

Department of Education

Chair: Barbara Martin Palmer

Assistant Professors: Michelle Bower, Michelle Hickman, Connie Monroe

Lecturer: Stacey Brown-Hobbs, Laura Corbin Frazier

The Department of Education is committed to a broad and integrated liberal arts core as a foundation for teachers at all levels. Through this curriculum, prospective teachers (a) acquire the essential skills of analytical thought and self-expression, (b) gain and integrate knowledge in various disciplines, (c) acquire an understanding of other cultures and other times, (d) develop an awareness of the various facets of moral and ethical problems, and (e) achieve a high degree of personal fulfillment. To complement this core, a sequence of professional courses allows prospective teachers to (a) gain general and specialized knowledge in one or more content areas, (b) gain knowledge about past and current theories of education, (c) develop a thorough knowledge of child growth and development, and (d) develop the appropriate skills for effective classroom teaching.

STATEMENT OF PURPOSE

Complemented by a liberal arts education in a Catholic setting, the professional education unit of Mount St. Mary's University develops educators who are proficient in content and pedagogy, reflective, and ethical professionals dedicated to leadership in an increasingly diverse technological and global society.

OUTCOMES

Mount St. Mary's develops educators who are able to:

1. demonstrate the content and pedagogical knowledge, skills and dispositions to effect student learning (proficient)
2. examine learning to shape their practice (reflective)
3. demonstrate commitment to the diversity, dignity, equality and rights of the individual (ethical)
4. demonstrate leadership as active participants in the education community (leading)
5. respond to the demands of an increasingly diverse technological and global society (adaptive)

Programs culminate in the earning of a Mount St. Mary's degree. As all Mount education programs are approved by the Maryland State Department of Education (MSDE), successful completion of all program requirements leads to certification to teach in Maryland and states with reciprocity agreements with the MSDE.

Review of programs is the responsibility of the education department in concert with the MSDE, the Content Area Advisory Committee and the Professional Development School Coordinating Councils.

The Mount St. Mary's University Title II report, as required by federal law, can be found in Appendix I.

Note: Admission to Mount St. Mary's does not automatically guarantee admittance to and retention in the programs in teacher education.

REQUIREMENTS FOR ENTERING TEACHER EDUCATION PROGRAMS

1. Submit an Application for Admission to the Teacher Certification Program to the director of teacher education upon completion of the 200-level courses in education. For transfer students this may coincide with your admission to the university.
2. Achieve a cumulative GPA of 2.75 or higher. All courses prefixed EDUC or SPED must be passed with a minimum grade of C. Other courses taken as part of an approved program of study may be subject to this requirement, as determined by the education department.
3. Demonstrate your communicative competence and professionalism during the admission interview, earning a rubric score of 2.5 or higher from the evaluation panel (4-point rubric).
4. Score 2.5 or higher on the admission portfolio (4-point rubric).
5. Meet or surpass Maryland qualifying scores for Praxis I (preprofessional tests in mathematics, reading and writing). Students are encouraged to take Praxis I in their freshman year. It is imperative that students designate Mount St. Mary's University and the MSDE as score recipients. Students may apply in writing to the director of teacher education for an extension, if special circumstances pertain. The Education Advisory Committee determines the acceptance or rejection of the application.
6. Upon successful completion of the application process, submit the Declaration of Major form to the dean for academic affairs.

REQUIREMENTS FOR TEACHER INTERNSHIP

1. Maintain a minimum cumulative GPA of 2.75.
2. Recommendation of the Education Advisory Committee.

There is a fee of \$200 for the Internship I program, generally payable upon registration for the first course in Internship I. There is a fee of \$250 for Internship II, generally payable upon registration for the first course in Internship II.

Students must arrange their own transportation to internship placements and assignments.

PROGRAM COMPLETION AND CERTIFICATION

Only program completers may obtain teacher certification. A program completer is the teacher candidate who has completed all program requirements, including the submission of official passing Praxis II scores for the state of Maryland. It is imperative that students designate Mount St. Mary's University and the MSDE as score recipients. For specific details about seeking Maryland certification, consult the Maryland State Department of Education Certification Branch (www.marylandpublicschools.org/MSDE/divisions/certification).

PROFESSIONAL DEVELOPMENT SCHOOL (PDS)

A Professional Development School (PDS) is a collaboratively planned and implemented partnership for the academic and clinical preparation of teacher candidates and the continuous professional development of both school system and institution of higher education faculty. The focus of a PDS partnership is improved student performance through research-based teaching and learning.

The university enjoys a long-standing PDS partnership with elementary, middle and high schools in Frederick County, Md. It is possible, but not mandatory, that early field experiences take place in one of the PDS sites. However, the standards for Maryland PDSs hold that all teacher candidates are provided equitable access to an extensive internship (at least 100 consecutive days) in a PDS. The Mount's field placement coordinator, working in concert with the PDS coordinator and building principals, arranges internship placements in PDSs. A mentor teacher and university supervisor support candidates' professional development toward meeting the Mount's benchmarks. Upon

graduation, students are expected to demonstrate standards-based teaching that is measured through evaluation of teaching performance and portfolio assessment. The department uses the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) for evaluating student performance. Teacher candidates are also expected to demonstrate the personal dispositions that relate to successful teaching.

TECHNOLOGY

Mount St. Mary's University emphasizes the integration of technology into teaching as outlined by Maryland Teacher Technology Standards (MTTS). Coursework models best practice in uses of technology as tools to enhance student learning.

SUPPORT SERVICES FOR EDUCATION STUDENTS

The Curriculum Resource Center, located in the Phillips Library, offers all education students a compendium of print materials to be used in elementary and secondary field experiences and teacher internship.

The Media Center, located in the Knott Academic Center, is a support system utilized by all education students in conjunction with their field experiences and teacher internship.

The Education Computer Lab, located in the Knott Academic Center, is designated primarily for teacher education majors. Students have the opportunity to preview and evaluate software as well as incorporate computer technology in all phases of teaching and learning.

ELEMENTARY EDUCATION MAJOR

The program in elementary education is designed to prepare students to teach language arts, social studies, mathematics and science in grades 1-6. This Maryland-approved program meets certification requirements in other states. Students are advised, however, to consult certification requirements in states of interest early in their study.

Because of the specific sequence of course offerings in the program, it is necessary for students to start education courses in the freshman year, or at the latest, at the beginning of the sophomore year. Students starting education courses after that time may not be able to graduate with their class as an elementary education major.

In addition to the university's core curriculum, the elementary education major must take a total of 52 credit hours in the professional course sequence: EDUC 100, 202, 206, 210, 228, 240, 303, 313, 330, 331, 335, 339, 340, 440, 480, 495 and SPED 308. Also required are MATH 108 and 109 and three courses in general science (GSCI 101, 102 and either 120 or 105). Students who must enroll in MATH 101 Elementary College Algebra must earn a minimum of 123 credit hours for the degree. Elementary education majors are encouraged to develop a concentration of courses in one of the following areas: art, communications, drama, English, foreign language, history, mathematics, music, psychology, science or social studies.

ELEMENTARY EDUCATION MAJOR WITH DUAL CERTIFICATION IN ELEMENTARY AND SPECIAL EDUCATION

The dual certification program requires a major in elementary education and 25 credit hours in special education. The program leads to certification in elementary grades 1-6 and generic special education grades 1-8. This Maryland-approved program meets certification requirements in other states. Students are advised, however, to consult certification requirements in states of interest early in their study. Courses include: EDUC 100, 202, 206, 210, 228, 240, 313, 330, 331, 335, 340, 440, 495 and SPED 308, 339, 411, 433, 434 and 480; MATH 108 and 109; and three courses in general science (GSCI 101, 102 and either 120 or 105).

WEEKEND COLLEGE B.S. PROGRAMS IN EDUCATION

The elementary education degree-completion program is described on p. 63. Dual certification in elementary and special education is also offered through the Weekend College. (Available only to students in the Division of Continuing Studies)

SECONDARY EDUCATION SOCIAL STUDIES MAJOR

The secondary education social studies major requires the following: EDUC 100, 210, 240, 325, 340, 414, 427, 436, 440, 485, 495 and SPED 308; PSCI 100, 212 and two electives in political science; 12 credit hours in history in addition to the core requirements; ECON 101; PSYCH 100; SOC 100; and GEOG 200. This Maryland-approved program meets certification requirements in other states. Students are advised, however, to consult certification requirements in states of interest early in their study.

SECONDARY EDUCATION ENGLISH AND MATHEMATICS MAJORS

Additional programs are designed to prepare students to teach at the secondary level in English or mathematics. Each student who plans to teach at the secondary level must have a content area major. A minimum of 37 credit hours in education is required. Students take EDUC 100, 210, 240, 325, 340, 414, 427, 436, 440, 485, 495 and SPED 308. An advisor in the Department of Education will be assigned upon the student's admission to a teacher education program, though the primary advisor resides in the major department. The student is responsible for knowing and meeting the requirements and deadlines for internship, program completion and certification, as well as all graduation requirements of the major department and of the university. The Maryland-approved secondary teacher education programs meet requirements for certification in other states (grades 7-12). Students are advised, however, to consult certification requirements in states of interest early in their study.

ART EDUCATION

Students who seek certification in art (preK-12) major in fine arts with a concentration in art. They also take specific core and education courses with field experiences at the elementary and secondary levels. A minimum of 40 credit hours in education is required. Students take EDUC 100, 206, 210, 240, 325, 340, 414, 427, 430, 440, 485, 495 and SPED 308. Art courses include: FAAR 105, 108, 106, 402 and 18 credits of art electives. This Maryland-approved program meets certification requirements in other states. Students are advised, however, to consult certification requirements in states of interest early in their study.

EDUCATION MINOR

Any student in good standing at the university may minor in education. The minor consists of 18 credits, which are fulfilled by taking EDUC 100, 210, SPED 308 and 9 credit hours from the following: EDUC 202, 206, 228, 325, 414, 427 and Technology Labs (EDUC 240, 340, 440).

EDUCATION COURSE DESCRIPTIONS

- EDUC 100** **Foundations of American Education (3)**
Examines some of the historical, philosophical, sociological and cultural foundations of American education. Curriculum content and organization and basic teaching competencies are introduced and discussed in their relation to the changing mission of schools. Field experience is required. Fulfills social science core requirement. (*Fall and Spring*)

- EDUC 202 Materials for Teaching Reading (3)**
Assists teacher candidates in selecting and evaluating materials for teaching reading and related skills that are consistent with the findings of scientifically based reading research. Teacher candidates should leave this course with an understanding of research-supported programs, approaches and methods so that they can address different levels of reading proficiency within the classroom and enable students to become strategic, fluent and independent readers. Participants will be prepared to involve parents and members of the school and surrounding community to promote daily reading both inside and outside of school. Field experience is required. Prerequisite: EDUC 100. (*Fall and Spring*)
- EDUC 206 Human Development: Children and Youth (3)**
Focuses on the psychological, social, emotional and biological development of individuals from early childhood through the young adult years. Emphasis is placed on the interaction between aspects of human development and the educative process. Field experience is required. Prerequisite: EDUC 100. (*Fall*)
- EDUC 210 Educational Psychology (3)**
Emphasizes learning theory, classroom atmosphere and the process of evaluation. Application of research in education and psychology as it pertains to teacher and learner is addressed. Also examines student characteristics, student diversity and individual differences. Field experience is required. Prerequisite: EDUC 100. (*Spring*)
- EDUC 228 Processes and Acquisition of Reading (3)**
Assists teacher candidates in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. It is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes and morphemes is included in this course. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. Participants will be introduced to current scientific research. Field experience is required. Prerequisite: EDUC 100. (*Fall and Spring*)
- EDUC 240 Educational Technology Lab I (1)**
Focuses on the technology tools that an education student will need to be successful in an education program. Specific topics include Chalk and Wire™, file saving formats, lesson template, web browsers, Internet searches, hardware, fair use and copyright regulations. Prerequisite: EDUC 100. (*Fall*)
- EDUC 303 Behavior Management (3)**
Provides teacher candidates with an understanding and repertoire of tools to sustain positive behavior in students and to reinforce good learning strategies in managing a classroom. Teacher candidates will gain practical experience in observing and managing student learning behaviors. Attention will be given to the role of the teacher in classroom management. Prerequisite: EDUC 210. (*Fall*)
- SPED 308 Education of Children with Exceptionalities (3)**
Introduces teacher candidates to the academic, behavioral and psychodevelopmental characteristics of children with exceptionalities and to the processes of their identification and remediation. Emphasis on developing adaptive education strategies for children with exceptionalities who are integrated into the regular education setting and children from diverse cultural backgrounds. Field experience is required. Prerequisite: EDUC 210. (*Fall*)

- EDUC 313 Instruction of Reading (3)**
Provides the teacher candidate the ability to use a representative array of research-based instructional techniques and strategies in the area of reading. Instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension) suitable for various age and ability groups are emphasized. Throughout the course, teacher candidates will demonstrate their skill with the instructional routines and strategies by role-play, live demonstrations, critiquing good and inadequate models, and reviewing the research support available for those approaches. Prerequisites: EDUC 202, 228. *(Spring during Internship I)*
- EDUC 316 Technology in the Classroom (3) (Weekend College only)**
This course will prepare teacher candidates to integrate technology with the teaching/learning process. Teacher candidates will explore, incorporate and evaluate the use of computer software, CD-ROMs, the World Wide Web and multimedia classroom instruction.
- EDUC 325 Reading in the Secondary Content Areas I (3)**
Provides teacher candidates with an understanding of the essentials of reading processes necessary for secondary students to become proficient readers. Participants gain an understanding of the following five areas: purposes and types of reading, methods of assessing reading, strategies and skills in reading, student-centered reading instruction and affecting dimensions of reading. Prerequisite: EDUC 210. *(Fall)*
- EDUC 330 Teaching Science in the Elementary Schools (3)**
Presents methods, techniques, strategies and materials of teaching science that will enable the teacher candidate to stimulate children to wonder, to be good observers, to make predictions and to offer explanations, as well as to help young students construct their own knowledge of scientific principles and concepts. An emphasis on the role of technology in learning is included. Prerequisites: GSCI 120 or 105, GSCI 101, GSCI 102 and EDUC 210. *(Spring during Internship I)*
- EDUC 331 Teaching Social Studies in the Elementary Schools (3)**
Acquaints teacher candidates with the themes and content in social studies instruction. Includes modeling and discussions of current instructional methods, including the use of technology. A major focus will be on character education and multicultural issues in the classroom. Field experience is required. Prerequisite: EDUC 210. *(Spring during Internship I)*
- EDUC 335 Teaching Mathematics in Elementary Schools (3)**
Presents instructional techniques and methods through a variety of approaches. Emphasis on manipulatives, task analysis, assessment, computer and calculator technology in math. Field experience is required. Prerequisites: MATH 108 and 109 and EDUC 210. *(Spring during Internship I)*
- EDUC/SPED 339 Reading Assessment and Intervention (3)**
Assists teacher candidates in becoming proficient consumers and users of classic based assessments and assessment data. Instruction will focus on: building knowledge of the purposes of the assessment; types of assessment tools; how to administer and use several valid, reliable, well researched formal and informal assessments of reading; related skills of how to effectively interpret the results of assessments; and how to communicate assessment results in a variety of contexts. Teacher candidates will show that they can use assessment data to guide instructional decisions. Teacher candidates will demonstrate their abilities by selecting, administering and/or interpreting assessments appropriate for screening, progress monitoring, diagnosing and outcome measurement. Prerequisites: EDUC 202, 228. *(Spring during Internship I)*

- EDUC 340 **Educational Technology Lab II (1)**
 Focuses on the teacher technology skills that will be used during internships. Specific topics include electronic gradebooks, classroom uses of Microsoft™ Office products, WebQuests, and other educational software applications. Prerequisite: EDUC 240. *(Fall)*
- EDUC 399 **Special Topics (1-3)**
 Supplements the departmental offerings by permitting the pursuit of special subjects of thematic or interdisciplinary interest. Prerequisite: Permission of department chair. *(As needed)*
- EDUC 401 **Independent Study (1-3)**
 Permission of the instructor, department chair and dean for academic affairs is required. *(As needed)*
- SPED 411 **Methods and Management for Inclusive Settings (3)**
 Focuses on the study of teaching methods and classroom-management techniques that facilitate the learning of students with special needs. Prerequisite: SPED 308. *(Fall)*
- EDUC 414 **Secondary Educational Assessment and Measurement (3)**
 Provides secondary education teacher candidates with a wide spectrum of tools to assess student learning and teacher effectiveness. Teacher candidates will gain practical experience in creating classroom assessment devices integrating content areas and technology. Emphasis on secondary school standardized tests, classroom tests and performance-based assessment such as portfolios and the Maryland School Assessment and High School Assessment programs. Prerequisite: SPED 308. *(Spring during Internship I)*
- EDUC 427 **Reading in the Secondary Content Areas II (3)**
 Expands on EDUC 325, enabling teacher candidates to apply theories, strategies and practices in daily classroom instruction. Prerequisite: EDUC 325. *(Spring during Internship I)*
- EDUC 430 **Art Methods (3)**
 Introduces teacher candidates to various media, techniques and principles of art. Designed to provide a basis for understanding, evaluating and developing students' artistic abilities from preschool through grade 12. Prerequisite: EDUC 210. *(Spring during Internship I)*
- SPED 433 **Assessment in Special Education (3)**
 Provides for the study, interpretation and use of a variety of commercial assessment tools used in the field of special education. Teacher candidates will collect and analyze data obtained in an inclusive classroom or special education setting. The data will be used to construct developmentally appropriate classroom activities. A field component is required. Prerequisites: SPED 308 and 411. *(Summer)*
- SPED 434 **Special Education Curriculum Design and Application (3)**
 Explores ways to modify school curricula to accommodate differences in students' learning styles. Theoretical bases for curriculum adaptation as well as practical application will be discussed. A field component is required. Prerequisites: SPED 308 and 411. *(Summer)*
- EDUC 436 **Content Area Pedagogy (3)**
 Explores models of instruction and teaching methods that guide and support adolescent and young adult learning. Emphasis given to lesson and unit planning and communication strategies across the curriculum, and the use of instructional resources including technology. Field experiences are discipline-specific and extend student knowledge of teaching and learning. Prerequisite: EDUC 210. *(Spring during Internship I)*

- EDUC 440 Educational Technology Lab III (1)**
 Focuses on the technology skills to create the Internship II portfolio. Expands and applies the experiences of Technology Lab I & II. Prerequisite: EDUC 340. **(Fall during Internship II)**
- EDUC 480 Teacher Internship/Elementary (10)**
 Provides the teacher candidate the opportunity to participate in observation and supervised student teaching in the professional development school. Internship fee applies. In accordance with Maryland State Department of Education policy, teacher internships across all programs will occur in professional development school sites. Prerequisite: EDUC 303. **(Fall)**
- SPED 480 Teacher Internship/Special Education (10)**
 Provides the teacher candidate the opportunity to participate in observation and supervised teacher interning under the mentorship of a special educator, a classroom teacher, a site supervisor and a university supervisor. In accordance with Maryland State Department of Education policy, teacher internships across all programs will occur in professional development school sites. Prerequisite: SPED 434. **(Fall)**
- EDUC 485 Teacher Internship/Secondary (10)**
 Provides the teacher candidate the opportunity to participate in observation and supervised student teaching in the professional development school. Internship fee applies. In accordance with Maryland State Department of Education policy, teacher internships across all programs will occur in professional development school sites. Prerequisite: EDUC 414. **(Fall)**
- EDUC 495 Professional Seminar (3)**
 Provides opportunities to share, examine and reflect upon internship experiences and to revisit the theories and practices of teaching as they apply in the real world of the interns' specific classroom placements. Interns also will focus on career planning and development, resulting in the preparation of a résumé, a philosophy of education, action research and a portfolio. Open only to senior elementary, elementary/special education and secondary education majors. A companion to and taken concurrently with Teacher Internship (EDUC 480, SPED 480 or EDUC 485). Prerequisite: EDUC 303, SPED 411 or EDUC 414. **(Fall)**