# Loyola University Maryland Masters in the Art of Teaching 2013-2014 Student Handbook







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#### The Institution

#### **Introduction and Brief History**

Founded in 1852, by Father John Early and eight other Jesuits, Loyola University Maryland is a Jesuit Catholic university that has as its mission to "inspire students to learn, lead, and serve in a diverse and changing world." It is committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. As first elucidated by St. Ignatius of Loyola, the Jesuit philosophy strives to educate men and women of compassion and competence, imbued with the desire to seek in all things the greater glory of God. At Loyola, this ideal is further underscored by the guiding belief that a Catholic university is truly Catholic only insofar as it is truly a university committed to education that looks critically at the human condition, raises fundamental questions about meaning, and promotes a love for learning and discovery. This Catholic intellectual tradition asserts that faith and reason complement one another so that questions of faith are encouraged and examined as intellectual inquiries. This approach encourages the nourishment of a community committed to an examined life of intellectual, social, and spiritual discernment and fosters the understanding that leadership and service to the world are intimately connected.

Loyola has experienced a remarkable transformation from a small male-only local college to a diverse, dynamic coeducational university providing undergraduate and graduate education to more than 6,000 students from across the nation and around the world. The University's Jesuit Catholic tradition has prompted the development and growth of student-centered education with undergraduate programs rooted in the liberal arts tradition and with graduate programs focused on professional service and leadership. Loyola's educational offerings are distinguished by emphases on academic achievement, on excellence in teaching, and on engaged, meaningful scholarship. With the emphases on both liberal arts undergraduate education and professionally oriented graduate programs, Loyola has become a comprehensive university.

In large part, Loyola attributes its remarkable expansion, development, and achievements of the past two decades to the implementation of its Strategic Plans. The broad campus input and the collaborative efforts among faculty, administrators, and staff brought the goals of these Plans to realization. The past two Strategic Plans, *Magis* (1996-2002) and *Great Resolves, Great Desires* (2002-2007), charted the course for Loyola's latest transformation. *Magis* (1996-2002) helped make Loyola a Jesuit Catholic university of national standing. *Great Resolves, Great Desires* (2002-2007) provided students with the experiences, tools, and confidence needed to inspire a passion for intellectual inquiry and to produce students, and later professionals, prepared to transform the world. Beyond these achievements, *Great Resolves, Great Desires* provided the campus community with an important and enduring resource, Loyola's Core Values Statement. This statement identifies and articulates 10 core values that define and express Loyola's Jesuit Catholic identity. The statement has been widely disseminated and embraced within the University as a standard for shaping programs and attitudes that are authentically grounded in the Jesuit Catholic tradition.

The current Strategic Plan, *Grounded in Tradition, Educating for the Future*, builds on the successes of past plans. Approved by the Board of Trustees in October 2008, after a two year

planning process, the Plan sets the direction for Loyola's next period of advancement and achievement. The Plan is organized into five key areas critical to Loyola's continuing achievement: Undergraduate Education, Graduate Education, Faculty Development, Community Engagement, and Athletics. While distinct in their specific requirements, these initiatives complement one another and together will help the University advance toward its overarching goal to become the nation's leading Catholic comprehensive university.

In the increasingly complex and competitive environment in which Loyola pursues its objectives, it is more important than ever for the institution to communicate the depth and breadth of its programs accurately and completely. Loyola has been a comprehensive university with a growing array of undergraduate and graduate programs for more than 25 years. Because this identity was not reflected fully in the official designation, Loyola College in Maryland, the institution assumed a new designation, Loyola University Maryland, in August 2009. This change, while significant, does not signify a change in philosophy or direction, but rather is a more accurate reflection of the institution that Loyola has already become.

#### The Mission and Profile

Loyola University Maryland is a Jesuit Catholic comprehensive university that offers an education distinguished by excellent teaching and meaningful scholarship. As first elucidated by St. Ignatius of Loyola, the Jesuit philosophy strives to educate men and women of compassion and competence, imbued with the desire to seek in all things the greater glory of God. At Loyola, this ideal is further underscored by the guiding belief that a Catholic university is truly Catholic only insofar as it is truly a university educating students to look critically at the human condition, raise fundamental questions about meaning, and develop a love for learning and discovery. The Catholic intellectual tradition asserts that faith and reason complement one another so that questions of faith are encouraged and examined as intellectual inquiries. This approach nourishes a community committed to an examined life of intellectual, social, and spiritual discernment and fosters the understanding that leadership and service to the world are intimately connected. The University's Jesuit Catholic tradition has prompted the development and growth of student-centered education with undergraduate programs rooted in the liberal arts tradition and graduate programs focused primarily on professional service and leadership.

#### The mission of the University states:

Loyola University Maryland is a Jesuit Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the University will inspire students to learn, lead, and serve in a diverse and changing world.

At Loyola, this means that the curriculum is rigorous and faculty expectations are high. In addition to academic coursework, the Jesuit mission is carried out through a variety of programs and events sponsored by various University departments, including Campus Ministry and the Center for Community Service and Justice. Loyola aims to lead students, faculty, staff, alumni, and friends forward to pursue an examined life of intellectual, social, and spiritual discernment. In pursuing these goals, Loyola asserts a bold vision: that Loyola University Maryland will be the nation's leading Catholic, comprehensive university. The standards by which we measure that

achievement include the enrollment of outstanding students; the creation of a diverse and supportive community; the cultivation of a rigorous intellectual climate which distinctly prepares graduates to succeed in any endeavor they choose to pursue; the scholarly achievements of the faculty; the recognition of academic peers; the intellectual and professional attainments and generosity of spirit of the alumni.

#### The Colleges of which the University is Comprised

Today Loyola is a university with three colleges. The school of arts and sciences continues with the name, Loyola College, and is formally called Loyola College of Arts & Sciences. The name of the business college is Sellinger School of Business and Management. The newest college is called the School of Education.

#### Library

In 1968, a corporation was formed by the College of Notre Dame and Loyola for the purpose of building and operating a library that would serve the two colleges. Land was deeded to the corporation by the colleges and a site at the center of the two campuses where the property of one college joined that of the other was selected for the building. The library opened on March 15, 1973 and was dedicated on May 12, 1973. In 1974 the library won a joint merit award of the American Institute of Architects, the American Library Association and the National Book Committee, and also a merit award of the Baltimore Chapter of the American Institute of Architects.

The Loyola/Notre Dame Library, opened in 1973, is a unique facility that provides information services and resources to support the educational programs and needs of both Loyola and the College of Notre Dame of Maryland. The Loyola Notre Dame Library's web site is a gateway to a wide variety of information sources, including holdings, the library catalog and over 60 citation and full-text databases, all of which are available remotely. Among others, the Loyola/Notre Dame Library subscribes to the ERIC database through Cambridge Scientific Abstracts, with links to selected full-text journals as well as full-text ERIC documents through EDRS E\*Subscribe. In addition, the library provides access to PsycINFO and PsycARTICLES, Mental Measurements Yearbook, Dissertation Abstracts, and the Social Science Citation Index. The library is open during the fall and spring semesters from 8 am to 2 am on Mondays through Thursdays, Fridays from 8 am to 5 pm, Saturdays 8 am to 8 pm and Sundays from 12 pm to 2 am. The library provides reference service and research consultations to students and offers instruction, by request of faculty, in information and research skills.

#### **Technology**

Our mission is to support, enrich and inspire the academic, social, and administrative experience of the Loyola community through dynamic partnerships and a focus on effective technologies in alignment with the University's mission and dedication to lifelong learning and caring for the whole person. Loyola has extensive services and support in the area of Technology. For information visit <a href="https://inside.loyola.edu/site/techservices/pages/technologyservices.aspx">https://inside.loyola.edu/site/techservices/pages/technologyservices.aspx</a>.

#### The School of Education

#### Mission

Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and cura personalis, the School of Education at Loyola University Maryland promotes leadership and scholarship in the development of teachers, counselors, administrators, and other educators.

The mission of the School of Education is consonant with the mission of Loyola University Maryland, aiming to educate students "to learn, lead, and serve in a diverse and changing world." Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and *cura personalis*, the School of Education promotes leadership and scholarship in the development of teachers, counselors, administrators, and other educators.

#### A Brief History of the School of Education of Loyola University Maryland

The education program at Loyola began in 1946 as one of five majors leading to the Bachelor of Science in Social Science (BSSS) in the Evening School and Adult Education Division. This was the first unit of the College to admit both men and women to its programs. In fall 1949, through the efforts of Fr. John E. Wise, S.J., the Evening School and Adult Education Division became the Graduate Education and Evening School of Loyola College, and offered its first graduate degree program - a Masters of Arts in Education.

The purpose of graduate study in education was to "first, further training of teachers, counselors and administrators in public and private schools; second, the preparation for further research and study in education fields" (p. 32, 1949-50 Graduate Education and Evening School Catalogue). In 1971, Education became a department reporting to the College of Arts and Sciences dean. In 2008, Loyola's Board of Trustees voted to move forward with a planned School of Education. Dean Murrell was hired in the summer of 2008 and the School of Education was officially dedicated on October 14, 2009.

#### **Academic Programs**

The School of Education offers both graduate and undergraduate programs. The Undergraduate programs are: Elementary Education Major, Secondary Education Minor, Combined B.A./B.S. - MAT Program and Special Education Minor. It offers the following graduate programs: Curriculum and Instruction, Educational Leadership, Educational Technology, Kodaly Music Education, Literacy Education (Reading Specialist), Master of Arts in Teaching/M.A.T., Montessori Education, School Counseling and Special Education. These programs are placed in two departments and one division. M.A.T. Program is housed within the Teacher Education Department of the School of Education. (See Appendix B, School of Education Organization Chart).

#### **Teacher Education Department and the Master of Arts in Teaching Program**

The Teacher Education Department houses the following programs:

Undergraduate Major in Elementary Education

Undergraduate Minor in Secondary Education

Combined B.A./B.S-M.A.T. Program

Master of Arts in Teaching (M.A.T.)

Literacy Education M. Ed. (certification as a reading specialist)

#### **Graduate Program Goals**

#### Master Knowledge and Skills:

- 1. Master the skills, methods and knowledge appropriate to the discipline.
- 2. Synthesize knowledge using interdisciplinary approaches.
- 3. Acquire the tools to continue professional development and life-long learning.

#### Think Critically:

- 1. Access, analyze and evaluate information effectively.
- 2. Disseminate and communicate information effectively.

Manifest Leadership and Social Responsibility in the Workplace and Community:

- 1. Understand and value individual differences and have the skills for working effectively in a diverse and changing world.
- 2. Comprehend the ethical principles appropriate to the discipline, have the ability to identify ethical dilemmas, and understand the frameworks for selecting and defending a right course of action.
- 3. Contribute professionally and personally to the broader community.
- 4. Consider issues of justice in making decisions.

#### The M.A.T. Program

The M.A.T. Program is designed to prepare exceptionally qualified teachers who are responsive to the needs of diverse learners. It provides professional coursework and experience that lead to initial teacher certification for students who have completed a baccalaureate degree.

#### **Teacher Education Department Conceptual Framework**

The M.A.T. Program operates within the Teacher Education Department Conceptual Framework. The core mission of the Jesuits has always been a strong conceptual basis for programs offered at Loyola College. Since its inception in the 1949-50 academic year, the Education Department has shared in this basic institutional mission. Prior statements of the Teacher Department's mission and goals have consistently emphasized the Jesuit mission. The current conceptual framework now provides a clear structure for explaining the department's present status and future direction and for conducting ongoing evaluation of its progress toward meeting long-held goals.

The conceptual framework states that the Teacher Education Department of Loyola University Maryland envisions an extensive learning community grounded in the values of our Jesuit mission, informed by a learner-centered model of instruction, and seeking to cultivate educational leaders of competence, conscience, and compassion. The goal that we set for our teacher education students and the organizing phrase for our learning outcomes, **Competence**, **Conscience**, **Compassion**, is derived from a statement on Jesuit education by Reverend Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus. The contemporary Learner-Centered Model that informs our foundational perspective and our pedagogy is compatible with the concept of Ignatian Pedagogy, the modern blueprint for instruction that is based on the teachings and practices of St. Ignatius Loyola, founder of the Jesuits.

# M.A.T. Program Objectives

Successful graduates from the M.A.T. Program will meet or exceed all standards required under **Interstate Teacher Assessment and Support Consortium** (InTASC) standards as outlined below:

# <u>InTASC Standards – Abbreviated Version</u>

#### **Domain 1: The Learner and Learning**

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

- <u>Standard #1</u>: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- <u>Standard #2</u>: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- <u>Standard #3</u>: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### **Domain 2: Content**

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- <u>Standard #5</u>: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### **Domain 3: Instructional Practice**

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

- <u>Standard #6</u>: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- <u>Standard #8</u>: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

#### **Domain 4: Professional Responsibility**

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage

in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.

A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- <u>Standard #10</u>: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The course of instruction involves the successful completion of 38 credits (elementary education) or 34 credits (secondary education) of study on the graduate level, including an internship of 100 days.

In addition, the students are required to exhibit the following dispositions throughout their educational career at Loyola:

#### Cura Personalis

Teachers understand the personal, school, and community environments that affect and contribute to the learning potential of their students. Teachers create engaging, safe, and supportive learning environments. Teachers help students to consider new information in terms of prior knowledge and experience, allowing them to make meaningful, personal connections between what they have learned and significant areas of human endeavor. Teachers challenge their students to apply their knowledge and skills to authentic content-relevant situations and social concerns, and to evaluate and foster their students' learning both in terms of academic mastery and overall personal, social, and intellectual growth.

#### **Social Justice**

It is the professional responsibility of teachers to develop an understanding of and a commitment to social justice. Social justice is simultaneously a goal, a process and a stance. As a *goal*, a focus on social justice embodies equity of opportunities and outcomes for all people. It can also be a *process* for confronting and dismantling oppressive structures and systems of inequities, and the *process* for developing recognition and respect for the values and identities of individuals,

communities and cultural groups. As a *stance*, social justice promotes individual transformation through the development of critical thinking and ethical agency by questioning one's assumptions and reflecting on one's actions.

#### **Teacher as Intellectual Decision-Maker**

A professional and intellectual commitment to teaching is a practice that requires ongoing development and critical analysis of pedagogy, content knowledge, and learning theory. A personal commitment to teaching is demonstrated through engagement in critical reflection, active participation in professional/learning communities through leadership roles, and inquiry into one's own practice. Intellectual decision-making practices include developing and forming curriculum, instruction, and assessment by utilizing research and professional literature, shaping practices around individual students' needs, and conducting critical action research.

#### **Required Course Listing – Elementary Education (Grades 1-6)**

The required program of study for the M.A.T., Elementary Education (Grades 1-6) includes:

#### Core Courses

- ET 605 Introduction to Educational Technology (Foundation course)
- SE 761 Introduction to Special Education
- TE 601 Child and Adolescent Development
- TE 602 Educational Psychology
- TE 670 Teacher Research and Inquiry

# Required Reading Courses

- RE 760 Processes and Acquisitions of Literacy
- RE 761 Materials for Teaching Reading
- RE 762 Assessment and Instruction in Reading I
- RE 763 Assessment and Instruction in Reading II

# Pedagogy/Practice Courses

- TE 631 Elementary Mathematics Methods
- TE 632 Elementary Science Methods
- TE 633 Elementary Social Studies Methods
- TE 641 Internship II Seminar: Elementary/Middle/Secondary
- TE 679 Internship I: Elementary (one day/week)
- TE 680 Internship II: Elementary (full-time)

or

- TE 683 Professional Growth Experience I: Elementary
- TE 681 Professional Growth Experience I: Seminar
- TE 685 Professional Growth Experience II: Elementary
- TE 682 Professional Growth Experience II: Seminar

# **Required Course Listing – Secondary Education (Grades 7-12)**

The required program of study for the M.A.T., Secondary Education (Grades 7-12) includes

#### Core Courses

ET 605 Introduction to Educational Technology (Foundation course)

SE 761 Introduction to Special Education

TE 601 Child and Adolescent Development

TE 602 Educational Psychology

TE 670 Teacher Research and Inquiry

#### Required Reading Courses

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RE 733 Teaching Reading in the Content Area I
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RE 744 Teaching Reading in the Content Area II

#### Pedagogy/Practice Courses

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TE 612 Secondary Methods of Teaching
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TE 641 Internship II Seminar: Elementary/Middle/Secondary

TE 604 Methods of Teaching English (Secondary)

TE 605 Methods of Teaching Social Studies (Secondary)

TE 606 Methods of Teaching Science (Secondary)

TE 607 Methods of Teaching Mathematics (Secondary)

#### Elective (3.00 cr.) (Course in Education or Liberal Studies programs)

One elective course is selected by the student with the assistance of the advisor and should serve to strengthen the student's preparation to teach in his or her content area, to further explore current issues in education, including issues related to diverse learners and urban schooling, or to strengthen an understanding of legal issues in education, curriculum and instruction, educational policy, or the like.

# Internship I or Professional Growth Experience I- one day/week (matching certification area)

TE 648 Internship I: Spanish (Secondary)

TE 649 Internship I: English (Secondary)

TE 650 Internship I: Social Studies (Secondary)

TE 651 Internship I: Science (Secondary)

TE 652 Internship I: Mathematics (Secondary)

or

TE 684 Professional Growth Experience Part I: Secondary/Middle

TE 681 Professional Growth Experience I: Seminar

# Internship II or Professional Growth Experience II– full time (matching certification area)

TE 653 Internship II: English (Secondary)

TE 654 Internship II: Social Studies (Secondary)

TE 655 Internship II: Science (Secondary)

TE 656 Internship II: Mathematics (Secondary)

or

TE 686 Professional Growth Experience II: Secondary/Middle

TE 682 Professional Growth Experience II: Seminar

# **Required Course Listing – Secondary Education (Grades PK-12)**

The required program of study for the M.A.T., Secondary Education (Grades PK-12) includes

#### Core Courses

ET 605 Introduction to Educational Technology (Foundation course)

SE 761 Introduction to Special Education

TE 601 Child and Adolescent Development

TE 602 Educational Psychology

TE 670 Teacher Research and Inquiry

# Required Reading Courses

RE 733 Teaching Reading in the Content Area I

RE 744 Teaching Reading in the Content Area II

#### Pedagogy/Practice Courses

TE 612 Secondary Methods of Teaching

TE 641 Internship II Seminar: Elementary/Middle/Secondary

TE 609 Methods of Teaching Modern Foreign Language (Secondary)

TE 610 Methods of Teaching Art (Secondary)

TE 611 Methods of Teaching Music (Secondary)

#### Elective (3.00 cr.) (Course in Education or Liberal Studies programs)

One elective course is selected by the student with the assistance of the advisor and should serve to strengthen the student's preparation to teach in his or her content area, to further explore current issues in education, including issues related to diverse learners and urban schooling, or to strengthen an understanding of legal issues in education, curriculum and instruction, educational policy, or the like.

# Internship I or Professional Growth Experience I— one day/week (matching certification area)

TE 645 Internship I: Art (Secondary)

TE 646 Internship I: Music (Secondary)

TE 647 Internship I: French (Secondary)

TE 648 Internship I: Spanish (Secondary)

or

TE 684 Professional Growth Experience Part I: Secondary/Middle

TE 681 Professional Growth Experience I: Seminar

# Internship II or Professional Growth Experience II– full time (matching certification area)

TE 657 Internship II: Spanish (Secondary)
TE 658 Internship II: French (Secondary)
TE 659 Internship II: Art (Secondary)
TE 660 Internship II: Music (Secondary)

or

TE 686 Professional Growth Experience II: Secondary/Middle

TE 682 Professional Growth Experience II: Seminar

The M.A.T. Program has been accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Maryland State Department of Education (MSDE).

# **Descriptions of Required Courses for Elementary Education (Grades 1-6)**

#### ET605 Introduction to Educational Technology (1-3.00 cr.)

Examines applications of traditional and emerging technology to the curriculum with an emphasis on the use of technology as an instructional tool to enhance the quality of classroom instruction and facilitate the work of the teacher. Includes hands-on experience with a variety of technology as well as discussions of the place of technology in school reform. This laboratory-based course provides hands-on computer experience in class and requires extensive computer work outside of class. *M.A.T. Program students may opt to take this course for one credit. Completing this course for one credit does not fulfill any non-elective or prerequisite requirement outside of the M.A.T. Program.* 

#### **RE760 Processes and Acquisition of Literacy (3.00 cr.)**

Assists students in understanding the reading acquisition process. Course content is organized around current, accepted, research-based theoretical models that account for individual differences in reading. *The Maryland State Department of Education has approved this course for the Processes and Acquisition requirement.* 

#### **RE761 Materials for Teaching Reading (3.00 cr.)**

*Prerequisite: RE760.* Addresses selection and evaluation of print and electronic texts and identification of strategies used when teaching reading at children's instructional and developmental levels. *The Maryland State Department of Education has approved this course for the Materials for Teaching Reading requirement.* 

#### **RE762** Assessment and Instruction in Reading I (3.00 cr.)

Prerequisite: RE760, RE761. Students learn a comprehensive array of instructional and assessment techniques and strategies for emergent and developing readers. A 20-hour field experience in a school setting is included. The Maryland State Department of Education has approved this course for the required Instruction of Reading course.

#### **RE763** Assessment and Instruction in Reading II (3.00 cr.)

Prerequisite: RE760, RE761, RE762. Students learn a comprehensive array of instructional and assessment techniques and strategies for independent readers. The Maryland State Department of Education has approved this course for the required Assessment of Reading course.

#### **SE761 Introduction to Special Education (3.00 cr.)**

Students identify and describe major philosophies, theories, and trends in the field of special education. Topics include cultural impact, delivery of service, and past to present knowledge and practices. For each area of disability, students become familiar with general information on etiology, characteristics, interventions, technology, and research. Students demonstrate understanding of issues related to the assessment, identification, and placement of students with various exceptionalities. In addition, students are expected to identify the various local, state, and federal laws and regulations relative to rights and responsibilities, student identification, and delivery of services.

#### **TE601** Child and Adolescent Development (3.00 cr.)

A thorough review of theories and issues involving the growth and development of human beings from conception through adolescence, through the examination of developmental theories incorporating the perspectives of biology, learning, psychoanalysis, motivation, and cognition. Also addressed are issues regarding meeting the needs of diverse students, particularly in the urban setting, and classroom management approaches. The course provides students with a strong theoretical background but also emphasizes the application of theory to the classroom and school environments. Students who are not working in a school setting will be required to arrange a 20-hour field experience in a school setting.

#### TE602 Educational Psychology (3.00 cr.)

A thorough review of theories and issues with respect to learning throughout the school years. The course also addresses the instructional assessment process and its contribution to school improvement and student achievement. Also addressed are issues regarding meeting the needs of diverse students, classroom management, and social justice in education, particularly in the urban context. The course provides students with a strong theoretical background but also emphasizes the application of theory to the classroom and school environments.

#### **TE631 Elementary Mathematics Methods (3.00 cr.)**

Explores the acquisition of both procedural and conceptual knowledge for teaching and learning elementary mathematics. Consideration is given to methods and techniques associated with state and national principles and standards of school mathematics, the use of technology, meeting the needs of diverse learners, and differentiating instruction.

#### **TE632 Elementary Science Methods (2.00 cr.)**

Explores the acquisition of knowledge for teaching and learning science using a variety of methods. Consideration is given to the selection and organization of content, as well as

the methods and the techniques associated with national and state standards for science education at the elementary level, the use of technology, meeting the needs of diverse learners, and differentiating instruction.

#### **TE633 Elementary Social Studies Methods (2.00 cr.)**

Explores the acquisition of knowledge for teaching and learning science. Consideration is given to the selection and organization of content, as well as the methods and techniques associated with national and state standards for science instruction, the use of technology, meeting the needs of diverse learners, and differentiating instruction.

#### TE641 Internship II Seminar: Elementary/Middle/Secondary (1-2.00 cr.)

Corequisite: TE653 or TE654 or TE655 or TE656 or TE657 or TE680. Provides support and a forum for discussing concerns during the student teaching experience. In addition, topics of importance to the preservice teacher are presented. These include classroom management techniques, dimensions of learning, alternate forms of assessment, interviewing techniques, resume writing, job application, and the process for applying for certification. (Pass/Fail)

# **TE670 Teacher Research and Inquiry\* (3.00 cr.)**

Investigates aspects of action research including choosing a topic to study, examining ethical issues, planning and implementing methodologies, conducting a literature review, becoming a reflective practitioner, and analyzing data.

#### TE679 Internship I: Elementary (1.00 cr.)\*\*

Prerequisite: Written or electronic permission of the advisor. This first phase of the 100-day internship required by the state of Maryland takes place in a professional development school (PDS) one full day per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola PDS coordinator. (Pass/Fail)

#### **TE680 Internship II: Elementary (5-8.00 cr.)**

Prerequisite: TE679 and written or electronic permission of the advisor. Corequisite: TE641. In this second phase of the MSDE- required internship, students practice teach full-time for a minimum of 16 weeks under the supervision of a mentor teacher and a Loyola PDS coordinator. A field study fee is charged. (Pass/Fail)

#### **TE681 Professional Growth Experience I: Seminar (1.00 cr.)**

Corequisite: TE683 or TE684. Provides support and a forum for discussing elements of effective teaching, including an introduction to lesson planning and implementation, learning activities, introductory portfolio development, and questioning strategies. (Pass/Fail)

#### **TE682 Professional Growth Experience II: Seminar (1.00 cr.)**

Corequisite: TE685 or TE686. Provides support and a forum for discussing elements of effective teaching, including designing lessons to promote critical and creative thinking, planning and implementation of strategies for diverse learners, completion of the teaching portfolio, and several questioning practicums. (Pass/Fail)

#### TE683 Professional Growth Experience I: Elementary (1-2.00 cr.)\*\*

Prerequisite: Written or electronic permission of the advisor. Corequisite: TE681. During this internship, a Professional Growth Team is formed to determine appropriate direction for individualized professional growth for the candidate as a teacher. The team is comprised of supervisory/mentoring personnel at the candidate's school and Loyola supervisory personnel. This team observes the candidate and confers on appropriate goals and projects for the second phase of the internship experience. (Pass/Fail)

#### **TE685** Professional Growth Experience II: Elementary (2-3.00 cr.)

Prerequisite: TE683 and written or electronic permission of the advisor. Corequisite: TE682. The professional growth team assembled during TE683 provides feedback to the candidate on the areas identified for growth within the professional growth plan, as well as on general teaching expertise. The internship culminates with the presentation of the professional growth project selected by the candidate with input from the professional growth team. Successful presentation of this project constitutes successful completion of the internship experience. A field study fee is charged. (Pass/Fail)

\*TE670 Teacher Research and Inquiry must be taken during Internship/PGE I.

# **Descriptions of Required Courses for Secondary Education (Grades 7-12 or PK-12)**

#### ET605 Introduction to Educational Technology (1-3.00 cr.)

Examines applications of traditional and emerging technology to the curriculum with an emphasis on the use of technology as an instructional tool to enhance the quality of classroom instruction and facilitate the work of the teacher. Includes hands-on experience with a variety of technology as well as discussions of the place of technology in school reform. This laboratory-based course provides hands-on computer experience in class and requires extensive computer work outside of class. *M.A.T. Program students may opt to take this course for one credit. Completing this course for one credit does not fulfill any non-elective or prerequisite requirement outside of the M.A.T. Program.* 

#### RE733 Teaching Reading in the Content Area I (3.00 cr.)

Introduces a wide variety of strategies which use reading, writing, speaking, listening, and viewing to support content learning. Particular attention is given to the development of vocabulary, comprehension, study skills, and writing strategies for all learners including struggling readers and English Language Learners. *The Maryland State Department of Education has approved this course for the required Reading in the Content Area I course.* 

#### **RE744 Teaching Reading in the Content Area II (3.00 cr.)**

*Prerequisite: RE733.* The second of two courses relating to the research and application that addresses literacy as a tool for negotiating and comprehending content area material. Students revisit and add to a wide range of strategies related to reading, writing, speaking, listening, and viewing in the content areas. Particular attention is given to the

<sup>\*\*</sup>Must take at least one methods course prior to (or concurrently with) Internship/PGE I.

instruction/assessment cycle, uses of technology, and supporting diverse learners. A 20-hour field experience in a school setting is included. *The Maryland State Department of Education has approved this course for the required Reading in the Content Area II course.* 

## SE761 Introduction to Special Education (3.00 cr.)

Students identify and describe major philosophies, theories, and trends in the field of special education. Topics include cultural impact, delivery of service, and past to present knowledge and practices. For each area of disability, students become familiar with general information on etiology, characteristics, interventions, technology, and research. Students demonstrate understanding of issues related to the assessment, identification, and placement of students with various exceptionalities. In addition, students are expected to identify the various local, state, and federal laws and regulations relative to rights and responsibilities, student identification, and delivery of services.

#### **TE601 Child and Adolescent Development (3.00 cr.)**

A thorough review of theories and issues involving the growth and development of human beings from conception through adolescence, through the examination of developmental theories incorporating the perspectives of biology, learning, psychoanalysis, motivation, and cognition. Also addressed are issues regarding meeting the needs of diverse students, particularly in the urban setting, and classroom management approaches. The course provides students with a strong theoretical background but also emphasizes the application of theory to the classroom and school environments. Students who are not working in a school setting will be required to arrange a 20-hour field experience in a school setting.

#### TE602 Educational Psychology (3.00 cr.)

A thorough review of theories and issues with respect to learning throughout the school years. The course also addresses the instructional assessment process and its contribution to school improvement and student achievement. Also addressed are issues regarding meeting the needs of diverse students, classroom management, and social justice in education, particularly in the urban context. The course provides students with a strong theoretical background but also emphasizes the application of theory to the classroom and school environments.

#### **TE604 Methods of Teaching English (Secondary) (3.00 cr.)**

Presents the general theory of education as applied to the teaching of English. Consideration is given to the selection and organization of content, as well as the methods and techniques associated with national and state standards for English instruction. One of the methods courses is required for secondary school teachers by the Maryland State Department of Education.

#### **TE605** Methods of Teaching Social Studies (Secondary) (3.00 cr.)

Presents the general theory of education as applied to the teaching of social studies. Consideration is given to the selection and organization of content, as well as the methods and the techniques associated with national and state standards for social studies instruction. One of the methods courses is required for secondary school teachers by the Maryland State Department of Education.

#### **TE606** Methods of Teaching Science (Secondary) (3.00 cr.)

Presents the general theory of education as applied to the teaching of science. Consideration is given to the selection and organization of content, as well as the methods and techniques associated with national and state standards for science instruction. One of the methods courses is required for secondary school teachers by the Maryland State Department of Education.

#### **TE607** Methods of Teaching Mathematics (Secondary) (3.00 cr.)

Presents the general theory of education as applied to the teaching of mathematics. Consideration is given to the selection and organization of content, as well as the methods and the techniques associated with national and state standards for mathematics instruction. One of the methods courses is required for secondary school teachers by the Maryland State Department of Education.

#### TE609 Methods of Teaching Modern Foreign Language (Secondary) (3.00 cr.)

Presents the general theory of education as applied to the teaching of modern foreign language. Consideration is given to the selection and organization of content, as well as the methods and the techniques associated with national and state standards for foreign language instruction. One of the methods courses is required for secondary school teachers by the Maryland State Department of Education.

#### **TE610** Methods of Teaching Art (Secondary) (3.00 cr.)

Presents the general theory of education as applied to the teaching of art. Consideration is given to the selection and organization of content, as well as the methods and the techniques associated with national and state standards for art instruction. *One of the methods courses is required for secondary school teachers by the Maryland State Department of Education*.

#### TE611 Methods of Teaching Music (Secondary) (3.00 cr.)

Presents the general theory of education as applied to the teaching of music. Consideration is given to the selection and organization of content, as well as the methods and the techniques associated with national and state standards for music instruction. One of the methods courses is required for secondary school teachers by the Maryland State Department of Education.

#### **TE612 Secondary Methods of Teaching (3.00 cr.)**

Introduces students to the general concepts required for teaching at the secondary level. Includes objectives of secondary education, unit and lesson planning, varied instructional techniques, dealing with individual differences, classroom management, and assessment.

#### TE641 Internship II Seminar: Elementary/Middle/Secondary (1-2.00 cr.)

Corequisite: TE653 or TE654 or TE655 or TE656 or TE657 or TE680. Provides support and a forum for discussing concerns during the student teaching experience. In addition, topics of importance to the preservice teacher are presented. These include classroom management techniques, dimensions of learning, alternate forms of assessment, interviewing techniques, resume writing, job application, and the process for applying for certification. (Pass/Fail)

#### TE645 Internship I: Art (Secondary) (1.00 cr.)\*\*

Prerequisite: Written or electronic permission of the advisor. The first phase of the 100-day internship required for the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola University PDS coordinator. (Pass/Fail)

# TE646 Internship I: Music (Secondary) (1.00 cr.)\*\*

*Prerequisite:* Written or electronic permission of the advisor. The first phase of the 100-day internship required for the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola University PDS coordinator. (*Pass/Fail*)

#### TE647 Internship I: French (Secondary) (1.00 cr.)\*\*

Prerequisite: Written or electronic permission of the advisor. The first phase of the 100-day internship required for the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola University PDS coordinator. (Pass/Fail)

#### TE648 Internship I: Spanish (Secondary) (1.00 cr.)\*\*

Prerequisite: Written or electronic permission of the advisor. The first phase of the 100-day internship required for the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola University PDS coordinator. (Pass/Fail)

#### TE649 Internship I: English (Secondary) (1.00 cr.)\*\*

Prerequisite: Written or electronic permission of the advisor. This first phase of the 100-day internship required by the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola University PDS coordinator. (Pass/Fail)

# TE650 Internship I: Social Studies (Secondary) (1.00 cr.)\*\*

Prerequisite: Written or electronic permission of the advisor. This first phase of the 100-day internship required by the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola University PDS coordinator. (Pass/Fail)

#### TE651 Internship I: Science (Secondary) (1.00 cr.)\*\*

Prerequisite: Written or electronic permission of the advisor. This first phase of the 100-day internship required by the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola University PDS coordinator. (Pass/Fail)

#### TE652 Internship I: Mathematics (Secondary) (1.00 cr.)\*\*

Prerequisite: Written or electronic permission of the advisor. This first phase of the 100-day internship required by the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola University PDS coordinator. (Pass/Fail)

#### TE653 Internship II: English (Secondary) (5.00 cr.)

Prerequisite: TE649 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. A field study fee is charged. (Pass/Fail)

#### TE654 Internship II: Social Studies (Secondary) (5.00 cr.)

Prerequisite: TE650 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. A field study fee is charged. (Pass/Fail)

#### **TE655 Internship II: Science (Secondary) (5.00 cr.)**

Prerequisite: TE651 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. A field study fee is charged. (Pass/Fail)

#### **TE656 Internship II: Mathematics (Secondary) (5-8.00 cr.)**

Prerequisite: TE652 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in both a professional development school (PDS). This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. A field study fee is charged. (Pass/Fail)

#### TE657 Internship II: Spanish (Secondary) (5.00 cr.)

Prerequisite: TE648 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between an elementary and a secondary placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. A field study fee is charged. (Pass/Fail)

#### TE658 Internship II: French (Secondary) (5.00 cr.)

Prerequisite: TE647 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between an elementary and a secondary placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. A field study fee is charged. (Pass/Fail)

# TE659 Internship II: Art (Secondary) (5.00 cr.)

Prerequisite: TE645 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between an elementary and a secondary placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. A field study fee is charged. (Pass/Fail)

#### TE660 Internship II: Music (Secondary) (5.00 cr.)

Prerequisite: TE646 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between an elementary and a secondary placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. A field study fee is charged. (Pass/Fail)

#### **TE670** Teacher Research and Inquiry\* (3.00 cr.)

Investigates aspects of action research including choosing a topic to study, examining ethical issues, planning and implementing methodologies, conducting a literature review, becoming a reflective practitioner, and analyzing data.

#### **TE681 Professional Growth Experience I: Seminar (1.00 cr.)**

Corequisite: TE683 or TE684. Provides support and a forum for discussing elements of effective teaching, including an introduction to lesson planning and implementation, learning activities, introductory portfolio development, and questioning strategies. (Pass/Fail)

#### **TE682 Professional Growth Experience II: Seminar (1.00 cr.)**

Corequisite: TE685 or TE686. Provides support and a forum for discussing elements of effective teaching, including designing lessons to promote critical and creative thinking, planning and implementation of strategies for diverse learners, completion of the teaching portfolio, and several questioning practicums. (Pass/Fail)

# TE684 Professional Growth Experience I: Secondary/Middle (1-2.00 cr.)\*

Prerequisite: Written or electronic permission of the advisor. Corequisite: TE681. During this internship, a Professional Growth Team is formed to determine appropriate direction for individualized professional growth for the candidate as a teacher. The team is comprised of supervisory/mentoring personnel at the candidate's school and Loyola supervisory personnel. This team observes the candidate and confers on appropriate goals and projects for the second phase of the internship experience. (Pass/Fail)

#### TE686 Professional Growth Experience II: Secondary/Middle (2-3.00 cr.)

Prerequisite: TE684 and written or electronic permission of the advisor. Corequisite: TE682. The professional growth team assembled during TE684 provides feedback to the candidate on areas identified for growth within the professional growth plan, as well as on general teaching expertise. The internship culminates with the presentation of the professional growth project selected by the candidate with input from the professional growth team. Successful presentation of this project constitutes successful completion of the internship experience. A field study fee is charged. (Pass/Fail)

\*TE670 Teacher Research and Inquiry must be taken during Internship/PGE I.

\*\*Must take at least one methods course prior to (or concurrently with) Internship/PGE I.

#### **Commonly Taken Electives**

#### ET605 Introduction to Educational Technology (3.00 cr.)

Examines applications of traditional and emerging technology to the curriculum with an emphasis on the use of technology as an instructional tool to enhance the quality of classroom instruction and facilitate the work of the teacher. Includes hands-on experience with a variety of technology as well as discussions of the place of technology in school reform. This laboratory-based course provides hands-on computer experience in class and requires extensive computer work outside of class.

**ED601 Philosophical Foundations of Diversity and Social Justice in Education (3.00 cr.)** Students focus on the intersection of diversity, social justice, and educational practices. Framed within current educational controversies, students are encouraged to develop an initial articulation of their personal philosophy of education. Readings help provoke critical reflection

around these benefits and assumptions that will inform a further elaboration of student's **philosophy of education.** 

#### **ED611 History of Education in the United States (3.00 cr.)**

Students focus on pivotal moments in American history and their influence upon the development of educational thought and practice. Students gain a greater understanding of the contemporary condition of schools and educational policies and determine to what extent schools have been successful in fulfilling a democratic idea or complicit in maintaining the status quo.

#### ED652 Evaluation and Assessment Policies and Practices (3.00 cr.)

Students engage in critical analysis of evaluation and assessment policies and practices. They also examine the extent to which mandatory assessments align with curricular aims and/or current learning theories. Course content includes an historical look at assessment policies in the United States as well as terminology, laws, court cases, and other contextual issues that have contributed to the current policies.

#### ED659 Race, Class, and Gender Studies in Education (3.00 cr.)

Students explore structural theories of race, class, and gender in an effort to understand how these discourses impact unequal educational experiences and outcomes. Students unpack how schools operate as a mechanism for reproducing a racialized, gendered, and classed social order. Through this conversation students can begin the journey of working toward schools that challenge the status quo.

#### **RE510 Foundations of Reading Instruction (3.00 cr.)**

Students analyze and explore topics including various theories, processes, and models of reading; definitions of literacy; knowledge of language and cueing systems, metacognition, vocabulary, and comprehension; formal and informal assessment; and multiple instructional strategies adapted to the specific needs and interests of literacy learners K-12.

#### **RE523 Emergent Literacy Development (3.00 cr.)**

Explores the major theories of language development, phonological processing, cognition, and learning as related to emergent literacy learners. A field experience including both instruction and assessment of an emergent literacy learner is a central part of the course

#### RE531 Youth and Adolescent Literacy (3.00 cr.)

Investigates the situated and multi-layered conceptualizing of adolescent literacy with an eye toward practical implications for teaching and learning inside and outside the classroom contexts.

#### **RE602 Second language Development Theory (3.00 cr.)**

Focuses on facilitating teachers' understanding of language and language use, especially as it pertains to learning and teaching with emerging bilingual K-12 students. It introduces linguistic topics such as phonetics, phonology, morphology, syntax, and semantics, as well as the interdisciplinary areas of psycholinguistics and sociolinguistics.

#### RE603 Language, Literacy, and Culture (3.00 cr.)

Explores various social, cultural, and political aspects of language and language use, such as ideology, identity, language change/variations/dialects, and classroom discourse. Students examine philosophies and theories of bilingual education policy, practice, and research; topics include second language acquisition, English-only mandates, testing practices, and curricular programs.

#### **RE604** Methods for Teaching English to Speakers of Other Languages (3.00 cr.)

Focuses on the theories and methods of second language teaching and learning, and develops skills in applying those methods to classroom practice through lesson plan development and demonstration. Students explore the techniques, strategies and materials for delivering ESOL focused instruction across the content areas. Students develop appropriate, research-based teaching strategies for application across language proficiency levels and grade spans.

#### SE769 Teaching Students with Special Needs in the Regular Classroom (3.00 cr.)

Strategies and materials for teaching exceptional students in the regular classroom. Emphasis on recognizing learning and behavioral characteristics, and on meeting those challenges in the general education setting.

#### **Field Experiences**

The Master of Arts in Teaching curriculum includes two required 20-hour field placements (total of 40 hours) which are designed to provide the student with exposure to school classroom operations prior to the internship. For elementary students, these field experiences will occur in TE601 Child and Adolescent Development and RE762 Assessment and Instruction in Reading I. For secondary students, these field experiences will occur in TE601 Child and Adolescent Development and RE744 Teaching Reading in the Content Area II. All TE601 field experiences must be approved in writing by Liz Trimmer prior to starting the field experience.

#### **Information Concerning Internship\***

Students are required to take two semesters of internship to complete the program. In the first semester, you are in a placement for one full day per week, for a total of 20 days. In the second semester, you are in a placement five days per week for a total of 80 days. There is a separate handbook for the internship semesters. Students work closely with their advisor and with the Professional Development School (PDS) Coordinators prior to and during this placement. Students in the program who hold teaching jobs in the area of certification register for the Professional Growth Experience (PGE) option and complete their internship requirements in the school where they are employed. Students must teach within a designated commuting time from the Baltimore Campus. Students work closely with their advisor and with the Loyola Professional Development School (PDS) Coordinators prior to and during this placement.

A State and FBI and Child Care background check must be conducted and results submitted to Loyola University Maryland prior to your first day in the PDS. Students placed in Baltimore

County Public Schools (BCPS) will need to complete a commercial background check which is administered by BCPS. Additional requirements could be required as deemed by school system.

\*TE670 Teacher Research and Inquiry must be taken during Internship/PGE I. Must take at least one methods course prior to (or concurrently with) Internship/PGE I.

Candidates must take two Praxis II. exams or for Spanish and French students, two ACTFL (Oral Proficiency Interview and Writing Proficiency Test) exams while in Internship or Professional Growth Experience. Candidates must submit to Loyola the passing results for Praxis II: Content Knowledge exam related to the certification area or, for Spanish students, two ACTFL exams (Oral Proficiency Interview and Writing Proficiency Test) prior to graduation. In addition, candidates must submit to Loyola the results for the Praxis II pedagogy exam relating to their certification area prior to graduation.

#### Accreditation

The M.A.T. Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and Maryland State Department of Education (MSDE). In 2007, the Education Department was accredited by NCATE and MSDE. All students who graduate from Loyola's M.A.T. Program are eligible for certification as elementary or secondary teachers through MSDE.

#### Orientation

Orientation sessions for students new to the M.A.T. Program are held three times per year. All students new to the M.A.T. Program must attend. The purpose of the orientation is to convey essential information regarding the program and its requirements. Students are informed of activities that are offered by the Graduate Student Services. Students are also informed about how to receive help from the Writing Center should they have problems producing papers. Information sessions for students interested in the M.A.T. Program are held six times per year.

#### **Inquiries to Advisor and the Chair**

Any inquiries from prospective students should be sent to the assistant director of the M.A.T. Program. Inquiries from admitted students about current program policies and procedures can be directed to the student's advisor and/or the chair of the department of Teacher Education.

Mrs. Liz Trimmer is the advisor for all M.A.T. and Combined B.A.-B.S./M.A.T. students. She can be contacted by phone (410-617-5376) or email (etrimmer@loyola.edu). Undergraduate students in the Combined B.A.-B.S./MAT Program will continue to work closely with their advisor in their major.

# Communications between Loyola Faculty and M.A.T. Program Students

Official communication between the student and Loyola is conducted via US mail.

**Teacher Education Department Faculty** 

Full Time	Affiliate
Laura Alpaugh, PDS Coordinator, B.S., Villa	Carmella Antonino, Instructor; B.A., Carlow
Julie College; M.A.T., Notre Dame of Maryland	
University	University; M.Ed. Reading Specialist, Loyola
	University in Maryland
<b>Deborah Anthony</b> , PDS Coordinator; B.A.,	Kerry Avenia, Instructor; B.S., Loyola
Towson University; M.A., Johns Hopkins	College in Maryland; M.Ed. Reading
University	Specialist, Loyola College in Maryland
Arthur Corvo, Visiting Assistant Professor, B.A.,	Justin Benjamin, Instructor; B.A., SUNY at
SUNY Oneonta; B.S., Polytechnic Institute of NY;	Genoseo; M.Ed., Loyola University Maryland
M.S., Columbia University; M.A.T., New Jersey	
City University; Masters of Philosophy, Columbia	
University	Catherine Cartallan Assistant Durfaces D.C.
Susan Felts, PDS Coordinator, B.S., Barrington	Catherine Castellan, Assistant Professor; B.S., University of Maryland College Park; M.A.,
College; M.Ed., Towson State University	Loyola College in Maryland; Ph.D., University of
	Maryland College Park
Afra Hersi, Associate Professor; B.S., Radford	Wendy Chia-Smith, Instructor; B.S., National
University; M.Ed., Boston College; Ph.D., Boston	Chengchi University; M.S., University at Albany;
College	Ph.D., University at Albany
Matthew Kirkhart, Chair, Teacher Education	Monica D'Angelo-Cimini, Instructor; B.A.,
Department and Associate Professor, B.A., M.A.,	Loyola College in Maryland; M.Ed. Reading
West Virginia University; Ph.D., University of	Specialist, Loyola University Maryland
North Carolina at Greensboro	Specialist, Loyola Olliversity Wai yland
Mark Lewis, Assistant Professor; B.A., Christian	Ashley Davis, Instructor, B.S., Frostburg Statue
Brothers University; M.Ed., Northern Arizona	University; M.Ed., Reading Specialist, Loyola
University; Ph.D., University of Colorado at	University Maryland
Boulder	
Peter Murrell, Professor; B.A., Carleton College;	Mary Welliver-Dillon, Instructor; B.S., St. Johns
M.S., University of Wisconsin at Madison; Ph.D.,	University; M.A. Tai Sophia in Maryland
University of Wisconsin at Milwaukee	
Kathleen Nawrocki, PDS Coordinator; B.A.,	Margaret Dumler, Instructor; B.S., University of
College Misericordia; M.Ed., University of	Maryland; M.A., Loyola College in Maryland
Maryland	THE PART OF THE PA
Allan Olchowski, PDS Coordinator; B.A., Towson	Hillary Frank, Instructor, B.S./B.A., University of
University; M.Ed., Coppin State University;	Rhode Island; M.Ed., Loyola University Maryland
C.A.S.E., Johns Hopkins University; Ph.D.,	
Catholic University of America  Maryanne Ralls, Visiting Professor; B.A., College	Margaret Austin Haggstrom, Associate
of Notre Dame of Maryland; M.Ed., Loyola	Professor; B.A./M.A., University of Texas
College in Maryland; C.A.S.E., Loyola College in	(Austin); Ph.D., University of Minnesota
Maryland	(136611), 1 11.D., Oniversity of Willinesota
	<b>Rette Hohner</b> Instructor: A A Essex Community
•	
Dana Reinhardt, PDS Coordinator; B.A., Gettysburg College; M.Ed., Loyola College in Maryland	Bette Hobner, Instructor; A.A., Essex Community College; B.A., Loyola College in Maryland; M.A., Loyola College in Maryland

Robert Simmons, Associate Professor; B.S., Western Michigan University; M.S.E., Lawrence Technological University; Ed.D., Hamline University	<b>Lisa Lewis</b> , Instructor; B.S., Cumberland College; M.Ed., Loyola College in Maryland
Wendy Smith, Associate Professor, B.S., State University of New York at Geneseo, M.Ed. University of North Carolina at Chapel Hill, Ph.D., University of Wyoming	Mark McDonald, Instructor; B.A., Towson University; M.Ed., Towson University
Stacy Williams, PDS Coordinator; B.S., James Madison University; M.A.T.; Johns Hopkins University	Kathleen Sears, Instructor; B.A., College of Notre Dame of Maryland; M.L.A., Johns Hopkins University
James Wolgamott, PDS Coordinator; B.S., Bowling Green State University; M.S., Johns Hopkins University	Shane Williams, Instructor; B.S., Morgan State University; M.Ed., Kent State University
Margarita Zisselsberger, Assistant Professor; B.A., Boston College; M.Ed., State University of New York at Binghamton; Ph.D., Boston College	

#### **Letters of Recommendation**

Program faculty members are pleased to write letters of recommendation for qualified students seeking employment. In most Maryland school systems such letters are unnecessary as these systems produce and distribute checklist-style forms to be completed by selected reference sources.

#### **Commitment to Recruitment of a Diverse Student Body**

The M.A.T. Program faculty and advisor strive to attract and retain students of diverse backgrounds and value the richness of experience such diversity brings to all students and faculty in the M.A.T. Program and Loyola. The University's Diversity Statement included in the *Graduate Catalogue* reads:

Loyola University Maryland values the benefits in diversity and is committed to creating a community which recognizes the inherent value and dignity of each person. As a community, the University actively promotes an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities among students, faculty, administrators, and staff.

## **Academic Integrity**

Loyola is dedicated not only to learning and the advancement of knowledge but also to the development of ethically sensitive, socially responsible persons. The University seeks to accomplish these goals through a sound educational program and encourages maturity, independence, and appropriate conduct among its students and faculty within the University community. It is the responsibility of faculty and students alike to maintain the academic integrity of Loyola University Maryland in all respects.

The faculty is responsible for presenting a syllabus indicating all work in a course, the conduct of examinations, and security of tests, papers, and laboratories in connection with courses and programs of the University. Faculty members remind students at the first meeting of each class of the standards of behavior and conduct to which they are expected to adhere.

The University expects every student to behave with integrity in matters relating to both the academic and social aspects of the College community.

Students assume a duty to conduct themselves in a manner appropriate to the School of Education's mission as an institution of higher learning. The first obligation is to conscientiously pursue the academic objectives that they have set. This means that students will do their own work and avoid any possibility of misrepresenting anyone else's work as their own. "The act of appropriating the literary composition of another, or parts, or passages of his writing, of ideas, or the language of the same, and passing them off as the product of one's own mind" (Black's *Law Dictionary*, 5th Edition) constitutes "plagiarism." Avoiding plagiarism involves careful use of quotation marks, notes, and citations, which the student must provide on all written work.

The student's second obligation is not to engage in acts of cheating. "Cheating" is using unauthorized assistance or materials or giving unauthorized assistance or materials for the use of another in such a way that work or knowledge which is not the student's own is represented as being so. Avoiding cheating involves refusing to give or receive assistance from other students, books, and notes (unless specifically permitted by the instructor) on tests, papers, laboratory reports or computer programs.

Whenever evidence of a possible violation of academic honesty on the part of a student is found, the course instructor shall review the evidence and the facts of the case promptly with the student. The instructor shall determine the appropriate sanction to be imposed. If the student does not accept the decision of the instructor, the student can request that the instructor communicate promptly a written charge setting forth the essential facts of the case to the Chair of the Teacher Education Department. The decision made by the Teacher Education Department Chair is final.

# **Academic Integrity Policy for Teacher Education Department**

All students at Loyola University Maryland are expected to conduct themselves honestly according to the University's Honor Code. The learning environment should be a trusting atmosphere where all students behave ethically and responsibly. In order to maintain the highest academic standards, students, faculty and administrators are to report a violation of the Honor Code: cheating, stealing, lying, forgery, plagiarism, duplicate submission and failure to report a violation. Students are to write and sign the Honor Code Pledge for all written work handed in for evaluation.

"I understand and will uphold the ideals of academic honesty as stated in the Honor Code."

#### The following are definitions and violations of Loyola University Maryland's Honor Code.

- (a) CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- (b) STEALING: To take or appropriate another's property, ideas, etc. (related to an academic matter) without permission.
- (c) LYING: A false statement or representation (in an academic matter) made with the conscious intent to mislead others. The falsification may be verbal or in another form, as in the case of falsification of data.
- (d) FORGERY: The intent to mislead others by falsifying a signature or other writing in an academic matter.
- (e) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.
- (f) DUPLICATE SUBMISSION: The knowing failure to report any student who has committed a breach of this Code.
- (g) FAILURE TO REPORT A VIOLATION: The knowing failure to report any student who has committed a breach of this Code.

#### **Advising System**

When a student is admitted to the M.A.T. Program, an advisor is assigned. The advisor's name is listed in the letter of acceptance received by the student.

Mrs. Liz Trimmer is the advisor for all M.A.T. and Combined B.A.-B.S./M.A.T. students. She can be contacted by phone (410-617-5376) or email (etrimmer@loyola.edu). Undergraduate students in the Combined B.A.-B.S./MAT Program will continue to work closely with their advisor in their major.

The advisor has the following responsibilities:

- 1. Schedules and completes an advising meeting with all new students to provide information on the M.A.T. Program requirements as well as the university.
- 2. Assists the student in the sequence of courses and determines a goal for completion.
- 3. Coordinate the process for applying for leave of absence and program extensions.
- 4. Communicates information regarding the program on a regular basis.
- 5. Disseminates a listing of M.A.T. courses offered each semester. Courses must be approved by an advisor each semester. This avoids costly errors and ensures that students take prerequisite courses and sequential courses in the correct order, and at the prescribed time in their program. Web and mail-in registrations are automatically processed through the advisor after they have been processed by the Records Office.
- 6. Provides information concerning and approval for starting Internship I and/or Professional Growth Experience I.
- 7. Communicates information on the graduation requirements and approves the completed graduation application forms.
- 8. Remains as university teacher certification resource after graduation.

#### M.A.T. Program Websites/Technology Resources

Much of the information needed by students new to the program is available on the <u>School of Education department website</u>, particularly the <u>MAT program Web page</u>. General information is available on the <u>graduate student page</u>. More detailed program information is available from the Moodle Teacher Education Program site, which is accessible through <u>Inside Loyola</u>.

Students enrolled in an academic program are given an email account. Students can call Technology Services 410-617-5555 to learn more about their username and password. Students can access e-mail accounts at <a href="https://inside.loyola.edu">https://inside.loyola.edu</a>.

#### **Advanced Standing and Transfer Credit**

Advanced standing toward a degree or certificate program may be granted for graduate courses that have been taken in other accredited graduate schools within five years of the date of admission to graduate study at Loyola. The maximum number of credits allowed for advanced standing is six (6), and the student must have a grade of at least a "B" (3.000) in each course under consideration. A written request for advanced standing and an official transcript must be submitted by the student to the advisor. Loyola graduate students wishing to take courses at another accredited graduate school must obtain prior written approval from the advisor. No more than a total of six (6) credits from advanced standing and/or transfer will be accepted toward the degree. A grade of at least a "B" (3.000) must be received for each course transferred to Loyola. Under exceptional circumstances courses may be transferred after beginning degree work at Loyola.

#### **Waiving of Course Requirements**

Students entering the degree program with a previous degree must complete the total number of credits stated in the current catalogue. However, with the advisor's permission, courses taken during the previous degree do not need to be retaken. With the approval of the advisor, electives may be substituted in lieu of previously taken courses. In addition, specific course requirements may be waived by a student's advisor upon request of the student in writing. The advisor's written approval will be sent to the student and the Records Office. In the event a course requirement is waived, a graduate elective course must be substituted in its place.

#### Grades

Loyola's official grading scale for graduate students follows:

- A Excellent. Denotes high achievement and indicates intellectual initiative beyond the objectives of the course.
- B Good. Denotes work that meets the objective for the course and intellectual command expected of a graduate student.
- C Unsatisfactory. Denotes work of inferior quality compared to the objectives of the course. It is the lowest passing grade.

- F Failure. (See Academic Dismissal)
- I Incomplete.
- W Withdrawal. Denotes authorized departure from the course without completion. It does not enter into the grade point average calculation.
- L Listener. (See Audit Policy)
- GL Grade later. Denotes the first semester is completed in a two semester course for which a full year grade is issued.
- NG No Grade. Denotes grade to be submitted later or a course for which no credit or grade is given.
- P Pass. Denotes satisfactory work, a "B" (3.000) or better, in an ungraded course.

Additional suffixes of (+) and (-) may be attached to passing grades to more sharply define the academic achievement of a student. In calculating a student's quality point average (QPA) on a per credit basis, A = 4.000; A = 3.670; B = 3.330; B = 3.000; B = 2.670; C = 2.330; C = 2.000; E = 0.000. The QPA is computed by multiplying the grade points for each course times the number of credits for that course, summing these points and dividing by the total credits taken. **Under no circumstances will a student be permitted to graduate unless the QPA is 3.000 or higher.** Honors are not awarded in graduate programs.

Students obtain Official Grade Reports through printing them off of WebAdvisor. (Grade reports for graduate students are not mailed.) No grades are given in person or over the telephone. Grade reports are not released to students who have not settled all their financial obligations with the University or who have borrowed and not returned equipment and supplies such as library books and athletic equipment. Students can also access grades on WebAdvisor.

#### Academic Standing, Probation and Dismissal

It is the student's responsibility to make certain that the minimum QPA requirement of 3.000, which is a B average, is maintained. Students who fall below this level of achievement will be placed on academic probation for one semester. Failure to raise the cumulative QPA to 3.000 in the following semester will result in dismissal from the program. The receipt of one F (0.000) will result in dismissal from the program. In Loyola University and the School of Education the accumulation of two grades of C+ (2.330) or lower will result in dismissal from the program.

A student has the right to appeal an academic dismissal. A written request for appeal must be made within 30 working days after notice of dismissal to the chair of the Teacher Education Department. Within 10 working days of receiving the student's appeal, the chair contacts the chair of the appropriate appeal body. In Loyola University and the School of Education the review is conducted by a three-person Review Panel selected from the members of the Graduate Academic Standards Committee. The appeal body reviews information submitted by the student and meets with the student as well as

others whom the Panel deems to have relevant information. Third parties (such as lawyers, advisors, and family members) are not permitted to attend these meetings, which are audio recorded. The appeal body informs the student of its decision in writing, with a copy to the chair of Teacher Education Department, within 10 working days from the date of the appeal body's last meeting. The decision of the appeal body is final. At the discretion of the Dean of the School of Education, the above timeline may be extended.

Deficiencies reported by faculty during the Internship could require an interim withdrawal from clinical experience until such time as a program of remediation, developed by the Professional Assessment Review Committee and agreed to by the student's Professional Development School Coordinator, has been completed to the satisfaction of all involved faculty.

#### Professional and Academic Review for Candidates in Teacher Education Programs

In addition to academic performance, students must possess appropriate emotional maturity and the professional, ethical, and interpersonal skills to be an effective teacher. Dismissal from an initial certification program can occur at any time when it is determined that personal or professional limitations will prohibit a student from becoming a successful teacher. Faculty are bound by an ethical code to insure that the quality of professionals entering the field remains high and must act to prevent unqualified, incapable or incompetent students from gaining entrance to the field. In such instances when a faculty member has substantial concerns about or evidence of student personal, academic or professional limitations, that faculty member will report the matter to the Chair of the Teacher Education Program through the use of a Professional Assessment Form (see Appendix A).

The Chair may convene a Professional and Academic Review (PAR) panel to hear the evidence and the student may appear before the panel to present additional evidence.

Ordinarily the PAR panel is comprised of the Chair and two other full-time faculty members, including the student's advisor if this is a full-time faculty member. Faculty members putting forth the complaint or evidence are ordinarily excluded from the PAR panel. If substantial evidence of personal or professional limitation is found to exist, sanctions stemming from the PAR hearing ordinarily involve a warning, suspension with a required program of remediation, or dismissal from the program. The decision of the PAR panel is final; however, should the decision of the PAR panel result in academic dismissal, the student may appeal the decision to the Dean of the School of Education under standard provisions of the School's academic dismissal procedure.

In addition, the *Professional Assessment Form (PAF) for Candidates in Teacher Education Programs* (see Appendix A) provides an opportunity for program faculty to raise a concern about academic or nonacademic student professional and personal development in order that the noted deficiency can be addressed in a developmental manner (e.g., advisement, consultation, and counseling). Program faculty may submit written deficiency warnings at any time. The Chair of the Teacher Education Department reviews all deficiencies with the student's advisor.

Deficiencies reported by two or more faculty, or deficiencies in two or more areas reported by a single faculty member, mandate a program of remediation as determined by the chair, in consultation with and approved by at least two other faculty members, which may include the advisor. This program of remediation may involve a temporary suspension from the program until such time as the Chair and advisor may determine. A student's failure to comply with the remediation plan or inability to make necessary progress while engaging in a program of remediation will result in dismissal. Appeals will be handled according to procedures described above. Refer to the following *Professional Assessment Form for Candidates in Teacher Education Programs* for a listing of areas assessed.

Deficiencies reported by faculty during the Internship or Professional Growth Experience require an immediate withdrawal from clinical experience and suspension from the Teacher Education Program until such time as a program of remediation, developed by the Chair and agreed to by the Professional Development School Coordinator, has been completed to the satisfaction of all involved faculty.

#### Leave of Absence

A student requiring a leave of absence must make a request in writing to the Teacher Education Department Chair and receive written permission for the leave of absence for a specified period of time. The terms under which the student returns are stated in a letter from the department chair. This process is coordinated through the advisor.

#### **Program Extensions**

The graduate program is expected to be completed in five years or less. In the event that personal or professional reasons do not allow this, the student may apply for a program extension of up to one year to the Teacher Education Chair. If an extension is granted, the student is allowed to finish the program started, even if changes are made in course requirements. This process is coordinated through the advisor.

#### **Re-admission Policies and Procedures**

If a student fails to enroll for three consecutive semesters, they must reapply by submitting another application form and the current fee. This reactivates the student's file and alerts the advisor that the student will be re-enrolling. Students will not be permitted to register beyond the first semester after their return if the application process is not completed. Students are urged to see their advisors as soon as re-admission has been granted, because re-admission requires the student to adhere to the program of study in the catalogue at the time of re-enrollment.

#### Registration

Early registration begins approximately two months prior to the first day of class for each semester. Final registration is typically held one to two weeks prior to the first day of class. Your advisor must approve all course selections. Students can obtain advisor approval prior to, or after, submitting payment to the Student Administrative Services. Because spaces fill up

quickly, students are encouraged to register as soon as possible. Web registration is possible for all students after being enrolled in the M.A.T. program of study for at least one semester.

#### **Dropping/Adding a Course**

During regular registration period, students who need to add or drop a course must complete the appropriate form or complete via Web registration. Contact your advisor to drop a course after regular registration. Failure to drop a class in a timely manner can lead to a forfeiture of tuition.

#### **Waiting Lists**

In the event a course is closed, students can ask to be placed on the waiting list and will be admitted to the course if space becomes available, or a new section is opened. Contact your advisor to be placed on the waiting list.

## Appeal of a Grade

Any student who has reason to question the accuracy of a grade should request a consultation with the instructor. If a satisfactory solution is not reached, the student should request, in writing, a formal review of the grade with the instructor. This request must be received by the University no later than four months after the grade was issued. The instructor then reports to the student, in writing, the result of the grade review, normally within 30 working days of receipt of the student's request. If the student is still not satisfied, the student should make a request, in writing, within 30 working days of receipt of the instructor's resolution for a conference with the department chair. After conferring with the student and the instructor, the chair then sends a written recommendation to the instructor and the student.

If the instructor does not accept the recommendation of the department chair, then the chair will appeal to a two-member panel to resolve the issue. The panel will consult all parties concerned with the case and then vote either for or against the recommendation of the department chair. The decision of the panel is final. If the vote of the panel is split, the original grade stands. To see this policy as stated in the graduate school catalogue, please reference the following website:

http://www.catalogue.loyola.edu/catalogues/current/graduate/general/acadregs.html#Page

#### **Graduate Financial Aid**

The Office of Financial Aid administers several types of financial assistance for graduate students from federal, state, institutional and private sources.

Subsidized and unsubsidized loan assistance is available through the federal government and private lenders. Assistantships are available through several academic and administrative departments. Additionally, individual departments offer a limited number of merit-based and need-based grants to assist students with their education expenses.

Currently enrolled students may view their financial aid and student account information by accessing the "Financial Profile" section of WebAdvisor.

Explore the <u>Graduate Financial Aid</u> web site for more detailed information on the types of financial assistance available to graduate students, eligibility criteria and application procedures.

Individual departments may have direct-hire employment opportunities. Contact your advisor for more information. There is also a payment plan, contact the business office of Loyola University for more information.

#### **General Information**

#### **Honors and Awards**

The Father Wise Award

The Father John E. Wise, S. J. Award is given to one graduating master's student in the School of Education each year who demonstrates the most outstanding academic performance and community, professional and religious service.

- 1. Nominations from the faculty are submitted in writing to the committee, using forms distributed by the committee.
- 2. Students who are nominated submit the following information to the committee:
  - a. application form
  - b. evidence of participation in religious/community/professional activity
  - c. statement of their philosophy of education
- 3. The committee evaluates the information submitted by the student along with data related to the student's academic performance.

Kappa Delta Pi

Students in the M.A.T. Program are eligible to apply for membership in Alpha Gamma Zeta, the Loyola University chapter of Kappa Delta Pi, the education honor society. Applications are due in the fall of each academic year and letters detailing the application process will be sent through the academic advisor.

# **Transcripts**

Students' academic records are maintained in the Records Office. Grade reports are issued at the end of each semester and the academic record is available for student inspection during regular office hours.

The transcript is a facsimile of the student's permanent academic record at Loyola. Only unofficial transcripts are given to the students; these transcripts do not receive the University Seal or the signature of the Director of Records. Official transcripts transmitted directly to another college or university or other official institution or agency receive the seal of the University and are signed by the Director of Records. Transcripts will be issued only upon the written request of the student concerned. Telephone requests to issue transcripts cannot be accepted. Transcripts should be requested well in advance of the date desired to allow for processing time and possible mail delay. Loyola University will not assume responsibility for transcripts that are delayed because they have not been requested in time or the student has an outstanding debt with the University. **Transcripts will not be faxed nor will they be issued during the last week of registration or the first week of classes.** 

Transcripts of work at other institutions or test scores submitted for admission or evaluation of credit cannot be copied or reissued by Loyola University. If that information is needed, the student must go directly to the issuing institution or agency. Loyola University reserves the right to withhold a diploma and transcript if there is an outstanding debt with the University.

#### **Bookstore**

The University Bookstore, Barnes and Noble can be found at all locations where courses are offered. Information on books for individual courses can be accessed through Web advisor.

#### **Computer Facilities**

Loyola has extensive computer facilities for student use. Computer labs are found at all locations where courses are taught. These facilities are available for use at both graduate campuses even when the building is not open. Students can use their identification cards to get into the building and the computer labs. There is a charge for printing at the computer labs. Each semester, students are given \$25 toward printing through their identification cards. This equates to 500 copies. Additional funds can be added to the swipe card by calling technology services and following their directions (410-617-5555).

#### **Career Development and Placement Center**

The services of the Career Development and Placement Center are available to all Loyola students, graduates, and alumni/ae. Students are welcome to meet by appointment with a career advisor to explore the resources of the Placement Center located in the DeChiaro College Center, West Wing, First Floor, 410-617- 2232; e-mail: <a href="mailto:cdpc@loyola.edu">cdpc@loyola.edu</a>; website: <a href="http://www.loyola.edu/thecareercenter">http://www.loyola.edu/thecareercenter</a> Evening hours are available.

#### **Counseling Center**

The staff at the Loyola Counseling Center offers confidential, goal-oriented group and individual counseling to help students address academic, personal-social and career exploration and decision-making concerns. Further information can be located at <a href="http://www.loyola.edu/campuslife/healthservices/counselingcenter/">http://www.loyola.edu/campuslife/healthservices/counselingcenter/</a>.

#### **Disability Support Services**

Disability Support Services (DSS) provides services for students with disabilities, which ensure access to all university programs and activities.

Official documentation of disability may be required to determine whether and what kind of special aids or adaptations may be helpful. For additional information call 410-617-2062. Faculty members are not able to make accommodations for disability if a student is not registered with DSS. In addition, it is the policy of the university to not allow retroactive accommodations.

#### **Joining Professional Organizations**

M.A.T. students are strongly encouraged to join professional associations! The following organizations welcome students at substantially discounted dues, and encourage participation in all activities:

# **International Reading Association (IRA)**

800 Barksdale Rd., PO Box 8139 Newark, DE 19714-8139 1-800-336-7323 http://www.reading.org

#### National Association for the Education of Young Children, (NAEYC)

1313 L St. NW Suite 500 Washington, D.C. 20005 202-232-8777, 1-800-424-2460 http://www.naeyc.org/

# **National Council of the Teachers of English (NCTE)**

1111 W. Kenyon Road Urbana, Illinois 61801-1096 217-328-3870, 1- 877-369-6283 http://www.ncte.org/

#### **National Council of the Teachers of Mathematics (NCTM)**

1906 Association Drive Reston, VA 20191-1502 800-235-7566, 703-620-9840 http://www.nctm.org/

National Science Teachers Association (NSTA) 1840 Wilson Boulevard Arlington VA 22201, 703-243-7100 http://www.nsta.org/

#### LiveText

Starting in the fall 2011, an active subscription to LiveText will be a requirement for one or more courses for first year students that comprise your professional education curriculum. Purchase of a subscription in LiveText will also be an option for those of you who are not in your first year with Loyola. In the upcoming semesters, an increasing number of courses will require the use of LiveText for submitting class assignments. LiveText accounts can be purchased at the University Book Center. This one-time purchase, which is comparable in price to the cost of a textbook, lasts the duration of your time at the School of Education and one year following program completion (up to a period of five years, with an option to extend your subscription). Because your LiveText membership will last at least a full year after program completion, you will be able to use your electronic LiveText portfolio in the job seeking process.

As you progress through your program, you will find that LiveText allows you to work more efficiently, communicate effortlessly, and grow academically. Benefits for students include:

- Unlimited digital storage accessible via the web (which eliminates the need to purchase external jump drives);
- Ability to create professional electronic portfolios that can be easily shared;
- Ability to submit major assignments and receive feedback electronically;
- Resources, including a rubric maker, searchable standards, assignment templates, and more;
- Personal file manager, which allows you to upload and manage external files, such as MS Office, PDF, videos, pictures, and text documents – and which includes labeling capabilities to make document management easy; and,
- Add on also available: Learn360® teacher education resources: This web-based digital video library is comprised of thousands of K-12 core-curriculum videos, video clips, newsreels, audio and video speeches, still images, and audio files. Award-winning producers PBS, National Geographic, Standard Deviants, Slim Goodbody, Sunburst Visual Media™ and dozens of other educational video content producers provide this best quality, standards-based content searchable by state standards, preferred media formats, grade levels, and subject areas. Learn360® also offers play list creation and is the only streaming service to provide slide show capability.

# **Cancellation of Classes (weather related)**

In case of inclement weather, Loyola posts notice of cancellation on its web site. Students can also see alerts on local television stations or call 410-617-2000.

## **Locations for the M.A.T. Program**

#### **Timonium Graduate Center**

2034 Greenspring Drive Timonium, Maryland 21093 410-617-1500

Take 1-83 to Exit 16A, Timonium Road East. Make first right on Greenspring Drive. Turn right again into Timonium Campus (approx. 100 yards).

and

#### **Columbia Graduate Center**

8890 McGaw Road Columbia, Maryland 21045 410-617-7600

From I-95, follow 175 West toward Columbia.

Turn left onto Snowden River Parkway then make a right at the second traffic light onto McGaw Road. Follow McGaw past Apple Ford making a right into the Center's parking lot just past the Gramophone store.

#### Main Evergreen Campus

4501 N. Charles Street Baltimore, MD, 21210 410-617-2000

When using I-695 (the Baltimore Beltway), take Exit 25 (Charles Street). Proceed south on Charles Street, just north of the Cold Spring Lane intersection. Campus maps are available through the link to main campus above.

Some secondary courses are offered at the main Evergreen campus.

Appendix A – Professional Assessment Form for Candidates in Teacher Education Programs

# **Professional Assessment Form For Candidates in Teacher Education Programs**

The Professional Assessment Form is designed for faculty and supervisors to raise issues of concern about a graduate or undergraduate student in the Teacher Education program. The faculty member or supervisor is encouraged to identify any problem behaviors or other issues of concern encountered in class, in supervision, or in other formal and informal settings. The intent behind the use of the form is to identify problem areas that could preclude a Loyola University student from providing exemplary professional service as an educator and to identify problem areas and, where indicated, implement corrective actions with the student about whom a concern is raised.

A form may be completed and returned to the chair of the Teacher Education Department at any time. Please be sure that completed forms are kept confidential. They are to be shared with the program director and the Chair of the department only.

Please recognize the importance of catching problems early.

# Professional Assessment Form For Candidates in Teacher Education Programs

Directions to faculty: List the name of the student about whom you are concerned. Check the area(s) in which you perceive a deficiency. Make comments as appropriate and immediately forward this form to the program director. For internal use only; not to be shared with student, initially. However, under FERPA regulations, the student has the right to request a copy of this form.

Student Name:	Class Year: Date:
Sensitivity to others' needs and rights	Academic Performance
Personal maturity or emotional stability	Attendance/Punctuality
Ethical knowledge/behavior	Teaching skills
Professional attitude and practice	Interpersonal skills
Responsiveness to supervision	Appropriate behavior & appearance
Practicum/Internship performance	Foundational/core knowledge
Responsiveness to constructive criticism	Motivation/perseverance
Oral communication	Written communication
Academic Honesty	
Other: Please specify:	
Comments:	
Faculty Name:	Faculty Signature:
Course/Field Experience/Internship:	

Student conduct within the classroom and at PDS placements must conform to high standards of professional conduct. Faculty members have the responsibility to develop and maintain a classroom environment conducive to learning and reflective of professional dispositions and conduct. As such, faculty members have the right to dismiss a student from any class for disrespectful, dishonest, dangerous, or unprofessional conduct. Furthermore, under circumstances of substantial or repeated misconduct, faculty members have the right to withdraw (i.e. remove) a student from the course. Students who threaten or cause harm to a Loyola faculty member or student will be immediately dismissed from the University. Likewise, students engaged in Practicum or Internship who threaten or cause harm to a school system employee, student, or parent will be immediately dismissed from Loyola.

# Appendix B - School of Education Teacher Education Department

