



**UMBC**

**Masters of Arts in Teaching - MAT**

## **I Mission**

### **A. Describe the relation of the proposed program to the institution's approved mission**

As an Honors University in Maryland, UMBC's mission is to promote excellence in undergraduate and graduate education. The Department of Education currently offers programs at the undergraduate and graduate level for prospective teachers who demonstrate strong academic competence and a commitment to teaching. The department continually looks for ways to improve the existing programs and develop new programs to meet its mission of "preparing teachers capable of promoting the learning excellence of all students, especially those in high-need schools."

A second element of UMBC's mission is to promote civic engagement to support the community. Currently, the State of Maryland is experiencing a significant shortage of certified teachers in many fields and districts served by UMBC. The Maryland State Department Education (MSDE, 1999) reports that by academic year (AY) 2001-2002, the State will need to hire approximately 11,000 teachers to meet the shortage created by teacher retirement, teachers leaving the profession, and increased student enrollment. The teacher education institutions in Maryland, however, graduate about 2,500 teachers a year with nearly one-half of these accepting teaching positions out-of-state.

To meet this teacher shortage, all State of Maryland teacher preparation institutions must increase their capacity four-fold. School districts, in order to meet their needs, have begun employing teachers who have degrees but do not meet State requirements for certification. The thousands of teachers hired in this way must complete programs that lead to certification. As part of UMBC's outreach to schools, the department is developing strategies to assist schools in their efforts to recruit and retain high-quality teachers while offering this unique cadre of teacher incentives to complete a high quality graduate degree and program.

The proposed UMBC Masters of Arts in Teaching (MAT) program addresses teacher shortages and post baccalaureate students interests by offering students who have completed their undergraduate work an opportunity to earn a graduate degree in education with initial certification in a specific area of teaching. The degree will be available to prospective teachers currently studying in UMBC post-baccalaureate certification sequences as well as through special programs such as the UMBC Urban Teacher Education program that seeks to prepare teachers for work in high-need, urban schools. The proposed MAT degree reconfigures currently approved graduate-level course work into an integrated program of study. Using this strategy, the degree proposal includes no new course approval for the degree. Courses currently approved for the Post Baccalaureate certification program combined with recently approved literacy courses, a strong admissions policy, intensive advising and a standards-based portfolio, will meet UMBC degree requirements as well as MSDE certification standards.

### **B. Characteristics of the Proposed Program**

#### **1. State the educational objectives of the program**

The Masters of Arts in Teaching program will offer a graduate level degree for career changers and recent graduates with at least a bachelor's degree. Students are introduced to pedagogy, including curriculum planning, instructional design, assessment and human development as well

as subject-specific methods. In keeping with Maryland's *Redesign of Teacher Education* (1996), the MAT incorporates competency-based course work and a Professional Development School internship program for every student in the program. The course work integrates content and pedagogy as recommended by the National Committee on Teaching and America's Future (NCTAF) (1996), the National Board Professional Teacher Standards (NBPTS), and the National Council for the Accreditation of Teacher Education (NCATE). All MAT candidates' competence in essential teaching and content knowledge will be evaluated through performance-based assessments. Graduates of this program will meet all Maryland certification requirements, receive initial teacher certification in their area of specialization, and extend their understanding of issues germane to teacher and learning.

## **2. Provide an overview of the program's characteristics including:**

### **-General requirements for the degree**

To be eligible for admission to the new MAT Program, candidates must hold a bachelor's degree in a teaching content area (for example, art, English, one of the foreign languages, math, one of the sciences, social studies, or technology) and have passed the PRAXIS 1 Academic Skills Assessments in Reading, Writing, and Mathematics, National Teacher Examination. Eligible candidates will also be interviewed by UMBC faculty. Those who cannot meet the university's 3.0 GPA requirement, but have passed PRAXIS I, may be admitted provisionally to provide the university the opportunity to determine the potential of the candidate for a career in teaching.

The proposed MAT Program is based on a four-semester (or equivalent) sequence that requires completion of 36 credit hours. To fortify content understandings, some students may be required to take additional coursework in content areas if they lack any courses required for certification as defined by UMBC, MSDE /NCATE approved program requirements. Students' undergraduate and/or graduate transcripts will be reviewed in advising sessions before admission to determine if additional courses are needed to fulfill discipline specific program certification requirements. All students will receive a written copy of the review of their transcripts indicating any prerequisite coursework that must be successfully completed prior to the completion of their MAT degree. MSDE requires both early childhood and elementary school teachers to complete 12 credits of reading methods courses and secondary majors must complete 6 credits of reading. In the proposed MAT, 24 credits of the content core, various content area foundations and methods, as well as the accompanying internship are also required. Secondary teachers will have six hours of content-related, discipline specific electives to complete their 36-hour program. All students are required to complete each core course with a grade of B or better, and pass their portfolio presentation/defense.

### **-Total number of credits and their particular distribution**

The proposed 36 credit hour MAT Program is equivalent to four semesters of course work. This work may be completed over a 22-month period (fall, spring, fall, spring), 14-month period (summer, fall, spring, and summer semesters) or as a part-time program. In the proposed MAT, all early childhood and elementary candidates will complete 12 credits of state-mandated reading courses (3 credits per semester over four semesters) and 24 credits of the content core. Secondary students complete 6 credits of reading, 24 credits in core content and 6 hours of academic or related electives. Some students may be required to take additional coursework in content areas if



they lack any courses required for certification as defined by UMBC, MSDE /NCATE approved program requirements.

*Example Program - courses by semester and title*

## **ELEMENTARY PROGRAM**

### **Semester 1**

- EDUC 607 Processes and Acquisition of Reading (3 credits)
- EDUC 601 Human Learning and Cognition (3 credits)

### **Semester 2**

- EDUC 608 Instruction of Reading (3 credits)
- EDUC 622 Instructional Strategies for Teaching Elementary Math (3 credits)
- EDUC 623 Instructional Strategies for Teaching Elementary Science (3 credits)
- EDUC 650 Education in Cultural Perspective (3 credits)

### **Semester 3**

- EDUC 669 Assessment for Reading Instruction (3 credits)
- EDUC 624 Instructional Strategies for Teaching of Problem Solving in Social Studies (3 credits)
- EDUC 604 Education: Policies, Issues and Practices (3 credits)

### **Semester 4**

- EDUC 615 Materials for Teaching Reading (3 credits)
- EDUC 792 Internship (6 credits)

*\* Secondary majors complete 6 hours of certification related subject matter course work.*

**Note:** To fortify content understandings, some students may be required to take additional coursework in content areas if they lack any courses required for certification as defined by UMBC, MSDE /NCATE approved program requirements.

## **Masters of Arts in Teaching Program**

<b>EARLY CHILDHOOD</b>	<b>ELEMENTARY</b>	<b>SECONDARY</b>
Educ 601 Human Lrng /Cognition (3)	Educ 601 Human Lrng /Cognition (3)	Educ 601 Human Lrng /Cognition (3)
Educ 650 Educ in Cult Perspective (3)	Educ 650 Educ in Cult Perspective (3)	Educ 602 Instru Sys Dev I (3)
Educ 621 Integ Early Chd Curr (3)	Educ 604 Policies/Issues in Ed (3)	Educ 650 Educ in Cult Perspective (3)
Educ 653 Mat for Lit Dev (3)	Educ 622 Math Strategies (3)	Educ 604 Policies/Issues in Ed (3)
Educ 654 Proc & Acquis Lang/Lit (3)	Educ 623 Science Strategies (3)	Educ 791 Practicum (3)
Educ 656 Tchg Reading ECE (3)	Educ 624 Social Studies (3)	Educ xxx Inst Strat (Cont Area) (3)
Educ 657 Reading Assessment (3)	Educ 607 Proc & Acquis Rdg (3)	Educ 658 Read Contnt Area I (3)
Educ 642 Math/Sci Processes (2)	Educ 608 Instruct Rdg (3)	Educ 659 Read Contnt Area II (3)
Educ 792E Internship (6)	Educ 669 Assess Rdg (3)	Elective in Subject Area (3)
Educ 791E Practicum (1)	Educ 615 Materials for Tchg Rdg (3)	Elective in Subject Area (3)
Educ 791E Practicum (1)	Educ 792 Internship (6)	Educ 792 Internship (6)
Educ 791E Practicum (1)		

Educ 791A Practicum	(1)		
Elective	(3)		
Total	36	Total 36	Total 36

-Thesis or non-thesis option for graduate programs

The degree does not require a thesis. It culminates in a written portfolio based on the performance outcomes developed by NCATE, the Interstate New Teacher's Assessment and Support Consortium (INTASC) and the MDSE and includes teacher performance, student outcomes and teacher reflections. All MAT candidates will be evaluated on performance assessments, including their portfolio presentation, as well as their knowledge of content and pedagogy and disposition towards teaching diverse students.

-Additional information relevant to understanding the goals of the program

Two key features distinguish the new MAT Program from traditional teacher preparation programs: 1) the proposed UMBC's MAT Program has been designed with its Local Education Agency (LEA) partners and as a result, course content is tailored to the needs of the local LEA as well as national standards; 2) the new MAT will provide extensive field-based mentoring and other support across the program and during the first years of induction.

### 3. Describe the student audience

The student audiences for this program include career-changers meeting state requirements for certification, and recent undergraduates who make the decision to teach late in their undergraduate careers. The audience also includes uncertified teachers currently working with provisional licenses in Local Education Authorities. The teacher shortage especially impacts LEAs with particular negative impact on LEAs such as Baltimore City Public School System (BCPSS) and Prince George's County Public Schools (PGCPS) that have a significant number of high-need schools and students.

To meet the present and future need for high-quality teachers in high-need schools, UMBC has established agreements with BCPSS, PGCPS, Anne Arundel County Public Schools (AACPS), and Baltimore County Public Schools (BCPS) to recruit, prepare, support, and retain teachers. It is anticipated that a significant number of the students for this degree will come from these and other high need school districts.

### C. Finance

The proposed MAT program will be funded by current resources allocated for the Department of Education's post-baccalaureate track of the Master of Arts in Instructional Systems Development. This program generates 50.5 FTE per year on average. As funding for the post-baccalaureate track is in place, the financial projections for the MAT program (Table 1 and 2) do not reflect enrollment growth or the need for additional resources. However, if demand for the MAT



program exceeds the current enrollment capacity in the Department, additional resources will be sought from external sources. Given the critical needs for teachers, external funding sources are a likely option for expanding the program. The UMBC Department of Education will continue its efforts to attract grants and other funding sources in support of this program and others.

See Table 1 attached  
UMBC MAT Anticipated Resources

See Table 2 attached  
UMBC MAT Anticipated Expenditures

Ohara/Gened/proposals standards programs/ mat proposal 4-23-01