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March 13, 2018

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, Maryland 21201

Dear Secretary Fielder:

I am proud to present to you a proposal for the Substantial Modification of the existing Master of Arts in Teaching (MAT) Secondary program at Frostburg State University (FSU). While maintaining the current curriculum structure, the MAT Secondary program is expanding its existing curriculum to meet the needs of regional employers and enhance the marketability of its graduates by adding a new course of study in music to its existing courses of study in art, sciences, math, social studies, English, and foreign language. Hence, in addition to expanding the educational and professional opportunities offered by the existing program, the proposed new course of study is specifically designed to attract students who are interested in pursuing a career in teaching music and who seek jobs in education in Maryland and regional school systems.

By responding to local, regional, and state challenges, the proposed program change aligns with FSU's mission to grow and expand its academic programming with a specific focus on preparing a changing student population and provide opportunities for graduates to work and live in the region and the state. This is a key element in FSU's current strategic plan and is essential to the university's economic, educational, and professional development responsibilities to serve both state and regional workforce development needs.

We would appreciate your support for this addition to FSU's master's degree program offerings and recognize the benefit it would have for the state. A receipt of the electronic transfer for \$250 is enclosed to cover the fees for substantial changes to a degree program. If you have any questions, please do not hesitate to contact me or our Interim Associate Provost, Dr. Doris Santamaria-Makang at dsantamaria@frostburg.edu.

Yours truly,

A handwritten signature in black ink that reads 'Ron Nowaczyk'.

Dr. Ronald H. Nowaczyk
President

Pc: Robert Caret, Chancellor, USM
Elizabeth A. Throop, Provost and Vice President for Academic Affairs
Boyce Williams, Interim Dean, College of Education



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March 9, 2018

Mr. Robert W. Eccles, Office of School Effectiveness
Teacher Education Program Approvals
Maryland State Department of Education (MSDE)
200 West Baltimore Street,
Baltimore, MD 21201-2595

Dear Mr. Eccles,

The College of Education and Department of Music request the addition of Music Education to the list of approved Master of Arts in Teaching Secondary/P12 programs at Frostburg State University. The Music Education program is already a state approved program at the undergraduate level, but the College of Education wishes to expand the options to offer music education for late deciders and career changers. As indicated in the email exchange with Dr. Bishoff on October 19, 2017, the program request has been submitted to MHEC for approval and is awaiting the results so we are submitting all documentation for MSDE approval at this time.

The MAT degree program is in direct support of Frostburg State University's goals to serve the regional workforce and prepare quality educators for regional and state school systems. Additionally, providing educational opportunities for teachers to work and live in the region through career advancement allows FSU to contribute to the health and effectiveness of our school systems and therefore the economic growth and health of our community. The program supports Maryland's need for teachers trained in the state.

The MAT Secondary program emphasizes experiential learning for candidates to gain initial teaching certification through high quality pedagogy and extended internships that make cross-curricular connections to content areas while aligning to accreditation standards for NCATE/CAEP, INTASC, NASM, and the Maryland Redesign.

The materials enclosed for your review include the MSDE proposal form, MAT Secondary syllabi, and key assessments with rubrics that are aligned to the INTASC and NASM standards. We look forward to your review of the materials to implement this opportunity.

Sincerely,

Boyce C. Williams, Ph. D.

Cc:

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources, or
- Requiring New Resources

Frostburg State University

Institution Submitting Proposal

Master of Arts in Teaching Secondary

Title of Proposed Program

Master of Arts in Teaching

Award to be Offered

Fall 2018

Projected Implementation Date

Proposed HEGIS Code

Proposed CIP Code

Education Professions

Department in which program will be located

Dr. Jennifer Bishoff

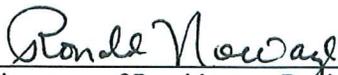
Department Contact

301.687.3169

Contact Phone Number

jlbishoff@frostburg.edu

Contact E-Mail Address



Signature of President or Designee

3/13/18

Date

Frostburg State University
Substantial Modification to Existing Program
College of Education – Department of Educational Professions
Master of Arts in Teaching (MAT) Secondary

A. Centrality to institutional mission statement and planning priorities:

- 1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

Frostburg State University is proposing the addition of a Music PK-12 course of study to be added to the existing Master of Arts in Teaching Secondary program which currently has courses of study in art, sciences, math, social studies, English, and foreign language.

Students admitted to the MAT program will enter the MAT program with the music content knowledge required for the program. Like the other MAT courses of study, music students will be taking specialized music methods courses. The current program requires each student to take 6 credits of methods (2 courses of 3 credits each) with the exception of Art PK12 students who take 7 credits of methods (1 course of 3 credits and 2 courses of 2 credits each). Music students will be required to take 3 methods courses for a total of 9 credits to meet the music education standards (3 courses of 3 credits each). There will be four new methods courses added to accommodate the new course of study. All students will be required to take 3 of the 4 new courses for a total of 9 credits of methods depending on a choral or instrumental focus. Because music students will be required to take additional methods credits (9 credits as opposed to the other courses of study which require 6-7 credits), the total degree credit requirements for the MAT program will increase from 42-43 total credits to 42-45 total credits to accommodate the music course of study.

The addition of Music PK-12 course of study is in direct support of the university's mission stated below as it serves the regional workforce needs to prepare quality teachers in STEAM (Science, Technology, Engineering, Arts, and Mathematics) content areas within the regional school systems. Additionally, offering initial licensure teacher preparation programs provides opportunities for graduates to work and live in the region and State allowing FSU to contribute to the health and effectiveness of our school systems.

***Mission:** Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.*

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Frostburg State University has identified six Strategic Goals (from <https://www.frostburg.edu/splanning/strategic-goal-statements/>):

1. Develop and support academic programs and services that prepare a changing student population for an era of complexity and globalization.
2. Enhance facilities and the campus environment in order to support and reinforce student learning.
3. Increase student quality and institutional retention and graduation rates while encouraging baccalaureate students to persist to graduation.
4. Recruit and retain diverse and talented faculty and staff committed to student learning and University Goals
5. Promote activities that demonstrate the University's educational distinction.
6. Serve as a collaborative partner in the cultural, social and economic development in Western Maryland, the region, and the state

The MAT degree program is in direct support of the university's strategic goals as it serves the regional workforce needs to prepare quality educators for regional and state school systems. Additionally, providing educational opportunities for teachers to work in and live in the region through career advancement allows FSU to contribute to the health and effectiveness of our school systems and therefore the economic growth and health of our community (Strategic Goal 6). Students entering the MAT program must meet high standards for admission including a 3.0 minimum GPA and intentionally rigorous interview process to ensure high quality teacher candidates are admitted to the program demonstrating appropriate dispositions and skills needed to meet the growing and ever-changing demands on today's educators (Strategic Goal 3).

Moreover, the MAT degree program provides students the opportunity to complete a master's program in one year, post bachelor's degree award. This allows students the opportunity to complete both an undergraduate degree in music and complete the master's degree in the fifth year, providing graduates to enter the workforce at a higher rate of pay (Strategic Goal 3 & 5). The MAT program maintains and expands necessary experiential learning opportunities in support of developing highly qualified educators in the State of Maryland. The MAT degree emphasizes experiential learning in today's classroom helping candidates for initial teaching certification to explore and make cross-curricular connections between subject areas, aligning with accreditation standards for NCATE and content specific accreditation bodies (Strategic Goal 1). Additionally, careful attention is given to enhancing the use of technology and meeting all Maryland Teacher Technology Standards that are essential in the evolving, global, and multicultural 21st-century classroom (Strategic Goal 1).

B. Critical and compelling regional or State wide need as identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- **The need for the advancement and evolution of knowledge;**
- **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;**
- **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.**

According to the Maryland Teacher Staffing Report region 2016-2018, Allegany, Garrett, and Washington counties are listed as geographic areas of projected shortages for certified teachers. These counties are within FSU's regional service area. The addition of music as an course of study to the MAT Secondary program will help address this concern by providing access to a master's level initial teacher preparation program that serves career changers, those with music degrees who did not pursue teaching certification at the time of their undergraduate studies, as well as current FSU undergraduate students who are interested in pursuing a career in teaching music but did not choose the teacher certification or were unable to complete the teacher certification option for various reasons. This addition of music as a course of study will improve access to these target groups by providing a new path to both teacher certification and an advanced degree which will also allow graduates to enter into the field at a higher pay level.

(<http://www.marylandpublicschools.org/about/Documents/DEE/ProgramApproval/Maryl andTeacherStaffingReport20162018.pdf>)

Recently, school districts around the state have had to fill positions in music education in the last few days leading to up the beginning of the school year. During the 2017 hiring season, school districts in urban areas such as Montgomery and Prince Georges Counties have contacted colleges, including FSU professors in Music (Dr. James Reddan and Dr. Rebecca Birnie, emails August 2017; Facebook postings 2017) seeking candidates to hire to fill music education positions in their schools, including schools that are Title I serving larger minority populations and educationally disadvantaged students. Additionally, students in the Music MAT degree program will meet the needs of school districts by pursuing a highly qualified status as a result of completion of both the bachelor and master's degrees.

The Maryland State Teacher Staffing Report also identified a shortage of teachers who are members of minority groups. FSU has become increasingly more diverse and targeting undergraduate and particularly minority students for this program will help respond to this shortage. STEAM undergraduate majors with teaching certificate options, including music, tend to be programs with high numbers of required credits, prohibiting many students from graduating with both a degree in their major and teaching credentials within 4 years, this is true currently for the undergraduate music education program

which requires 154 credits in four years. This challenging curriculum course load has unfortunately led to many students, including educationally disadvantaged students, leaving the undergraduate music teaching certification option and sometimes the music major due to time and cost burden to reaching a four year degree that does not match their goals. This program will particularly help these students, as they will have more time to complete courses including developmental courses without falling behind and to complete the undergraduate degree within the first four years, continuing into the MAT program in their fifth year for completion of their master's degree and coursework required teaching certification. This path also allow them to enter the field of teaching with higher pay as a master's prepared teacher.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education \(pdf\)](#).

The proposed substantial change is also consistent with the Maryland State Plan for Postsecondary Education as defined in the Action Recommendations for Goal 3 on page 41. As an institution that continues to serve a growing minority student population, Frostburg State University is committed to providing opportunities and access to postsecondary education to all individuals. The opportunity to complete both a bachelor's and master's degree in five years is a valuable benefit to students where access to higher education, not to mention graduate education, may have never been considered prior to coming to Frostburg State University. Access to both undergraduate and graduate education is paramount to this program and affords a new level of access and service to our region and population that is not currently available within over a 100-mile radius of the University. Moreover, the proposed substantial change supports the University's mission by providing outreach, enhancing economic vitality and stability, and supporting students from diverse backgrounds from across the State of Maryland, especially the rural Western Maryland region. This provides access to a program that enhances the STEAM concept (Science, Technology, Engineering, Arts, and Mathematics) as part of a Liberal Arts undergraduate and graduate education. The core curriculum, undergraduate, and graduate curricula will provide students with the opportunity to develop, appreciate, practice, and apply cultural competence and appreciation for a diverse range of values, beliefs and attitudes. These are foundational to a Liberal Arts education, a Music Education, and the development of highly productive teachers for the 21st century as result of undergraduate and graduate study at Frostburg State University.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

- 1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new course of study.**
- 2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

Tables 1 and 2 below demonstrates the State and national potential demand for programs that prepare educators at all levels of K-12 education. This evidence of projected demand is based upon the program's Classification of Program (CIP) codes of 13.0101, 13.1205, and 13.1299. This has been cross-referenced with the US Bureau of Labor Statistic Standard Occupational Codes (SOC) that classify and indicate the professions and occupations in the areas of elementary, middle, and secondary education with the CIP taxonomy are likely to pursue. Although it is impossible to know from the data exactly how many are music teachers because the data is not provided at this level, music teachers account for a small percentage of the overall number of teachers. The data provided by the US Bureau of Labor Statistics indicates that there is a strong need for P-12 teachers in general. Furthermore, the Maryland Teacher Staffing Report (MTSR) for 2016-2018 indicates 24 counties in Maryland will be facing critical shortages of certified teachers (Maryland Teacher Staffing Report 2016-2018, Recommendation 2, p. 4). Music Education P-12 has the largest number of teacher hires in the State of Maryland for arts education as evidenced in the MTSR 2016-2018 at 204 new hires (p. 18, last reported data from 2014-2015).

Although it is not possible to find specific data for the State of Maryland for Music Education in the Maryland DLLR (2017) and Federal Bureau of Labor Statistics (FBLs), their statistics for all P-12 education provides evidence for the potential of 30,716 (3,072 per annum) new and additional positions between 2014 and 2024 in occupations for which Music MAT program prepares graduates. This has been cross-referenced with the SOC codes (25-2021, 25-2022, 25-2031) provided by the FBLs. Moreover, based on the extant data provided in the DLLR report, the State of Maryland shows a stronger job market than the national average in K-12 education. Additionally, there is a need for more music teachers P-12 across the United States. According to data collected as part of the 2016 National Assessment of Educational Progress (NAEP) 84% of schools participating had at least one or more full-time music education specialists, leaving another 16% of P-12 schools with no music educator (https://www.nationsreportcard.gov/arts_2016/#/music/opportunities-and-access). The proposed program would help to train these professional educators to fill these positions serving the needs of students, communities, the State, and region.

Table 1. Maryland DLLR Occupation Projections

Occupation	CIP Code	2014	2024	Change	Percent Change
Elementary School Teachers	13.0101	48,214	62,738	14,254	30.12%
Middle School Teachers	13.1205	27,008	35,146	8,138	30.13%
Secondary School Teachers	13.1299	37,538	45,862	8,324	22.17%

Table 2. US Bureau of Labor Statistics – National Occupation Projections

Occupation	SOC Codes	2016	2026	Change	Percent Change
Elementary School Teachers	25-2021	1,410,900	1,515,900	19,700	7.5%
Middle School Teachers	25-2022	630,300	677,700	47,300	7.5%
Secondary School Teachers	25-2031	1,018,700	1,095,500	76,800	7.5%

3. Data showing the current and projected supply of prospective graduates.

MAT Secondary programs across the state on average have experienced drops in enrollment over the past several years (see Table 3 below). Morgan State and Loyola, the two programs which offer music as a course of study, have also experienced this decline. Frostburg State University's ability to add music as a content area will help stabilize enrollment decrease as it will allow FSU to target a market within the region and via the undergraduate population that we are currently not able to serve without the music course of study.

Table 3. MAT Program Enrollment Trends in Maryland Institution of Higher Education

School Name	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
St. Mary's College of MD	0	0	0	9	22	30	43	35	30	31	1	1	0	0
Bowie State University	98	69	57	63	60	57	47	45	30	23	18	20	15	14
Frostburg State Univ.	14	19	28	44	52	39	44	35	24	21	11	11	15	17
Salisbury University	8	12	15	5	17	11	16	20	16	19	14	18	8	7
Univ. of MD Eastern Shore	5	9	21	8	19	11	19	8	8	6	4	23	10	10
Morgan State University	31	29	3	5	3	2	11	21	24	20	20	22	18	8
Notre Dame of Maryland University	118	73	84	68	78	68	86	84	87	47	65	76	72	77
Johns Hopkins University	480	375	417	443	557	534	562	336	195	111	88	46	45	41
Loyola University MD	0	0	0	0	0	73	85	95	86	84	91	91	79	58
Coppin State University	26	30	32	33	29	19	26	25	18	18	19	25	15	9
Total	780	616	657	678	837	844	939	704	518	380	331	333	277	241

Frostburg State University currently has 74 matriculated undergraduate music majors in the Department of Music. Of those, approximately 35 are pursuing music education as their career path and are enrolled in the undergraduate teaching certification option. Over the past three years, nearly 40% of students who begin in the undergraduate teacher certification option (Table 4) do not graduate in 4 years in this major. This is primarily due to the overwhelming number of credit hours required for the teaching certification for the bachelor's degree (154 credit hours) and the overload credit burden this places on students in their last two years of the undergraduate major. This is particularly true for educationally disadvantaged students who may need developmental courses early in their undergraduate career which causes added credit burden and is a barrier to completion of the teacher certification option in music. As a result, students take an additional year to get their bachelor's degree, choose other music career options or leave the music major to complete a bachelor's degree in four years, giving up on their dreams of teaching. The addition of the MAT music course of study will give these students an option to continue their goal of becoming a teacher as they will be advised to complete their music major degree in four year and enter into their fifth year to acquire their teaching certification coursework via the MAT Secondary program. While this path will still take five years to complete, a student will graduate with both a bachelor's and master's degree in the same time frame, allowing them to manage the academic requirements successfully and upon completion enter the teaching workforce at a higher rate of pay as a master's prepared teacher, an incentive for students to not give up their dreams of teaching.

Based the Department of Music's growth of 14% this year comparing 2016 and 2017 enrollment data, and a comparison of similar programs (CIP 50.0901 (Music) and 13.1312 (Music Education)) we expect enrollment to increase in the MAT program with the addition of the music content are of study by 6 students each year (see Table 5). These increases will come from both FSU undergraduate students who were unable to complete the teaching option in the four-year period at the undergraduate level who will be advised to pursue the MAT program and from career changers that we anticipate will come back to add the teaching certification option who graduated with a bachelor's in music without teacher certification option.

Table 4. Department of Music Graduates in Music Teaching Certification Option

	Cohort 2015	Cohort 2016	Cohort 2017	Cohort 2018*	Cohort 2019*	Cohort 2020*	Cohort 2021*
Estimated Number of students entering Music Education Major	9	9	8	10	11	13	16
Graduates in Music Education Major	6	5	5	6	7	8	10
% of students graduating with teaching certification who	66.6%	55.5%	62.5%	60%	60%	60%	60%

*2018-2021 are projected based on current enrollment of first-year through fourth-year students.

(Data from Departmental list of Graduates in Music Education and PAWS Query FSU_INFO_STDNT_BY_MAJOR)

Table 5. Estimated Number of Students Estimated to Enter MAT Music Course of Study

	2017	2018	2019	2020	2021
Anticipated new FSU MAT enrollment due to MAT music course of study	6	6	6	6	6

D. Reasonableness of program duplication:

There are currently two similar programs offering master’s level initial teacher certification programs with a P-12 music education course of study in the State of Maryland. These programs are currently available at Loyola University of Maryland and Morgan State University.

Both programs require students to attend on the institution’s campus, limiting access due to travel for students from western Maryland, FSU’s service region. FSU is not developing a new competing MAT program as it already exists. We are simply adding a course of study to allow students with appropriate music backgrounds to enter the current MAT program to become teacher certified. We will service a different geographical market than the other programs located in Maryland, primarily career changers who currently live in the western Maryland region and our current FSU undergraduate music students wishing to pursue a teaching certification. Given the existence of the current MAT program and the differences in geographic location between FSU and the other two programs, this proposed change provides little if any risk of duplication.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBI’s.

The MAT program at FSU currently exists and is not a high demand program at either FSU or Morgan State, the only HBI offering MAT with music PK12 course of study. Therefore, the impact of this change to add a music course of study to the FSU MAT program will have little if any impact, particularly due to the differences in geographic location. FSU’s target population for this program includes residents of the western Maryland region who may wish to change careers or current FSU students.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.

The proposed substantial change will have little to any relevance to the identity of Maryland’s HBIs. Currently, Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore are identified as HBIs in the

State of Maryland. Morgan State University is the only HBI with a Master of Arts in Teaching program with a music PK-12 concentration. Given that FSU currently offers a MAT program and FSU is simply adding a course of study in music to an existing program, there should be little if any impact on Morgan State's program. Due to the nature of both programs' on campus requirement and the distance between the two institutions, FSU's program will service a different geographical area and attract students from the western Maryland region, particularly career changers living in the region and current undergraduate students.

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

The curricula of the MAT Program at FSU is presented below. Music students would share all of the courses except for the two Methods courses (SCED 510 and SCED 51x or EDUC 550 and 551 6-7 credits). These two methods courses will be replaced with 3 courses (9 credits) of music methods as indicated below.

Current MAT Program Curriculum (42-43 credits)
Courses of Study: Art/PK12, sciences, social science, English, math and foreign language

Professional Education Core (6 credits)

EDUC 603 Research Methods

EDUC 606 Developmental Theory and Experiential Growth

Program Course Requirements (21-22 credits)

REED 517 Teaching Reading in the Content Areas (3 cr)

EDUC 565 Introduction to Technology for Teaching and Learning in the 21st Century (3 cr)

EDUC 663 Management and the Learning Environment (3 cr)

SPED 551 Adapting Instruction in Diverse Classrooms (3 cr)

EDUC 613 Classroom Assessment (3 cr)

Methods Courses

SCED 51x or 520 or EDUC 550 and 551 Content Area Methods (3-4 cr)

SCED 510 Secondary Methods and Curriculum (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: edTPA

**New MAT Program Curriculum with
Course of study Music PK12 (45 credits)**

Professional Education Core (6 credits)

EDUC 603 Research Methods
EDUC 606 Developmental Theory and Experiential Growth

Program Course Requirements (21-22 credits)

REED 517 Teaching Reading in the Content Areas (3 cr)
EDUC 565 Introduction to Technology for Teaching and Learning in the 21st Century (3 cr)
EDUC 663 Management and the Learning Environment (3 cr)
SPED 551 Adapting Instruction in Diverse Classrooms (3 cr)
EDUC 613 Classroom Assessment (3 cr)

Methods Courses (6-9 credits)

Sciences, English, Foreign Language, Math, Social Studies(6 credits)

SCED 51x Content Area Methods (3 cr)
SCED 510 Secondary Methods and Curriculum (3 cr)

Art PK 12 (7 credits)

SCED 510 Secondary Methods and Curriculum (3 cr)
EDUC 550 Education Methods for Secondary Teachers (2 cr.)
EDUC 551 Art Education Methods for Elementary Teachers (2 cr.)

Music PK12 (9 credits)

EDUC 552 General Music Methods for Elementary School (3 cr)
EDUC 553 General Music Methods for Secondary School (3 cr)
Choose One:
MUSC 552 Choral Music Methods K-12 (3 cr)
MUSC 553 Instrumental Music Methods K-12 (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: edTPA (3cr)

Course Descriptions

MUSC 552 Choral Music Methods K-12 3cr Materials and techniques of choral instruction, computer-assisted instruction and integrated technology, and choral performance at all levels of public music education. Research trends and pedagogy in choral music education. Application of current research in teaching choral music in lesson plan development and practice. Required of voice and piano majors in the music teacher education program. Spring. Prerequisites: Completion of the Sophomore Evaluation and Piano Proficiency Exam and conditional admission to the MAT program. Departmental approval required. Spring. 150 minutes.

MUSC 553 Instrumental Music Methods K-12 3cr Materials and techniques of instrumental music instruction, computer-assisted instruction and integrated technology, and instrumental performance at all levels of public music education. Research trends and pedagogy in instrumental music education.

Application of current research in teaching instrumental music in lesson plan development and practice. Required of all instrumental majors in teacher education. Spring. 150 minutes. Prerequisites: Completion of the Sophomore Evaluation and Piano Proficiency Exam and conditional admission to the MAT program. Departmental approval required.

REED 517 Teaching Reading in the Content Areas 3 cr. Methods to develop reading skills as part of the teacher's regular classroom instruction. Problems related to teaching students the skills specifically needed to read subject areas. Spring.

SPED 551 Adapting Instruction in Diverse Classrooms 3 cr. An understanding of the instructional and social development needs of the disabled and nondisabled students in inclusive classrooms. Special attention to collaboration, technology, legislation, educational programming, instructional strategies, inclusion models and current research related to the students enrolled in secondary school inclusion programs and K-12 programs. Fall. Prerequisite: admission to the M.A.T. Secondary program.

SCED 510 Secondary Methods and Curriculum 3 cr. Evolution of the philosophy of secondary education. Current curricula, planning, issues, and instructional methodologies in all secondary teaching areas.

SCED 51x 3 cr. These courses represent subject-specific methods courses held in Art, English, Math, Science, Social Studies, or World Languages.

EDUC 552 General Music Methods in the Elementary School 3cr. Music teaching, emphasizing the elementary school level: materials and techniques of instruction for general music classes; general educational theories and their relevance to music education; computer-assisted instruction and integrated technology; facility with accompanying folk instruments; and exposure to the Orff, Kodaly and Dalcroze approaches to music education. Fall. Prerequisites: Successful completion of the Sophomore Evaluation and Piano Proficiency Exam and conditional admission to the MAT program. Departmental approval required.

EDUC 553 General Music Methods in the Secondary School 3r. Music teaching emphasizing the secondary school level: materials and techniques for general music classes; computer-assisted instruction and integrated technology; facility with accompanying folk instruments; historical and philosophic foundations of music education; and program development and instructional design. Fall. Prerequisites: Successful completion of the Sophomore Evaluation and Piano Proficiency Exam and conditional admission to the MAT program. Departmental approval required.

EDUC 565 Introduction to Technology for Teaching and Learning in the 21st Century 3 cr. Experiences and practice in using 21st century technology skills and applications to support P-12 curriculum. Intersession.

EDUC 603 Principles and Practices of Research 3 cr. Definitions of research; the research process; chronological development of educational research; library use and research literature; the research abstract; historical, descriptive and experimental types of research. Identification of researchable problems and the formulation of research designs, descriptive and inferential statistical techniques, style for writing the research report. Fall, spring, summer, intersession.

EDUC 606 Developmental Theory and Experiential Growth 3 cr. Understanding the concept of self, logical decision making, communication theory, effects of the various social-cultural factors on learners; effects of the individual, the group and the system on the learning process; leadership theory and skills; studies in human growth and development. Fall, spring, summer.

EDUC 613 Classroom Assessment 3 cr. This course is intended to assist students in the attainment of a theoretical understanding and knowledge related to the design, implementation and use of various assessment instruments that include, but are not limited to, formal and informal observation, paper and-

pencil instruments, oral questioning, student records, authentic performance tasks and student portfolios, as well as the qualitative analysis of pupil performance—product and process. Fall. Prerequisite: admission to MAT-Secondary program or permission of department chair.

EDUC 663 Management and the Learning Environment 2 cr. Analysis and management of students in the classroom based on research. Organizational practices to create a positive classroom climate through proactive management of the classroom and social skills development of the students. Summer. Prerequisite: admission into the Master of Arts in Teaching program or permission of program coordinator.

SCED 696 Practicum I with Secondary Seminar 6 cr. An intensive experience in the secondary school setting for the initial certification student. Experience centers on the knowledge, skills and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Peer coaching and collaborative efforts emphasized. Involvement with the school improvement process and school reform. Emphasis given to development of intern's professional portfolio. Fall. Prerequisite: admission to the M.A.T. Secondary program.

SCED 697 Practicum II with Secondary Seminar 6 cr. An intensive experience in the secondary school setting for the initial certification student. Experience centers on the knowledge, skills and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Peer coaching, collaborative efforts emphasized under the direction of a mentoring teacher. School improvement process and school reform. Continued development of the intern's professional portfolio. Course is a continuation of Practicum I. Seminar is designed to address topics, issues and concerns as scheduled or needed and to integrate portfolio development and the research component and other aspects of the program within the practicum experience. Spring. Prerequisites: admission to the M.A.T. Secondary program; completion of SCED 696.

SCED 700 MAT Secondary/P-12 Capstone: Action Research and Professional Portfolio 3 cr. Capstone. Individual action research project and paper related to the content area of certification and exit electronic portfolio meeting standards. Course is graded A, B, C or F. Blended format. Spring.

Entrance and Exit Requirements

Admission Requirements:

- Bachelor's degree in course of study or equivalent coursework from a regionally accredited IHE
- 3.0 GPA on a 4.0 scale. Provisional admission may be considered for students below a 3.0 with Academic monitoring approval.
- Passing Praxis Core Content Scores (All sections reading, writing, math). GRE or SAT scores acceptable to meet MSDE criteria for teacher certification will be accepted in lieu of Praxis Core Content Scores.
- Interview and Portfolio

Additional Program Requirements

- All candidates must pass a fingerprinting and background check prior to participation in any clinical experiences in the program.
- All candidates must meet Practicum I Candidacy requirements
- All students must maintain a 3.0 or higher GPA with no grade lower than a C and no incomplete grades for each semester

- Candidates must attain acceptable or higher ratings on an applicable disposition 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:

- Candidate must complete all prerequisite requirements.
- Candidate 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 register to take Praxis II content knowledge test in each area of study or OPI/WPT prior to start of Practicum II

Program Exit Requirements

Program exit and recommendation for certification are contingent upon the following:

- Successful completion of all coursework
- Successful completion of all the 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 appropriate Praxis II content area exams are required for licensure in the state of Maryland.)
- Completion of program with a cumulative GPA of 3.0 or higher
- Approval of the MAT Program Coordinator

2. Describe the educational objectives and intended student learning outcomes.

1. To provide candidates with an integrated, quality, and intensive research-driven experience for teacher preparation.
2. To provide candidates with the knowledge, skills, and dispositions of highly effective teachers.

3. To develop candidates who will demonstrate satisfactory performance of all relevant NCATE, state, and professional association program standards for the course of study while meeting the expectations of the College of Education.
4. To engage candidates in a collaborative experience of staff development and pre-service teacher training in Professional Development Schools.
5. To make a positive impact on partnership schools and on the students attending those schools.
6. To involve candidates in self-reflection, research, and problem solving about teaching and learning.
7. To continually require evidence of proficient candidate performance through displays of teaching skills and through documentation of student learning.
8. To provide candidates with a broad understanding of acquisition of learning and literacy and the skills to promote effective learning across curricular areas.
9. To provide an alternative avenue of initial certification and induction into teaching for individuals with a bachelor's degree in fields other than education.

MAT Student Learning Outcomes:

SLO1: Demonstrate synthesis of degree-related outcomes through expertise displayed in the both the student teaching practicums and capstone project.

SLO2: Demonstrate competency of foundational knowledge in the candidate's content area appropriate to all age and ability levels being taught.

SLO3: Plan and implement effective, developmentally appropriate lessons and curricula based upon sound principles of content knowledge, skill development, and pedagogy following appropriate State and National Standards for the content area and in general education.

SLO4: Effectively utilize technology to enhance student learning and professional growth.

SLO5: Reflects on teaching, student performance, and developments within Secondary/P12 education and specific content area to extend knowledge informing the student's teaching philosophy.

SLO6: Actively engage as a scholar-practitioner developing lessons and curricula based appropriate pedagogy informed by both research, reflection, and content knowledge in both the content area and general educational practices.

These objectives and student learning outcomes support the goals of the University's Strategic Plan.

3. Discuss how general education requirements will be met, if applicable.

Not applicable, this is a Master degree program.

4. Identify any specialized accreditation or graduate certification requirements for this program and its students.

The College of Education is certified by NCATE and the Master of Arts in Teaching program is approved by the Maryland State Department of Education. The methods courses will be taught by the music department faculty. Students completing this program will also meet the requirements for Teacher Certification in Music P-12 with the Maryland State Department of Education. No other accreditation or graduate certification requirements are required for students for this program.

5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable

H. Adequacy of articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions.

Not applicable

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach.

The following table provides information on the faculty who currently teach in the MAT Secondary Program. Many faculty members are in full-time, tenure or tenure track positions. Master teachers serve as adjunct instructors in our subject-specific methods courses to provide real-world classroom experiences and information to our candidates. Additional faculty positions would not be needed for courses related to the concentrations. Dr. Jennifer Bishoff is the MAT Program Coordinator. She would oversee the program of study and course offerings, as well as advising for all MAT Secondary candidates. The addition of the MAT music course of study would not impact teaching resources as the methods courses will be cross listed with the senior level music methods courses taught by the music department faculty.

Faculty Member	Degree	Rank	Courses	Concentration area
Dr. Jennifer Bishoff	Ed. D. in Educational Leadership	Assistant Professor	Secondary Methods, Science Methods, Research, Classroom Assessment, Practicum SCED 510, SCED 519, EDUC 603, EDUC 613, SCED 696/697	Science and Science Supervision
Dr. Jodi Nichols	Ed.D. in Curriculum & Instruction/Literacy Studies	Associate Professor	Content Area Reading, Classroom Management, Educational Psychology EDUC 606, EDUC 663, REED 517, SCED 696/697	Middle School, Social Studies, Literacy Skills, English and Social Studies Supervision
Dr. Jennifer Rankin	Ed.D. in Educational Leadership	Associate Professor	Educational Technology EDUC 565, SCED 696/697	Technology and Math Supervision
Dr. Jameylyn Tobery-Nystrom	Ed.D. in Special Education Leadership	Assistant Professor	Adapting Instruction in Diverse Classrooms SPED 551	Special Education
Faculty TBD Search Pending	M.M. Wind Conducting ABD for Ph.D. in Adult Education	Instructor	MUSC 553	Director of Bands and Instrumental Music Education
Dr. James Reddan	D.M.A. in Music Education	Assistant Professor	MUSC 552, SCED 696, SCED 697	Director of Choral Activities and Choral Music Education; Coordinator of Music Education

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure **resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.**

Since this proposal concerns a new course of study in an existing program, no additional library resources are required. Currently the holdings for the MAT Secondary program at the Ort Library are adequate for faculty and student needs. One of the opportunities available to the MAT Secondary program is the wide variety of electronic journals for

education. Faculty and candidates are provided the opportunity to access a wide variety of sources that might have been difficult to access in the paper format. The "Research Port" available through the University and the system is a critical asset.

The current library resources available for students pursuing music education currently meet the needs of students and no new resource needs are anticipated. We plan to implement the program with existing institutional resources. Students have access to over 1000 hard-copy text resources, 150+ recordings, scores, and numerous online resources through research databases. Additionally, with USM's extensive interlibrary loan program, the resources needed are currently in place.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

- 1. Provide an assurance that physical facilities, infrastructure and instructional equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

The current facilities are adequate to meet the requirement of this program. Courses offered by the Department of Educational Professions are offered in Framptom Hall. The classroom spaces and technology available across campus are appropriate for the delivery of the MAT Secondary program.

Secondary teachers must be technologically fluent; therefore, technology integration is a key component of the MAT Secondary program. All of the classrooms utilized for the MAT Secondary program are Smart classrooms, with SmartBoards, computers and Internet access. In addition to the Instructional Technology computer laboratory in Framptom Hall, MAT Secondary candidates use document cameras, digital cameras, iPads, etc. within the technology course that is required of all MAT Secondary candidates. All instructors in the MAT Secondary program use Blackboard, the web-based instructional delivery platform, in order to provide technology enhanced course instruction. In both the teaching laboratory and the candidates' field experiences, video is used to allow candidates to review and evaluate their own teaching.

The current facilities, infrastructure, and instructional equipment of the Pealer Performing Arts Center on the Frostburg State University main campus in Frostburg, MD are adequate to accommodate the addition of Music course of study to the MAT degree program. The facility is home to Pealer Recital Hall, a 425-seat recital hall where all student performances are presented. Adequate classroom facilities are available with 20 dedicated rooms for student practice, 8 teaching studios, 7 classrooms, a dedicated Music Education classroom, and a designated piano and computer lab. Upright pianos and keyboards are provided in

all teaching and practice spaces used by the department as well as appropriate educational technology including: computers, sound systems, projectors, and smartboards. The proposed program can be implemented within existing institutional resources.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

1. Complete [Table 1: Resources \(pdf\)](#) and [Table 2: Expenditure\(pdf\)](#). [Finance data\(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.
2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: RESOURCES – MAT Secondary with Music Course of Study					
Resources Categories	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
1.Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ² (c+g below)	\$81,660	\$84,111	\$86,580	\$89,220	\$91,860
a. #F.T Students	-	-	-	-	-
b. Annual Tuition/Fee	-	-	-	-	-
c. Annual Full Time Revenue (a x b)	-	-	-	-	-
c. # Part Time Students (In-state/Out-of-State)	5/1	5/1	5/1	5/1	5/1
d. Credit Hour Rate (In-state/Out-of-State)	433/557	446/574	459/591	473/609	487/627
f. Annual Credit Hours	30	30	30	30	30
g. Total Part Time Revenue (d x e x f)	\$81,660	\$84,111	\$86,580	\$89,220	\$91,860
3. Grants, Contracts, & Other External Sources ³	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$81,660	\$84,111	\$86,580	\$89,220	\$91,860

Narrative

1. **Reallocated funds** – There will be no funds reallocated. The three courses being offered as part of the MAT Secondary music course of study will be cross listed with the

undergraduate courses and the same faculty and resources will be used to accommodate those students taking these courses in the MAT program.

2. Tuition /Fee Revenue

- a. #FT Students - NA
- b. Annual Tuition/Fee – Annual tuition and fee is based on current rates with 3% annual increase x # credit hours per year (30) x 6 new students anticipated each year.
- c. Annual FT Revenue (axb) - NA
- d. #PT Students (IS/OS) – Graduate students are billed by credit hour, therefore all revenue will show as PT revenue rather than FT student. We anticipate 6 students each year in the MAT music concentration (5 IS and 1 OS)
- e. Credit Hour Rate (IS and OS) – Current credit hour rates will apply with a 3% increase in rates each year/
- f. Annual Credit Hours – Each of the six new students will take 30 credits within the full 12 month period in the MAT program
- g. Total Part Time Rev. (dxexf) – Total revenue is derived from the anticipated 6 new students entering the MAT program who will take 30 credits a year. Five students will be IS and 1 student OS.

3. Grants and Contracts & Other External Sources – NA

4. Other Sources - NA

TABLE 2: EXPENDITURES – MAT Secondary with Music Course of study					
Expenditure Categories	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
1. Total Faculty Expenses (b + c below)	0	0	0	0	0
a. # FTE (Partime/Adjunct)	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Total Administrative Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	0	0	0	0	0

Narrative:

There will be no new resources required for this proposal implementation. The program enrollment is currently low and therefore can absorb any additional new students into the program. There will be no new faculty, staff, new or renovated spaces, library resources, or equipment needed to implement this music specialization. The current resources available meet the needs of the program in all regards at this time.

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).**Discuss procedures for evaluating courses, faculty and student learning outcomes.**

In addition to assessments in each course, teacher candidates will also be required to demonstrate content and pedagogical knowledge through completion of key assessment within the program. The National Council for Accreditation of Teacher Education (NCATE) requires that program be recognized by specialized professional organizations. In the proposed addition of a Music course of study to the MAT program, candidates will meet the assessment standards set by NASM, the National Association for Schools of Music. The key assessments for this program include the following:

- Undergraduate content-area GPA
- Praxis II scores for both pedagogical and content knowledge
- Content lesson plans and an evaluation by the mentor teacher to assess content knowledge
- Instructional unit with in content-area focus
- Internship evaluation, including a dispositions rating
- edTPA

Within the MAT program, candidates must meet all entrance, continuation and exit requirements. The proposed addition of the Music course of study to the MAT program would be included in these requirements.

The Department of Music shares with and uses reported data from the College of Education as part of the assessment and accreditation process in Music Education. Music education faculty analyze data to help meet students meet student learning outcomes in addition to monitoring students' progress towards meeting MSDE standards, requirements, and outcomes as relate to the teacher certification process.

The evaluations of courses by both students and faculty will be crucial for the proposed addition of the Music course of study to the MAT program. Faculty will be giving careful consideration to course delivery and outcomes assessment as part of their evaluation of each course. As four courses will be new courses at the graduate level, faculty will be using student feedback and outcomes assessment to revise and refine courses each semester that they are taught including SLO assessment and alignment with the National

Association of Schools of Music Standards, National Core Arts Standards, and Maryland State Standards for K-12 Music Education.

- N. **Consistency with the State's minority student achievement goals** (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

This proposal is consistent with the State's minority achievement goals as outlined in COMAR 13B.02.03.05.

(http://mhec.maryland.gov/institutions_training/Documents/acadaff/acadproginstitapprovals/COMAR%2013B.02.03.pdf)

- A. The proposed change is consistent with the quality goal stated in COMAR through its alignment and centrality to Frostburg State University's approved mission. The proposed substantial change adheres to the commonly accepted standards of academic practice as found in Regulation .06 of COMAR 13B.02.03
- B. The proposed change focuses on the needs of citizens for higher education programs, services, and research in many ways. Many of the students at Frostburg State University are first-generation college students who require financial resources including federal financial aid. Additionally, the University, Foundation, and Department of Music award scholarships annually to students demonstrating talent, academic promise, and financial need to help them persist in their education. The proposed addition of Music to the MAT program will target current FSU undergraduate students, affording students streamlined access into both undergraduate and graduate education with both achievable in a five-year timeframe. This is especially important for the expansion of educational opportunities for minority and educationally disadvantaged students at FSU as 44% of Frostburg State University's student population are minority students (FSU 2017 Census). Because of the opportunity to achieve both an undergraduate and graduate degree in five years, so that they can contribute further to the economic development of the communities they serve. FSU will make every effort to target minority and underserved populations for this program.
- C. As part of the proposed change, accountability has been strongly considered and clarified as part of the development of the program. A set of reliable indicators based on the assessment of clear student learning outcomes and program evaluation that both support and are clearly linked to the mission of the institution have been defined and are ready to be implemented upon approval of the proposal.
- D. The proposed change does not have any effect on HBI programs in the State of Maryland.

O. Relationship to low productivity programs identified by the Commission:

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not Applicable

P. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

Not Applicable