Program Objectives

- Provides candidates with an integrated, quality and intensive research-driven experience for teacher preparation.
- Provides candidates with the knowledge, skills and dispositions of highly effective teachers.
- Develops 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.
- Engages candidates in a collaborative experience of staff development and preservice teacher training in Professional Development Schools.
- Helps candidates make a positive impact on participant schools and on the students.
- Engages and aids candidates in deep reflection, research and problem solving involving teaching and learning.
- Expects candidates provide evidence of proficient performance through displays of teaching skills and through documentation of student learning.
- Provides candidates with a broad understanding of learning and literacy acquisition and the skills to promote effective learning across curricular areas.
- Provides candidates who hold bachelor’s degrees in fields 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: Application deadline is April 1.

Bachelor’s Degree

Applicants must possess a bachelor’s degree from a regionally accredited institution in the content area to be pursued for teaching certification that will satisfy the content standards for national teacher education accrediting associations and their constituent professional association programs for the content area. In lieu of the content degree in the area of certification, applicants must have successfully completed the equivalent university core course requirements, any specific state requirements for Maryland teacher certification not addressed in the MAT program, national teacher education and accrediting associations’ standards and outcomes, and Maryland certification requirements as determined by transcript audit by the MAT Secondary/ PreK-12 coordinator. A transcript audit will be completed for every applicant by the MAT Secondary/PreK-12 coordinator.

Applicants with course deficits as determined by the transcript audit are required to complete all deficit course work before entering the first practicum semester.

GPA Requirements

Applicants must have a 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. Provisional admission candidates must achieve at least a 3.0 GPA during the first semester in the program to achieve full admission status.

PRAXIS CORE, SAT, ACT or GRE scores (by May 1)

Applicants must submit a passing cumulative score (as established by the State of Maryland) on the PRAXIS CORE tests, or a qualifying score on the SAT, ACT or GRE test by May 1.

STEP II: Entry Portfolio Submission*

Applicants must demonstrate in an entry portfolio how they possess intellectual, personal, and professional qualities that will contribute to making them successful teachers. The entrance portfolio consists of a resume, self-statement, reflections on the Conceptual Framework attributes and three professional reference letters.

The Conceptual Framework for the program consists of six attributes:

- Dedicated Professional
- Instructional Leader
- Continuous Assessor
- Educational Advocate
- Collaborative Bridge Builder
- Reflective Decision-maker
Portfolios are submitted to the MAT program coordinator prior to the scheduled interview. The portfolio is used as part of the overall selection process for admission to the MAT.

[If applicants have experience working with students in an educational setting, then the self-statement and reflections on the Conceptual Framework should demonstrate this.]

**STEP III: In-Person Assessment**

Selected applicants will be invited to participate in the In-Person Panel Interviews. Applicants are encouraged to attend an information session or schedule an appointment with the program coordinator to review the interview process. Applicants will be scheduled for an interview when their applications have been received, transcripts have been received and reviewed for prerequisites, and applicants have reviewed the interview process.

There are three parts to the panel interview:

1. Question/response
2. Presentation
3. Writing sample

Interview panel members may include FSU faculty, Professional Development School administrators and teachers, county administrators, and/or former Master of Arts in Teaching candidates.

* Portfolio/interview information sessions are scheduled for fall and spring. In these sessions, applicants will receive information and instructions about constructing the portfolio and preparing for the 3-part entrance interview.

**Additional Program Requirements**

- All candidates must pass a fingerprinting and criminal background check prior to participating in any clinical experiences in the program.
- All candidates must submit a passing score (as established by the state of Maryland) on the PRAXIS II Content Test in the area in which they seek certification by June 15.
- All candidates seeking certification in teaching world languages must submit a score of at least Advanced Low on an official Oral Proficiency Interview arranged through Language Testing International by June 15.
- All candidates must meet Practicum I Candidacy requirements.
- To continue in the program, candidates must maintain a 3.0 or higher GPA with no grade lower than C and no incomplete grades for each semester.
- Candidates must attain an acceptable or higher rating on an applicable candidate dispositions and responsibilities evaluation for each administration (including remediation process) of the evaluation instrument.

**Practicum I Candidacy**

Before admission to Practicum I, applicants must meet the following requirements:

- Candidates must complete all prerequisite requirements.
- Candidates must be certified free of TB (current to one year).
- Candidates must submit the criminal disclosure statement confirming that the candidate is free of convictions that would disqualify him/her from obtaining certification in Maryland.
- Candidates must complete all courses with a "C" or above — cumulative 3.0 GPA.
- Candidates must pass Praxis II content knowledge test in area of specialization.

**Program Exit Requirements**

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.
- Successful completion of the PDS activities requirement for each practicum.
- 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 program coordinator.

<table>
<thead>
<tr>
<th>Professional Education Core</th>
<th>6 Credits</th>
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<tr>
<td>Program Course Requirements</td>
<td>24-25</td>
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<td>Practicum Requirements</td>
<td>12</td>
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<tr>
<td>Total</td>
<td>42-43</td>
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**Program Description**

**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 51x or 520 or EDUC 550 and 551 Content Area Methods (3-4 cr.)
- SCED 510 Secondary Methods and Curriculum (3 cr.)
- EDUC 565 Introduction to Technology for Teaching and Learning in the 21st Century (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.)

**Practicum Requirements (12 credits)**
- SCED 696 Practicum I with Secondary Seminar (6 cr.)
- SCED 697 Practicum II with Secondary Seminar (6 cr.)

**Capstone (3 credits)**
- SCED 700 MAT Secondary/P-12 Capstone: Action Research and Professional Portfolio (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.

**Transfer/Proficiency Credit**
If you have successfully completed (grade of B or better) graduate courses at another accredited institution, you may apply for transfer credit for up to 9 credits. If, upon faculty assessment, the courses are deemed essentially comparable to courses in the program, you will be awarded credit toward completion of your degree. This does not apply to the two practica and the capstone course. All courses considered for transfer credit must meet the graduate transfer credit policy requirements including the six-year limit.

Proficiency credit and credit by exam are not options in this program.