

University of Delaware

School of Education

Masters of Arts in Teaching

Program Policy Statement

Part I. Program History

- A. Purpose Statement
- B. Origin of the Program
- C. Administration and Faculty
- D. Degrees Offered

Part II. Admission

- A. University Policy on Admission
- B. University Admission Procedures
- C. Specific Requirements for Admission into the MAT Program
- D. Admission Status

Part III. Degree Requirements for the Master of Arts in Teaching

- A. Concentrations
- B. Course Requirements
- C. Non-Registered Degree Requirements
- D. Assessment Plan

Part IV. General Information

- A. Financial Assistance
- B. Graduate Course Numbering System
- C. Application for Advanced Degree
- D. Graduate Grade Point Average
- E. Time Limits for the Completion of Degree Requirements
- F. Extension of the Time Limit
- G. Sustaining Status for Candidates Pursuing Thesis/Dissertation Degree Option
- H. Transfer of Credit Earned as a Continuing Education Student at the University of Delaware
- I. Transfer of Credit from Another Institution
- J. Transfer of Credit from the Undergraduate Division at the University of Delaware
- K. Suggested Student Schedule

Revised Spring 2010

Part I. Program History

A. Purpose Statement

The Master of Arts in Teaching (MAT) degree is intended for students who wish to become certified in teaching at the secondary level (grades 6-12) in a single subject. Students will learn how to lead a classroom, plan lessons, assess student learning, reflect on their own teaching, and improve their practice over time. The program will prepare students to teach Science (specialized by content area), Mathematics, or English.

B. Origin of the Program

The School of Education has had, in the past, multiple degrees administered separately for students pursuing a credential in Science, or Middle-School Mathematics. This new program will streamline those degrees and create a system where students can obtain certification in one year.

C. Administration and Faculty

The Committee on Graduate Studies in Education (CGSE) is the School Of Education (SOE)-level committee that has general oversight of all the graduate programs, including the MAT, in the School of Education. The committee is composed of five faculty members from the School of Education, a graduate student member selected by the Education Graduate Association, and the Assistant Director of the School of Education who serves as the Graduate Coordinator for the School of Education. This program will be administered by a single Coordinator. The Coordinator will be charged with making final admissions decisions, ensuring that all students receive useful and effective field placements, gathering student achievement data for accreditation procedures, and ensuring that all courses associated with the program are offered in a timely manner.

The Coordinator will be advised by designated faculty members representing each of the program's concentration areas. These faculty members will be responsible for advising students in their concentration area, teaching the concentration methods courses (see below), and assisting the Coordinator as necessary with subject-specific accreditation data.

D. Degrees Offered

The degree awarded to students who complete this program will be a Master of Arts in Teaching (M.A.T.) with an Institutional Recommendation for Teacher Certification.

Part II. Admission

A. University Policy on Admission

Admission to the graduate program is competitive. Those who meet stated minimum requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths.

B. University Admission Procedures

Applicants must submit all of the following items to the Office of Graduate and Professional Studies before admission can be considered:

A completed Admission Application must be submitted no later than December 15 for this program. Applicants should complete the electronic admissions application found at <http://www.udel.edu/gradoffice/apply>

A \$70 nonrefundable application fee must be submitted with the application via check or credit card. Checks must be made payable to the University of Delaware. Applications received without the application fee will not be processed. Foreign students may utilize either a check or an International Postal Money Order to remit payment in U.S. currency.

An official transcript of all previous college records must be sent directly from the institution to the Office of Graduate and Professional Studies. Students who have attended the University of Delaware need not supply a transcript from Delaware. Transcripts issued in a language other than English must be accompanied by an official translation into English. If the rank of the student is not displayed on the transcript or diploma, an official letter of explanation and ranking from the institution where the degree was earned is required.

Applicants must submit at least three letters of recommendation that address their potential in the classroom and/or their command of their content area.

International student applicants must demonstrate a satisfactory level of proficiency in the English language if English is not their first language. This requirement can be met by applicants taking either the Test of English as a Foreign Language (TOEFL) or the Interactive English Language Testing System (IELTS). TOEFL scores more than two years old cannot be validated or considered official. International students must be offered admission to the University and provide evidence of adequate financial resources before a student visa will be issued. The University has been authorized under federal law to enroll nonimmigrant alien students. International students are required to purchase the University-sponsored insurance plan or its equivalent.

It is a Delaware State Board of Health Regulation and a University of Delaware mandate that all entering graduate students born after January 1, 1957 give proof of proper immunization for measles, mumps, and rubella. If immunization

requirements are not met, the student will not be eligible to register. Specific information may be obtained from the Student Health Service (302) 831-2226.

C. Specific Requirements for Admission into the MAT Program

Admission decisions are made by the program Coordinator in concert with the concentration area advisors. Students will be admitted to the program based upon enrollment availability and their ability to meet the following minimum recommended entrance requirements.

Baccalaureate degree from an accredited college or university in the concentration area the student is applying to. Please see Appendix I for specific course requirements.

An undergraduate GPA of 3.0 or higher.

An officially reported minimum TOEFL score of 600 (paper-based test) or 100 (iBT).

Passing scores in all categories of the Praxis I (pre-professional skills) test.

Passing score on the Praxis II (content knowledge) test relevant to the student's concentration/specialization area, listed below:

English:10041
Mathematics: 10061
Science-Chemistry: 20245
Science-Physics: 10261
Science-Biology: 20235
Science-Earth Science: 20571
Science-Physical Science: 20481
Science-Integrated Science: 10435

Please note that it is possible to receive certification in multiple science specialization areas, provided the candidate meets the admission requirements for all specialization areas (including coursework and Praxis II scores).

Part III. Degree Requirements for the Master of Arts in Teaching

A. Course Requirements

The Master of Arts in Teaching requires 33 credits of graduate-level coursework. The required coursework includes:

Concentration Courses: 9 credits

- Concentration Course I – General content and curriculum theory
 - Science: EDUC 641
 - English: EDUC 603
 - Mathematics: EDUC 634
- Concentration Course II – Basic teaching methods
 - Science: EDUC 696

- English: EDUC 604
- Mathematics: EDUC 635
- Concentration Course III – Advanced teaching methods
 - Science: EDUC 751
 - English: EDUC 752
 - Mathematics: EDUC 636

General Teaching Methods Courses (EDUC 613, EDUC 614, EDUC 619, EDUC 622, EDUC 658, EDUC 783) 18 credits

Field Internship Credits (EDUC 750) 6 credits

Candidates for the MAT degree must have regular status and must be in good standing in order to obtain the degree (i.e., pass all courses, receive passing evaluations from field supervisors, and maintain a 3.0 gpa.)

B. Field Experience

Students in the MAT program are expected to be in the field for 20-30 hours a week in the Fall and 30-40 or more hours a week in the Spring. During this time, they will be observing and assisting their cooperating teachers as well as teaching lessons.

Fall: In the fall, students are expected to spend 10 hours a week in their cooperating teacher's classroom. At the start of the semester, they will be observing and assisting as needed. As the semester progresses, they will take more and more responsibility in the classroom, leading up to a week in which the student is the primary instructor. This solo instruction week aligns with the concentration Methods I course. At the same time, students will be placed on a rotating basis in other classrooms either in the same school or outside that school, at the Coordinator's discretion. These rotating placements will happen in concert with student coursework for EDUC 613 and EDUC 614, and are designed to help the student experience a broad range of classroom cultures.

Spring: The spring is a more traditional "student teaching" semester. Working with the same cooperating teacher from the fall, the student will gradually assume more and more of that teachers' responsibilities in the classroom. During this time, the candidate will develop a Teacher Work Sample, which is a portfolio of lesson plans and student work that will be used to judge their success in the field (the TWS will play a large role in the candidate's grade in EDUC 750).

C. Non-Registered Degree Requirements

During the Spring student teaching experience, the MAT candidate will compile a professional portfolio (the Teacher Work Sample), showcasing examples of their lesson plans, their students' work, and other artifacts that demonstrate their understanding of pedagogy in their chosen concentration. The specific details of how the Teacher Work Sample should be created and assessed are to be determined by the concentration area faculty, but the portfolio must meet all relevant requirements for use as an NCATE assessment.

At multiple times during the field placement, the candidate's cooperating classroom teacher will be invited to write structured feedback to the teacher candidate and the program coordinator, they also will be able to write less-structured feedback at any time during the program. At any time when the candidate receives negative feedback from their cooperating teacher, they will be required to discuss how they will change their field practices in order to improve the areas set out by the cooperating teacher. The candidate must address all problems discussed by their cooperating teacher before they can complete the program.

D. Assessment Plan

The MAT program has three significant assessment milestones: admission, midpoint, and exit. Each milestone has multiple assessments associated with it.

Admission

Prior to admission, any potential MAT student must pass the Praxis I and Praxis II examinations, which assess the candidate's understanding of basic and content knowledge relevant to teaching within their discipline. The tests are outlined in the admissions section, and the specific passing scores vary by test and are determined by the State of Delaware.

In addition to the standardized testing, each applicant will undergo a transcript review, wherein the area faculty will determine if they have met admission criteria in their content areas. The transcript review uses concentration-specific criteria (derived from the NCATE accreditation process); a student passing this review will be considered to have sufficient mastery of their concentration content knowledge to begin the intensive pedagogical training in the MAT program.

Midpoint

During the Winter term, each student's performance in their concentration 1 (curriculum) and 2 (basic teaching methods) courses will be reviewed by the program coordinator with the assistance of content area coordinators. Specifically, the lesson plan created in the basic methods course and any final written projects from the curriculum course will be reviewed to determine whether or not the candidate has made sufficient progress to continue with the program and begin student teaching. This information will also be used to determine strengths and weaknesses of the first semester of the program.

Exit

In order to exit the program, the candidate must pass two additional assessments: the Teacher Work Sample and the Cooperating Teacher Review.

The Teacher Work Sample is a portfolio of the candidate's lesson plans, reflections, and their students' work, in which the candidate demonstrates a broad mastery of the core pedagogical principles in their concentration area. The rubric and structure for the TWS will be designed so that the TWS can be used in the NCATE accreditation process, and will vary by concentration area. By analyzing multiple

Teacher Work Samples, the program coordinator will be able to determine strengths and weaknesses of the second semester of the program.

At multiple times during the field placement, the candidate's cooperating classroom teacher will be invited to write structured feedback to the teacher candidate and the program coordinator, they also will be able to write less-structured feedback at any time during the program. This data will be anonymized and collated into programmatic information that can be used to inform program improvement and development decisions.

Part V. General Information

A. Financial Assistance

B. Graduate Course Numbering System.

Graduate credit may be earned for courses numbered 600 to 998, excluding EDUC 700-729. Courses numbered 500 to 599 are graduate courses for the nonspecialist and may not be counted for graduate credit in the student's major. With the approval of the student's advisor, 500-level courses taken outside the student's major department may be applied toward a graduate degree. Courses numbered EDUC 700-729 may only be taken by students in the Alternative Routes to Certification (ARTC) program and may not be used to satisfy graduate degree program requirements.

C. Application for Advanced Degree.

To initiate the process for degree conferral, candidates must submit an "Application for Advanced Degree" to the Office of Graduate and Professional Studies. The application deadline is February 15. The application must be signed by the candidate's adviser and by the Director or the Assistant Director of the School of Education. There is an application fee of \$50 for the master's degree.

D. Graduate Grade Point Average.

Students must have a minimum overall cumulative grade point average of 3.0 to be eligible for the degree. In addition, the grades in courses applied toward the degree program must equal at least 3.0. All graduate-numbered courses taken with graduate student classification at the University of Delaware are applied to the cumulative index. Credit hours and courses for which the grade is below "C-" do not count toward the degree even though the grade is applied to the overall index. Candidates should see that their instructors have submitted all final grades.

E. Time Limits for the Completion of Degree Requirements.

Time limits for the completion of degree requirements begin with the date of matriculation and are specifically expressed in the student's letter of admission. The University policy for students entering a master's degree program is ten consecutive semesters to complete the degree requirements, but this program is designed to be completed in one calendar year.

F. Extension of the Time Limit.

An extension of time limit may be granted for circumstances beyond the student's control. Requests for time extensions must be made in writing and approved by the student's adviser and the Director or Assistant Director of the School of Education. The Director/Assistant Director will forward the request to the Office of Graduate and Professional Studies. The Office of Graduate and Professional Studies will determine the student's eligibility for a time extension and will notify the student in writing of its decision to grant an extension of time.

H. Transfer of Credit Earned as a Continuing Education Student at the University of Delaware.

Students who complete graduate credits with the classification of CEND (Continuing Education Nondegree) at the University of Delaware may use a maximum of 9 graduate credits earned with this classification toward their graduate degree. The CEND credits, grades, and quality points become a part of the student's academic record and grade point average. CEND credit can be transferred provided that: (a) the course was at the 600, 700 or 800 level (excluding EDUC 700-729), (b) the course was taken within the time limit appropriate for the degree, (c) the course was approved by the student's adviser and the Director/Assistant Director of the School of Education, and (d) the course was in accord with the student's Individual Program Plan.

I. Transfer of Credit from Another Institution.

Graduate credit earned at another institution will be evaluated at the written request of the student. Such a request should be submitted first to the MAT Program Coordinator using a Request for Transfer of Graduate Credit form. A maximum of 9 credits required for the degree will be accepted provided that such credits: (a) were earned with a grade of no less than B-, (b) are approved by the student's adviser and the Director/Assistant Director of the School of Education, (c) are not older than five years, and (d) were completed at an accredited college or university. The credits, but not the grades or quality points, are transferable to University of Delaware graduate records. Graduate courses counted toward a degree received elsewhere may not be used. Credits earned at another institution while the student was classified as a continuing education student at that institution are not eligible to be transferred to one's graduate degree at the University of Delaware. Credits from institutions outside of the United States are generally not transferable to the University of Delaware.

J. Transfer of Credit from the Undergraduate Division at the University of Delaware.

Students who wish to transfer credits from their undergraduate record to their graduate record may transfer a limited number by arranging with the department to have these courses approved by their instructors before the courses are taken. These courses must be at the 600-level or higher, and the student must perform at the graduate level. They must be in excess of the total required for the baccalaureate degree, must have grades of no less than B-, and must not be older than five years. The credits, grades, and quality points will transfer.

K. Suggested Student Schedule

Summer:

- EDUC 658
- Concentration Course (Curriculum Theory)

Fall:

- Concentration Course (Methods I)
- EDUC 613
- EDUC 750 (3 credits)
- EDUC 614

Winter:

- EDUC 622

Spring:

- EDUC 619
- Concentration Course (Methods II)
- EDUC 783
- EDUC 750 (3 credits)