

**Proposal for a REVISION of the Master of Arts in Teaching
and Elementary Certification Program**

Submitted by the

**ELEMENTARY TEACHER PREPARATION
GOVERNANCE COUNCIL
School of Education and Human Services**

Reviewed and Approved by

The Department of:

Teacher Development and Educational Studies

Dr. Dyanne Tracy, Chair

Reading and Language Arts

Dr. Robert Schwartz, Chair

Human Development and Child Studies

Dr. Carol Swift, Chair

**Committee on Instruction
School of Education and Human Services**

Dr. Monica Tracy, Chair

**MASTER’S OF ARTS IN TEACHING
Elementary Certification Track**

Program Revision

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MASTER'S OF ARTS IN TEACHING

Elementary Certification Track

PROGRAM REVISION

PURPOSE

After reviewing the initial implementation of the Master's of Arts in Teaching – Elementary Certification Track (MATEE) program that was approved by the Graduate Council in February of 2004, the faculty of the Departments of Teacher Development and Educational Studies, Reading and Language Arts, and Human Development and Child Studies have reviewed and approved this proposal for program revision. In keeping with the governance structure approved by the SEHS Assembly, the Elementary Teacher Education Program Governance Council (ETEPGC) of the School of Education and Human Services has reviewed and is recommending the revisions included in this proposal.

RATIONALE FOR PROGRAM REVISION

To revise the Master of Arts in Teaching with Elementary Certification to be more closely aligned with the existing elementary teacher education certification program.

GOALS AND RATIONALE FOR PROGRAM

This program provides candidates holding a Bachelor's Degree who plan on teaching in elementary and middle schools with the tools, strategies, and ways of thinking that will support their successful entry into the teaching profession. Courses in this program are specially designed to meet their needs as mature adults anticipating a career in education. The MATEE was developed to provide a high quality teacher preparation program and to

- respond to the needs of mature individuals with bachelor's degrees and experience in fields other than education who have made informed career decisions and are highly motivated to become teachers over the long term.
- to provide a teacher preparation program for mature individuals who have backgrounds in professions and industries other than education. These individuals who bring knowledge of how student learning can be applied in life and work are highly desirable to school districts.
- respond to numerous requests from individuals who wish to complete a master's degree while earning their elementary certification.
- allow Oakland University to better compete with other institutions who already offer the master's degree including elementary certification. Those institutions are: Wayne State University, Central Michigan University, Eastern Michigan University, Marygrove, University of Michigan – Ann Arbor, Dearborn and Flint, Saginaw Valley State University.
- Provide an opportunity at Oakland University for non-certified teachers from our Public School Academies who are choosing master's programs at other institutions in preference to the post-baccalaureate program at Oakland University.
- be a means to provide certification to Canadian residents who wish to become teachers in Ontario. There is a demand for elementary teachers in Ontario and teacher preparation institutions in Ontario are not equipped to keep up the demand. Upon completion of this program, Canadian students will receive Michigan certification which they can use to

obtain Ontario certification. Canadian students have indicated a strong preference to complete a master's degree while earning certification.

INTER-INSTITUTION COMPARISON

In the field of teacher education, students can enroll in programs leading to state certification at both the undergraduate and graduate level at many institutions throughout the country. While some institutions do this through post-baccalaureate programs, many institutions offer a graduate diploma for initial certification programs offered at the graduate level. These degrees are referred to as Master of Arts in Teaching (MAT), Master of Arts with Certification (MAC), or Masters with Initial Certification (MIC).

Michigan Schools that offer an M.A.T. or comparable degree

University of Michigan – Ann Arbor - MAC – Master of Arts with Certification (42 credits)

University of Michigan – Flint – MAC (38 credits)

Wayne State University – MAT/MED (40-52 credits)

Saginaw Valley State – MAT (42 credits)

Michigan Schools that offer certification with an M.Ed.

Wayne State University – (40 to 52 credits)

Ferris State – (46-49 credits)

Other Schools that offer a MAT with certification or comparable degree

Miami University – MAT (32 credits)

Northern Kentucky University - MAT (36-39 credits)

University of Kentucky – MIC (33 credits)

SOURCE OF STUDENTS

The initial offering of this program has already attracted mature individuals with baccalaureate degrees who wouldn't otherwise have become Oakland University students. There are 40 students enrolled in the current MAT Elementary Program, divided between Oakland County and Macomb County sites. We have received several inquiries a week about the revised MATEE program. Enrollment projections for fall of 2005 are 45-50 students divided between the Oakland County and Macomb ISD sites. Many of these students are already working on prerequisites. See proforma budget attached for enrollment and financial projections.

Recruiting Methods will include:

- Regular information sessions for prospective students
- Press releases
- Website information
- Flyers and brochures
- Networking
- Word of mouth and referral from current students

LIST OF COURSES – MAT ELEMENTARY EDUCATION CERTIFICATION PROGRAM

This program provides candidates holding a Bachelor’s Degree who plan on teaching in elementary and middle schools with the tools, strategies, and ways of thinking that will support their successful entry into the teaching profession. Courses in this program are specially designed to meet their needs as mature adults anticipating a career in education. Coursework throughout the program will focus on using innovative, research-based methodologies to address issues of curriculum, instruction and assessment in elementary and middle school classrooms. Beyond the usual pre-service support and unique to this program is a year-long structured system of guidance throughout the initial experience of being a classroom teacher. During the candidate’s initial year as a full-time teacher, the final two courses of the degree will focus on research methodology and an action research project.

Term	Course #	Course Title	Credit Hours
Fall 2005	FE 680	Learning Models	2
	TD 530	Managing the Classroom Environment for Diverse Learners	4
	IST 535	Instructional Systems Technology Applications in Elementary Education	2
Winter 2006	RDG 502	Foundations of Reading	4
	TD 516	Teaching Elem/MS Social Studies	4
Spring 2006	RDG 503	Reading/Language Arts Instruction	4
Summer 2006	SE 500	Teaching the Exceptional Child	2
	TD 513	Integrating the Arts	2
Fall 2006	TD 515	Teaching Elem/MS Science	4
	TD 514	Teaching Elem/MS Mathematics	4
Winter 2007	TD 555	Internship & Seminar w/Guided Practice Support	8
		Recommendation for Teacher Certification	40
Fall 2007	EST 601	Introduction to Educational Studies	4
Winter 2008	EST 609	Collaborative Action Research	4
		Master of Arts	48

Prerequisites: MTE 210 or college math equivalent
 SCS 105 Science for Educators (3 credits)
 HST 114 Introduction to American History or college American History equivalent

Courses shaded in grey will have a consistent focus on curriculum, instruction & assessment. Instructors for these courses will be involved in professional development to ensure that this focus is integrated into the coursework. The final two courses will include an introduction to research methodology and an action research project.

A syllabus for each of the new courses in the revision is included in the Appendix of this proposal.

ADMISSION CRITERIA

Admission criteria will remain the same as the MAT Elementary Certification program approved by the Graduate Council in spring of 2004.

Minimum requirements to apply are:

- Bachelor's degree from an accredited institution
- Cumulative grade point average of 3.0 or better (improved grades in recent coursework will be considered). Candidates with a grade point average of 2.8-3.0 will be considered for admission on the condition that they receive a 3.0 grade or better in the first two courses of the program and maintain a 3.0 GPA in other required courses.
- Passing scores on the Michigan Basic Skills Test for Teachers
- 2.5 minimum grade in each course applying to major or minor teaching endorsements. Major and minor courses taken after beginning the MATEE program will require a minimum grade of 3.0.
- Biographical statement including professional goals.
- Two recommendations
- A Felony or Misdemeanor Conviction Disclosure Form

PROGRAM REQUIREMENTS

- Students in the MATEE will take coursework in teaching methods consistent with Michigan Department of Education (MDE) guidelines for elementary teaching. Revised coursework for the MATEE is listed on page five of this proposal. Previous coursework may be applied toward a content area major or minor depending on the appropriateness of the course, transferability to Oakland University's MDE approved programs and final grade.
- Field Placements and Internship
 - Students will complete 100 hours of field placement over the course of the program and prior to the internship.
 - Students will complete an internship consisting of a minimum of 12 weeks.
- Michigan Tests for Teacher Certification
 - Upon completion of this program, participants in the MATEE must take and pass the Michigan Elementary Test to be recommended for teacher certification. Participants must take and pass MTTC tests for any major or minor content area for which they seek an endorsement.
- Prior to their first semester, students will be asked to submit
 - an Experience with Children Form documenting hours working in a non-custodial role with children during the past three years
 - a professional resume

IMPACT ON CAMPUS RESOURCES

Since this is an off-campus program, it will have little or no impact on campus resources.

- Library Assessment –Not applicable
- Classroom, laboratory or studio space – None, except for an occasional Saturday when a lab may be needed that is not available off campus.

- Instructional Equipment required – None
- No support from other units is required
- No additional administrative support within the School of Education and Human Services is required.
- Impact on current programs is negligible since students in the MATEE have already completed a baccalaureate degree and will be students new to the university; attending for the purpose of teacher certification. The population attracted to this program would not ordinarily be attending Oakland University.

PROGRAM EVALUATION:

Collaborating faculty and administrators meet on a regular basis to assess the program and make modifications as necessary to improve program quality and the likelihood of participant success. These modifications are based on faculty and student evaluations of course content and sequence. Review of the MATEE program will be done as part of the accreditation process for the School of Education and Human Services during its next review. In addition, the assessment plan (Appendix) will be implemented.

Student Achievement is closely monitored. Student grades, field placement and internship evaluations are reviewed by faculty, SEHS advisers and the Field Placement Coordinator. Any difficulties are addressed with the student through the “Student Concerns Form” (see assessment plan in appendix) and remediation plans are put into effect. In addition to scholastic achievement, measured by course grades and cumulative GPA, students are observed and assessed by cooperating teachers and university supervisors for their ability to apply what they have learned in practice. . Student employment after certification is also monitored as an additional aspect of program evaluation.

Student Satisfaction and Perceived Readiness to Teach

In addition to course and instructor evaluations, students are surveyed at the midpoint and the end of their program to assess their satisfaction with the program and their perceived readiness to teach.

Financial Viability

Program budgets (projected and actual) are done yearly. Enrollment figures and expenses are monitored closely each semester.

SEE APPENDIX FOR

Assessment Plan

Proforma Budget

Syllabi for New Courses

Catalog Description

**MASTER'S OF ARTS IN TEACHING – ELEMENTARY
CERTIFICATION PROGRAM
REVISION**

APPENDIX

CATALOG DESCRIPTION:

Master's of Arts in Teaching and Elementary Certification Program. This program provides candidates holding a Bachelor's Degree who plan on teaching in elementary and middle schools with the tools, strategies, and ways of thinking that will support their successful entry into the teaching profession. Courses in this program are designed to meet their needs as mature adults anticipating a career in education. Coursework throughout the program will focus on using innovative, research-based methodologies to address issues of curriculum, instruction and assessment in elementary and middle school classrooms. The final two courses will focus on research methodology and an action research project.