

Master of Arts in Teaching

- **Elementary Education** (offered by FSU only at the University System of Maryland - Hagerstown)
- **Secondary/PreK-12 Education** (offered at Frostburg and at the University System of Maryland - Hagerstown)

Program Purpose

These programs are designed to provide qualified individuals with a master's degree and initial certification in the area of Elementary Education or a PreK-12 or Secondary Education content specialization by providing study of the knowledge, skills, and dispositions necessary for effective teachers. These programs contain extensive field work in Professional Development School settings and anticipate the full-time enrollment of the candidate. These programs presume a particular sequence of certain research-based courses.

Certification

These programs are intended to lead to an initial full Maryland certification in Elementary, Secondary, or PreK-12 Education content specialization.

Program Objectives

- To provide candidates with an integrated, quality, and intensive research-driven experience for teacher preparation.
- To provide candidates with the knowledge, skills, and dispositions of highly effective teachers.
- To develop candidates who will demonstrate satisfactory performance on all relevant NCATE, state, and constituent professional association program standards for the specialization area and on the College of Education's Conceptual Framework outcomes.
- To engage candidates in a collaborative experience of staff development and preservice teacher training in Professional Development Schools.
- To help candidates make a positive impact on participant schools and on the students.
- To engage and aid candidates in deep reflection, research, and problem solving involving teaching and learning.
- To demand candidates provide evidence of proficient performance through displays of teaching skills and through documentation of student learning.
- To provide candidates with a broad understanding of learning and literacy acquisition and the skills to promote effective learning across curricular areas.
- To provide candidates who hold a bachelor's degree in a field other than education with an alternative avenue of initial certification and induction into teaching.

Program Entry Requirements

Program entry is a three-step process as described below.

Step I: Applicant Screening

The minimum academic requirements for admission are as listed below.

NOTE: Secondary/PreK-12 applicants must submit applications by April 1. Elementary applicants must submit applications by May 1. Applicants may be accepted upon completion of the admissions requirements.

Elementary

Academic Requirements:

Bachelor's degree from a regionally accredited institution with a minimum grade of C in each required course. Pass/Fail will be accepted if the institution can assure the passing grade is not a "D."

Demonstration of Advanced Writing

Successful completion of college-level mathematics excluding developmental mathematics.

Successful completion of natural science courses.

Documented by:

Transcripts from all undergraduate institutions on file with the Office of Graduate Services.

An advanced writing course or documentation of advanced writing skills.

Three courses and a minimum of nine credit hours.

A minimum of 10 credit hours in science that must include one course in biological, one course in physical science, and preferably one course in earth science. Additionally, one of the courses submitted must contain a lab.

Successful completion of a literature course.*A minimum of 3 credit hours in course.***Successful completion of social science courses.***A minimum of 9 credit hours in social sciences, including history and psychology.*

An additional 3 credit hours in any previously stated required area or fine arts or a foreign language.

Additional credits must meet the previously mentioned guidelines as stated.

Minimum undergraduate cumulative GPA of 3.0 for the entire undergraduate record. Students with GPAs between 2.75 and 2.99 may be given provisional admission. Applicants possessing a 2.5 to 2.74 may be granted special permission to begin the program if they pass each section of the Praxis I examination and the Praxis II: Content Knowledge examination. Provisional admission candidates must achieve a minimum 3.0 GPA in the first semester's work to achieve full admission status.

*All official transcripts from undergraduate institutions submitted to the Office of Graduate Services.***Passing grade on PRAXIS I:**

Before applicants can be provisionally or fully accepted into the program, a passing cumulative score as established by the State of Maryland for PRAXIS I test must be on file in the Office of Graduate Services.

*Submission of test results to the Office of Graduate Services.***Additional Requirements:**

TB test: Applicants must be certified free of TB (current to one year). Documentation must be completed by June 1.

Documented By*Submission of test results to the Program Coordinator.*

Submission of **fingerprinting and criminal background check information** and the criminal disclosure statement. Applicants must submit the criminal disclosure statement confirming that the candidate is free of convictions that would disqualify him/her from obtaining certification in Maryland as an admissions requirement.

Submission of results to the Program Coordinator.

NOTE: Candidate must pass a fingerprinting and criminal background check prior to employment as a teacher.

Secondary/PreK-12

- Applicants must possess a bachelor's degree from a regionally accredited institution in the content area to be pursued for teaching certification which will satisfy the standards for NCATE and NCATE-constituent professional association programs for the content area. In lieu of the content degree, applicant must have passing scores as established by the state of Maryland on the Praxis II content specialty test in the area of the content specialization as well as meeting NCATE standards and outcomes and Maryland certification requirements.
- Applicants must have successfully completed the equivalent university core course requirements and any specific state requirements for Maryland teacher certification not addressed in the MAT program as determined by transcript audit by the MAT Secondary/PreK-12 Screening Committee.
- Minimum cumulative GPA (grade point average) of 3.0 or higher or possess a prior graduate degree in an appropriate content area. Students with GPAs between 2.75 and 2.99 may be granted provisional admission. Applicants with a cumulative undergraduate GPA of less than 2.75 may be considered on an individual basis for provisional admission. Applicants with a GPA of less than 2.75 who are granted provisional admission must present passing scores as established by the state of Maryland on all applicable Praxis II content knowledge tests. Provisional admission candidates must achieve at least a 3.0 GPA during the first semester in the program to achieve full admission status.

- Applicants must submit a passing score on each of the PRAXIS I tests to the Office of Graduate Services before being fully or provisionally accepted into the program.
- Applicants who hold content degrees awarded more than five years prior to the application year must present, as an admissions requirement, passing scores as established by the State of Maryland on each of the Praxis I tests, as well as passing scores on the appropriate Praxis II content knowledge test.
- Applicants must be certified free of TB (current to one year). Documentation must be submitted by June 1.
- Applicants must submit the criminal disclosure statement confirming that the candidate is free of convictions that would disqualify him/her from obtaining certification in Maryland as an admissions requirement.

NOTE: Candidate must pass a fingerprinting and criminal background check prior to employment as a teacher.

STEP II: Entry Portfolio Submission (Elementary and Secondary/PreK-12 Education)

The MAT Screening Committees review applicant portfolios. Applicants must demonstrate in their entry portfolios how they possess intellectual, personal, and professional qualities. Applicants must include evidence of the following six attributes in their entry portfolios. The portfolio must contain at least one artifact for each attribute. Possible examples of artifacts are noted. It is preferable that the artifacts show relevance to educational practices and working with students.

Attribute 1: Dedicated Professional

Indicators:

- Demonstrates life-long learning
- Exhibits professional dispositions
- Communicates effectively
- Shows commitment to professional obligations
- Exhibits self-knowledge (strengths, weaknesses, interests, learning style)

Attribute 1 may be documented by any of the following artifacts:

- Resumé
- Recommendations that state professional dispositions
- Work projects
- Evidence of reading and professional development
- Self-statements

Attribute 2: Leader (instructional leader)

Indicators:

- Demonstrates ability to work with others
- Promotes active learning/leadership
- Shows ability to analyze, synthesize, and apply knowledge
- Demonstrates effective communication (verbal and non-verbal interpersonal skills)
- Uses technology appropriately

Attribute 2 may be documented by any of the following artifacts:

- Examples of long and short term planning
- Evidence of problem solving and critical thinking
- Recommendations
- Evidence of leadership roles and commitment to hard work
- Self-statements

Attribute 3: Continuous Assessor

Indicators:

- Creates and uses multiple assessment measures
- Uses assessment data for improvement
- Uses technology to collect and interpret data

Attribute 3 may be documented by any of the following artifacts:

- Work experiences that indicate evaluation of others
- Life choices based on assessment of goals
- Self-statement of long-term goals and areas of improvement
- Examples of continuous self-improvement

Attribute 4: Educational Advocate**Indicators:**

- Believes that all students have the right and the ability to learn
- Exhibits enthusiasm for teaching
- Shows commitment to equal quality public education for all students
- Encourages programs that work to ensure safe school, home, and community environments for learning
- Demonstrates willingness to work with children with special needs and culturally diverse populations

Attribute 4 may be documented by any of the following artifacts:

- Hobbies, reading, and/or interest in promoting education
- Examples of activities that promote life-long learning
- Involvement in organizations that promote learning
- Time spent with children
- Self-statements

Attribute 5: Collaborative Bridge Builder**Indicators:**

- Promotes cooperative activities
- Demonstrates ability to build effective partnerships
- Communicates effectively in groups
- Shows objectivity and appreciation of diverse perspectives

Attribute 5 may be documented by any of the following artifacts:

- Examples of community service
- Work related collaborative activities
- Collaborative life experiences
- Volunteer experiences
- Work projects
- Self-statements

Attribute 6: Reflective Decision-maker**Indicators:**

- Views learning as a continuous set of decision-making opportunities
- Exhibits the ability to identify and analyze problems
- Demonstrates effectiveness in self practices/decisions
- Strives for continuous self-improvement
- Encourages thoughtful, productive self-assessment

Attribute 6 may be documented by any of the following artifacts:

- Autobiography
- Educational philosophy statements
- Work/volunteer experiences
- Experiences as a decision maker
- Self-statements

STEP III: In-Person Assessment (*Elementary and Secondary/PreK-12 Education*)

Selected applicants will be invited to participate in the In-Person Assessments.

- Successful presentation of the entrance portfolio and clear articulation of reasons for entering teaching are presented in an entrance interview that shall be conducted by members of the educational community. Interview team members may include FSU faculty, Professional Development School administrators and teachers, county administrators, and/or former Master of Arts in Teaching candidates.
- Following the In-Person assessment, applicants will complete a written problem-solving task. Written notice regarding acceptance into the program will then be sent to the applicants.
- Applications for the In-Person Assessment and the assessment schedule dates are available in the Office of Graduate Services.
- Secondary/PreK-12 Education applicants who have completed the bachelor's degree within the past two years are strongly encouraged to pass the Praxis II content specialty prior to admission into the program.

Program Exit Requirements (*Elementary and Secondary/PreK-12 Education*)

Program exit and recommendation for certification are contingent upon the following:

- Successful completion of all course work.
- Successful completion of all practicum experiences.
NOTE: Candidates are required to complete two in-school practicum experiences totaling a minimum of 100 days of supervised and mentored interning. Full time or part-time teaching employment while enrolled in the MAT program is considered on an individual basis and requires permission from the Dean of the College of Education and an official memorandum of understanding between Frostburg State University and the hiring Board of Education or like educational entity.
- Successful completion of the research requirement.
- Successful completion of the Exit Portfolio presentation.
- Successful attainment and documentation of the Maryland Teacher Technology Standards.
- Evidence of having taken the appropriate Praxis II content and pedagogy tests. *NOTE: Passing scores on applicable content area Praxis II exams are required for licensure by the State of Maryland.*
- Completion of program with a cumulative GPA of 3.0 or higher.
- Approval of the MAT Assessment Committee.

Master of Arts in Teaching — Elementary

Program Description

Professional Education Core	6 credits
Program Course Requirements	31 credits
Practicum Requirement	9 credits
Total	46 credits

Professional Education Core: 6 credits

EDUC 603 Principles and Practices of Research
EDUC 606 Developmental Theory & Experiential Growth

Program Course Requirements: 31 credits

EDUC 564 Induction into the Classroom
EDUC 661 Mathematics: Curriculum, Instruction & Assessment
EDUC 662 Science and Health: Curriculum, Instruction & Assessment
EDUC 663 Management and the Learning Environment
EDUC 664 Diversity in the Classroom
EDUC 665 The Arts: Contrast and Connections
EDUC 666 Social Studies: Curriculum, Instruction & Assessment
PHEC 604 Human Movement and Physical Activity for the Elementary Classroom
REED 530 Process and Acquisition of Language and Reading
REED 531 Literacy Instruction
REED 532 Reading Materials
REED 533 Reading Assessment
SPED 510 Introduction to Special Education

Practicum Requirement: 9 credits

EDUC 695 Pre-Practicum
EDUC 696 Practicum I
EDUC 697 Practicum II

Coordinator:

Dr. Kim Rotruck
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USM-Hagerstown
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Total credit hours: 46

Master of Arts in Teaching — Secondary/ PreK-12

- **Certification subject areas:**

art
biology
chemistry
earth science
English
French
math
physics
social science
Spanish

Program Description

Professional Education Core	6 Credits
Program Course Requirements	24-25 Credits
Practicum Requirements	12 Credits
Total	42-43 Credits

Professional Education Core (6 credits)

EDUC 603 Principles and Practices of Research	(3 cr.)
EDUC 606 Developmental Theory and Experiential Growth	(3 cr.)

Program Course Requirements (24-25 credits)

REED 617 Teaching Reading in the Content Areas	(3 cr.)
REED 518 Reading and Writing Connections	(3 cr.)
SCED 51 <i>x</i> or 520 Content Area Methods	(3-4 cr.)
SCED 510 Secondary Methods and Curriculum	(3 cr.)
EDUC 564 Induction into the Classroom	(1 cr.)
EDUC 663 Management and the Learning Environment	(2 cr.)
SPED 551 Adapting Instruction in Diverse Classrooms	(3 cr.)
EDUC 613 Classroom Assessment	(3 cr.)
EDUC 700 Master's Research Paper or Project	(3 cr.)

Practicum Requirements (12 credits)

SCED 696 Practicum I	(6 cr.)
SCED 697 Practicum II with Secondary Seminar	(6 cr.)

Additional Co-curricular Recommendation

A candidate wishing to teach in the middle school may choose to add EDUC 545 Middle School Curriculum and Methods.

Coordinator:

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