ability to review the literature in an area of educational research. See your UMES MAT advisor or Education Department chair for information. Seminar papers must be completed and approved by designated UMES personnel.

INTERNSHIP

Completion of a full-time internship at a Professional Development School is required for completion of the degree. This includes a pre-internship the semester prior to the full-time internship.

LOCATION OF COURSES

This is a collaborative program; therefore, coursework is done at both the University of Maryland Eastern Shore and Salisbury University. Students will be notified about the location of where courses take place prior to class beginning and will pre-register using the inter-institutional registration process through their “home” institution.

GRADUATE ASSISTANTSHIPS

Usually, the Department of Education has a limited number of graduate assistantships each year. Graduate assistants receive tuition remission, a stipend and full-time assistants also receive benefits competitive with other institutions in the University of Maryland System.

EMAT 501 Development and Learning Applied to Teaching (3)

Examination of theory and research in human development and learning psychology with application to teaching in contemporary middle and secondary schools. Emphasis on translating theory into practice by integrating field experiences, class work, student projects, assignments, and exams. **Prerequisite: Admission to the MAT program or consent of the instructor.**

EMAT 502 Social and Philosophical Foundations of Contemporary Education (3)

Analysis of social and philosophical tenets of education with an emphasis on implications for contemporary middle and secondary schools. Examines current trends, issues, research and practice. Field experience involving community, educational, and social service agencies are required. **Prerequisite: Admission to the MAT program or consent of the instructor.**

EMAT 503 Principles of Curriculum and Instruction (3)

Historical and current influences on curriculum developments, alignments, and classroom applications; underlying principles, philosophical, and social influences on strategic planning processes and school improvements will be examined. Technological impacts on curriculum and instruction will be emphasized. Curriculum strands, research studies, and products will be reviewed and assessed. **Prerequisites: EMAT 501 and EMAT 502.**

EMAT 504 and 508 Reading in the Content Areas I and II**(6)**

Analysis of reading/writing/learning processes with an emphasis on skills and strategies to facilitate student comprehension and learning of content in middle and secondary schools. Examines research and practice; field experiences are required. **Prerequisite: Admission to the MAT program or consent of the instructor.**

EMAT 505 Methods of Teaching and Assessment**(3)**

This course will focus on both effective instructional methods and educational assessment procedures. Students will examine general principles related to preparing, planning, and delivering instruction. The connection between assessment and instruction will be emphasized. Both informal and formal assessment procedures will be presented, with an opportunity for students to apply instructional and assessment techniques in a field experience. **Prerequisite: Admission to MAT Program, completion of the professional education sequence, and content requirements.**

EMAT 506 Inclusive Teaching for Diverse Populations (3)

This research-based course is designed to provide a broad-based survey of special education and multicultural education. One focus of this course is to provide an overview of special education and a general exploration of the types of disabilities, etiology, and characteristics of persons with disabilities. The other focus of this course will be to examine various cultural and ethnic groups, their social mores, and interaction patterns. Further study will focus on the impact diversity has on the education of the “regular” education student and the impact diversity has on students with disabilities. Current trends and instructional strategies for inclusion will be discussed. Research opportunities and field experiences are provided. This course fulfills the State’s Special

Education requirement for teachers. **Prerequisite: Admission to MAT Program, completion of the professional education sequence, and content requirements.**

EMAT 5xx Secondary School Methods (3)
(Course number will vary according to the content major)

Prepares prospective teachers to teach content area in middle and high schools (Art and music students are also placed in elementary schools). Students will integrate content knowledge with basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students will be placed with an elementary, middle, or high school teacher for observations and bit teaching experiences. **Prerequisites: Successful completion of EMAT 501, EMAT 502 and EMAT 503 courses.**

EMAT 507, 509, 511 Internship and Seminar (9)

Full-time fifteen weeks of an internship at a Professional Development School and concurrent campus seminar provide the intern with opportunities to actualize the latest educational research and theory into practice. These opportunities include and are not exclusive to: observation, mini-teaching, macro-teaching, co-teaching, whole group lessons and action research. The seminar provides a forum for discussing problems encountered during the internship, and also provides a colloquium for developing strategies to resolve these problems. The internship will be conducted under the direct supervision of a clinical supervisor (experienced public school teacher) with guidance and support from the University supervisor. Interns also finalize a professional portfolio which is a requirement of the internship and seminar. **Prerequisites: Completion of all coursework in the MAT sequence prior to the Internship, including content methods, and passing scores on the PRAXIS II.**

EMAT 512 Classroom Management (3)

Provides the student with a repertoire of strategies to create a classroom environment that facilitates optimal learning. Different classroom management theories will be explored and evaluated for appropriateness in a given situation. Special attention given to accommodating diversity, and strategies for effectively communicating with families considered. **Prerequisites: Admission to MAT, completion of the professional education sequence, and content requirements.**

EMAT 515 Research and Technology (3)

Introduces students to the three basic forms of research: historical, descriptive, and experimental, with an emphasis on incorporating them into classroom teaching. ERIC and other databases will be used in library research. Provides a technological base for the development of videotapes, portfolios, and a research methodology base for subsequent courses. Qualitative and quantitative data treatments will be developed within the context of individual student projects and the evaluation of the research literature. Educational technology, especially as it applies to teaching in the schools, will be integrated into the participants' project work. **Prerequisite: Admission to the MAT program.**