University of Maryland, Baltimore County

Education Department Handbook

(For Students and General Use)

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INTRODUCTION

The Education Department at UMBC offers programs at both the undergraduate and graduate levels in the areas of Early Childhood Education, Elementary Education, Secondary and K-12 Education, and ESOL/Bilingual Education. Its teacher certification programs are recognized in Maryland and 30 other states. The Department also offers master's degrees and post-baccalaureate certificates in teacher leadership with mathematics, science, and STEM (Science, Technology, Engineering and Mathematics) concentrations and Instructional Systems Development.

The purpose of this handbook is to provide a general description of these programs as well as an overview of the department's structure and operating procedures. More detailed information can be found on the department's web site at: http://education.umbc.edu/.

UMBC VISION AND MISSION STATEMENTS

VISION

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

MISSION

UMBC is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the state and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

DEPARTMENT CONCEPTUAL FRAMEWORK

VISION

The UMBC Department of Education seeks to advance teaching and learning through our integration of research and collaboration with others for the benefit of our diverse society.

MISSION

The mission of the UMBC Teacher Education Unit is to research teaching and learning and to develop educators who are caring, thoughtful, knowledgeable, skilled, and responsive. We expect our graduates to respect diversity, and to be developing the dispositions that will ensure they can become leaders in their schools, and advocates for democracy and social justice.

TENET ONE - Academic Strength

Initial certification candidates demonstrate academic strength by completing both a disciplinary major and a program of professional courses. Advanced program candidates demonstrate knowledge and skills by completing a program focused on content, pedagogy, leadership, and research.

TENET TWO - Professional Development Continuum

Initial certification candidates develop professional teaching competencies through sequenced academic and pedagogical experiences in various learning and field-based contexts. Advanced program candidates increase their mastery of content, pedagogy, leadership, and clinical research in their respective professional contexts.

TENET THREE - Diversity

Candidates in initial and advanced programs demonstrate and apply proficiencies related to diversity and equity in teaching and learning. Candidates provide learning experiences that engage students of varying backgrounds and abilities, and practice inclusive pedagogy accommodating students' strengths and needs.

ACCREDITATION

UMBC's Education Department was reaccredited by the National Council for Accreditation of Teacher Education (NCATE – currently the Council for Accreditation of Education Programs, CAEP) in 2011 with all eligible programs attaining national recognition from Specialty Professional Associations (SPAs), including Mathematics, English, Science, Social Studies, Foreign Language, Teaching English as a Second Language, Elementary, and Early Childhood Education. The Department is also accredited by the Maryland State Department of Education (MSDE), and its certification programs are designed to align directly with the 2011 Interstate New Teacher Assessment and Support Consortium (InTASC) Standards. See the table below for specific accreditation information for each program.

Table 1. Current Education Department Programs and Specialty and Accrediting Organizations

Program Name	Description	Nationally Recognized by Specialty Professional Association (SPA)	Accredited by National or State Agencies
Early Childhood Education	The program offers undergraduate and graduate teacher candidates a course of study that can lead to certification as a teacher of children from Pre-K through grade 3.	Yes – National Association for the Education of Young Children (NAEYC)	Yes MSDE/ NCATE (CAEP)
Elementary Education	The program offers undergraduate and graduate teacher candidates a course of study that can lead to certification as a teacher of children in grades 1-6.	Yes – Association for Childhood Education International (ACEI)	Yes MSDE/ NCATE (CAEP)
Secondary Education	The program offers undergraduate and graduate teacher candidates a course of study that can lead to certification to teach grades 7-12 in one of several disciplines, or K-12 in a specialty area.	Yes – Discipline Based: Mathematics – National Council of Teachers of Mathematics (NCTM) Science - National Science Teachers Association (NSTA)	Yes MSDE/ NCATE (CAEP)

		Language Arts – National Council of Teachers of English (NCTE) Social Studies – National Council for the Social Studies (NCSS)	
Master of Arts in TESOL (Teaching English to Speakers of Other Languages)	The program offers graduate courses for students planning on working with English language learners in K-12 public schools, in Adult Education, in college level ESL programs or in ESL and EFL programs worldwide.	Yes – TESOL International Associatin	Yes MSDE/ NCATE (CAEP)
Instructional Systems Development (ISD)	The program can be completed solely online and is designed for those who develop, deliver, support, and measure training, learning, and performance within organizations.	No	No
Master of Arts in Education (MAE)	The program is designed for certified elementary, middle or high school teachers to expand content knowledge, pedagogical content knowledge and teacher leadership skills in mathematics, science or STEM.	No	Yes MSDE/ NCATE (CAEP)

ORGANIZATIONAL STRUCTURE

The organization of the Education Department consists of the positions and bodies described below.

1. **The Department Chairperson** - The Department Chairperson shall be the chief administrative officer of the Department and, as such, is responsible to the Education Department Faculty, CAHSS, and the University for the functioning of the Department and the implementation of its programs.

2. **The Department Associate Chairperson** - The Department Associate Chairperson assists the Department Chairperson and other members within the Department with duties and responsibilities as assigned by the Chairperson.

3. **The Department Leadership Board** - The Leadership Board, convened by the Department Chairperson, consists of each Program Coordinator/Director (ECE, EE, SE, TESOL, MAE, and ISD), the Department Associate Chair, the Professional Development Schools' Coordinator, the Director of Assessment, the Director of Student Services and members-at-large, selected by the Chairperson, with the intention of assuring representation of both tenured and clinical faculty. The Leadership Board receives reports and recommendations from Departmental working committees and program groups, and is authorized to formulate and review policies on Departmental issues.

4. **Program Coordinators/Directors** - The Program Coordinators/Directors are responsible for the day-to-day administration

of their respective programs, including advising, monitoring of student progress within programs, collaborating on development of the schedule, assisting with field experience and internship placements, assessment within and across programs, review of data and other tasks necessary for the efficient running of the programs.

5.   **Undergraduate and Graduate Directors** - The Undergraduate Director and Graduate Directors for MAT, TESOL, MAE, and ISD are responsible for overseeing the operations and processes related to recruiting, admitting, advising, educating, and graduating students enrolled in their respective undergraduate and graduate programs.

6.   **Faculty** - The principal responsibilities of the Faculty shall be to establish and carry out the policies of the Department and to work toward accomplishment of its goals through monthly meetings.

7.   **Staff** – Staff carry out a variety of roles and responsibilities that assist the Department in conducting its core functions. They conduct these professional activities in accordance with their job descriptions and university and department guidelines, and their performance is assessed by their direct department supervisors.

8.   **Committees, representatives, and other bodies** that the Department establishes to carry out its functions.

ADMISSIONS POLICY

Acceptance into UMBC or a degree program at UMBC does not guarantee admission to the Department's teacher education certification programs, which requires that candidates exhibit competence in the content area as determined by an independent and rigorous assessment of previous academic performance, as well as a willingness to develop social and instructional skills supportive of student learning.

Prospective students must submit the following documentation for review by the Education Department through the on-line admissions system available on the website under the "Apply" tab. Submission materials include the following:

1. Transcripts from all undergraduate or graduate institutions
2. Standardized Test Scores which may include the SAT, GRE, ACT, or PRAXIS CORE examinations
3. A professional statement
4. Recommendations from faculty
5. Criminal Disclosure Form

The current admissions requirements are: 1) required test scores (please check with program coordinators/directors for specific details); 2) a GPA of 3.0 or above, 3) a successful review of the written statement of interest, and 4) positive faculty recommendations. Programs within the education department may require additional materials or an interview as part of the admissions process.

Upon review of the admissions application, the candidate will receive a letter from the Department outlining its decision. Decision categories are:

1. Full acceptance into the program - Student has met all criteria for the program and may proceed. The program will continue to monitor the student's progress and continued development.

2.   Provisional acceptance into the program - Student has met most but not all criteria for the program and will be monitored for a semester before a final decision is made. At the end of the probationary period, student will be granted full acceptance or denied acceptance into the program. If granted full acceptance, the program will continue to monitor the student's progress and continued development.

3.   Deferral of a decision - Student has not provided sufficient evidence to insure success in the program. The student may discuss this decision with an advisor and determine if there is a strategy to improve standing.

4.   Denial of admission - The evidence presented to the department does not project the student's successful completion of the program.

Successful program completion requires students to complete all course requirements with a grade of 3.0 or higher, pass required PRAXIS II examination(s), and complete the Phase II internship and portfolio with a proficient score or higher.

EARLY CHILDHOOD EDUCATION PROGRAM

Overview:

In the early childhood education program at UMBC, undergraduate and graduate teacher candidates complete a course of study that can lead to certification as a teacher of children from prekindergarten through Grade 3 (PreK-3). While many early childhood teacher candidates plan to teach young children in public schools, others are preparing for careers in private schools or child care centers where they hope to take on leadership positions in addition to teaching.

The undergraduate certification program in early childhood has two unique features. The first is that all undergraduates must complete an academic major in addition to the certification program. Many undergraduates choose to major in Psychology, American Studies, or Sociology but others have chosen English, Mathematics, Dance or other disciplines as their major. Through an Interdisciplinary major, early childhood teacher candidates can customize their education to prepare for leadership positions such as child care center director or to focus on an area of interest such as the arts or the environment in early childhood education.

The second distinctive feature of the program is the extensive field placements that teacher candidates experience each semester they are in the program. Teacher candidates have a placement in a different early childhood setting each semester and are able to observe and participate in 4-5 classrooms by the time they finish the program. University supervisors observe the teacher candidates several times each semester to support their growth.

Program Options:

Two early childhood certification options are offered at UMBC:

Undergraduate Certification - This option is open to undergraduate students matriculating at UMBC who meet the education department's admissions requirements. Students who successfully complete the program graduate with degrees in their majors as well as certification in early childhood education.

Graduate Degree – Master of Arts in Teaching (MAT) – This option is open to post baccalaureate students admitted to UMBC's graduate program who meet the education department's admissions requirements. Students who successfully complete the program graduate with Masters of Arts in Teaching degrees and certification in early childhood education.

For more information about either option, please visit the program website at:

http://education.umbc.edu/early-childhood-education/

Advisement:

Undergraduate Students - Admitted students are required to complete programs of study in consultation with the program's coordinator. In addition, undergraduate students should continue to meet with their major adviser(s) to ensure that all degree requirements are met.

Graduate Students - Admitted graduate students are required to complete programs of study in consultation with the program's coordinator. In addition, admitted graduate students must complete applications for admissions into UMBC's Graduate School, as well as all required forms for graduation. These forms can be found on the Graduate School web site at:

http://www.umbc.edu/gradschool/docs/forms/prospectivestudents/degreeapplication.pdf

ELEMENTARY EDUCATION PROGRAM

Overview

In the elementary education program at UMBC, undergraduate and graduate teacher candidates complete a course of study that can lead to certification as a teacher of children in Grades 1-6.

The elementary teacher is expected to be able to provide effective instruction in a broad array of content areas. For this reason, there are specific courses that all teacher candidates are required to take to insure sufficient content background. If chosen wisely, these courses can meet the content area requirements of the Department of Education and some of the General Education Program requirements of the University as well.

In addition, all students must complete a major from the following list:

Africana Studies	American Studies
An Arts Discipline	English
A Foreign Language	Geography
History	Interdisciplinary Studies
Mathematics	Political Science
Psychology	A Science Discipline
Global Studies	

Program Options:

Two elementary certification options are offered at UMBC:

> **Undergraduate Certification -** This option is open to undergraduate students matriculating at UMBC who meet the education department's admissions requirements and are enrolled in one of the majors previously described. Students who successfully complete the program graduate with degrees in their majors as well as certification in elementary education.

Graduate Degree – Master of Arts in Teaching (MAT) – This option is open to post baccalaureate students admitted to UMBC's graduate program who meet the education department's admissions requirements. Students who successfully complete the program graduate with a Masters of Arts in Teaching degree and are eligible for Maryland certification in elementary education.

For more information about either option, please visit the program website at:

http://education.umbc.edu/programsacademics/elementary-education/

Advisement:

Undergraduate Students - Upon admission, students are required to meet with the Director of Student Services, who will serve as their Admissions Adviser and assist them in selecting courses for their first semester. After completion of the first semester, students are required to complete programs of study in consultation with the program's coordinator/director. In addition, undergraduate students should continue to meet with their major adviser(s) to ensure that all degree requirements are met.

Graduate Students - Prospective students should meet with the Director of Student Services prior to applying for admissions. (Students should bring copies of all undergraduate and/or graduate transcripts to this meeting to be reviewed.) After this initial advisory meeting, prospective students should complete applications for admission into UMBC's Graduate School. The application can be found on the Graduate School web site at:

http://www.umbc.edu/gradschool/docs/forms/prospectivestudents/degreeapplication.pdf

Once admitted, graduate students are required to again meet with the Director of Student Services, who will serve as their Admissions Adviser and assist them in selecting courses for the first semester of the secondary program. (Please note that all education courses are permission required.) After completion of the first semester, students are required to complete programs of study in consultation with the program's coordinator/director.

SECONDARY AND K-12 EDUCATION PROGRAMS

Overview

In the secondary/ kindergarten through Grade 12 (K-12) education programs at UMBC, undergraduate and graduate teacher candidates complete a course of study that can lead to certification as a teacher of students in Grades 7-12 in the secondary program, and K-12 in the specialty areas.

Secondary/K-12 teachers are expected to provide effective instruction in one or more academic content area(s). Certification content areas for undergraduate and graduate students offered through the secondary/K-12 education programs and acceptable majors for these content areas are listed in the table below.

Secondary/K-12 Certification Content Areas	Undergraduate (UG)/Graduate(G) Students	Acceptable Majors
Art (K-12)	UG/G	Art
Biology	UG/G	Biology
Chemistry	UG/G	Chemistry
Dance (K-12)	UG/G	Dance
English	UG/G	English
Mathematics	UG/G	Mathematics (BA or BS)
Modern Foreign Language	UG/G	French, German, Spanish
Music (K-12)	UG/G	Choral/Instrumental Music
Science	UG/G	Biology, Chemistry, Earth and Space Science, Physical Science, Physics
Social Studies	UG/G	Africana Studies, American Studies, Geography, History, Political Science

Program Options:

Three secondary certification options are offered at UMBC:

Undergraduate Certification - This option is open to undergraduate students matriculating at UMBC who meet the education department's admissions requirements and are enrolled in one of the majors previously described. Students who successfully complete the program graduate with degrees in their majors as well as certification in the corresponding secondary content area.

Graduate Degree

Master of Arts in Teaching (MAT) – This option is open to post baccalaureate students admitted to UMBC's graduate program who meet the education department's admissions requirements. Students who successfully complete the program graduate with Masters of Arts in Teaching degrees and certification in the selected secondary content area.

12-Month MAT – This program is designed for career changers and recent graduates with at least a bachelor's degree in their certification area who are interested in moving into teaching quickly. Once admitted, students can complete the program within 12 months by entering in the summer and devoting themselves to fulltime study for, at least, the following academic year. Interested students must apply by April 15th to be eligible to enter the program the following summer. Like in the traditional MAT program, students who successfully complete the 12-month MAT program graduate with Masters of Arts in Teaching degrees and certification in the selected secondary content area.

For more information about these options, please visit the program website at:

http://education.umbc.edu/programsacademics/secondary-education/

Advisement:

    Undergraduate Students - Upon admission, students are required to meet with the Director of Student Services, who will serve as their Admissions Adviser and assist them in selecting their first four courses. (Please note that all education courses are permission required.) After completion of the first four courses, students are required to complete programs of study in consultation with the program coordinator, who will serve as their Education Content Adviser. In addition, undergraduate students should continue to meet with their major adviser(s) to ensure that all degree requirements are met.

    Graduate Students - Prospective students should meet with the Director of Student Services prior to applying for admissions. (Students should bring copies of all undergraduate and/or graduate transcripts to this meeting to be reviewed.) After this initial advisory meeting, prospective students should complete applications for admissions into UMBC's Graduate School. The application can be found on the Graduate School web site at:

http://www.umbc.edu/gradschool/docs/forms/prospectivestudents/degreeapplication.pdf

Once admitted, graduate students are required to again meet with the Director of Student Services, who will serve as their Admissions Adviser and assist them in selecting courses for the first semester of the secondary program. (Please note that all education courses are permission required.) After completion of the first semester, students are required to complete programs of study in consultation with their Education Content Adviser.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

Overview:

The ESOL (English for Speakers of Other Languages) Program is housed in the Education Department. It offers graduate courses for students planning on working with English language learners in K-12 public schools, in Adult Education, in college level ESL programs or in ESL and EFL programs worldwide. The program provides students with strong theoretical and practical foundations in applied linguistics, language acquisition, ESL/EFL methodology, testing, cross-cultural studies and curriculum development. The Program offers an MA in TESOL and a Post Baccalaureate Certificate in ESOL.

The basic MA TESOL Program consists of 12 courses, 36 credits. The ISD core of the program prepares students for the analysis, design, and development of instructional programs and their systematic operation, evaluation, and maintenance (see information about the Instructional Systems Development programs in Section XIII). Students can choose to add K-12 Certification which requires an additional 9 credits of instruction including a state approved internship in the public schools. Students can also choose to write a thesis in an area of interest through this program.

The TESOL Certificate Program consists of 4 courses, 12 credits. Two courses, Methods of Teaching ESOL and Cross-Cultural Communication, are required. The two elective courses can be selected on the basis of student interest and background.

The program offers courses both online and face-to-face. Students are able to complete either the MA or the Certificate completely on line with a reduction in university fees if they wish.

Program Options:

UMBC offers an MA in TESOL and a graduate ESOL Certificate. Established in 1979, the TESOL program is designed to train both prospective and experienced teachers of English as a Second Language (ESL) and English as a Foreign Language (EFL). It provides students with a strong theoretical and practical foundation in applied linguistics, language acquisition, ESL/EFL methodology, testing, cross-cultural studies and curriculum development. Both programs can be taken completely in face-to-face classes on campus, completely online, or with a combination of face-to-face and online classes.

MA in TESOL Options

Option 1, Master of Arts in TESOL – General (36 credits) - The general TESOL M.A. program consists of 12 three-credit courses. Eight courses (24 credits) are required and 4 courses (12 credits) can be chosen from among 6 electives.

Option 2, Master of Arts in TESOL with Thesis – (39 credits) - Thesis students develop a research proposal and write a thesis under the guidance of an advisor and two or more committee members. Students may conduct their thesis research in the United States or abroad. Thesis students take the same required and elective courses as in Option 1, less the Project Seminar and Internship. In addition, thesis students must complete at least two research courses and 6 credits of thesis research.

Option 3, Master of Arts in TESOL with K-12 Certification (42 credits) - Students who choose the Certification option take the required courses in Option 1, and 6 courses which are required by the Maryland State Department of Education. The K-12 Certification option also requires a 100-day internship experience in public elementary and secondary schools over two semesters.

Option 4, Master of Arts in TESOL with Thesis and K-12 Certification (54 credits) - Combining Certification with a Thesis requires fulfilling the requirements for both options.

ESOL Certificate - The Graduate ESOL Certificate is a 4-course program. Two courses (6 credits) are required, and students choose 2 additional courses from 8 electives. All courses taken for the certificate can be applied to the MA in TESOL upon admission into the MA Program if the student wishes to continue in the field of study.

For more detailed information about any of these program options, visit the TESOL web site at: http://education.umbc.edu/esol-graduate-only/

Admissions and Advisement:

Admission to the TESOL MA Program or the TESOL Certificate Program is on a competitive basis. Applicants must meet the general requirements for admission to the UMBC Graduate School at: http://gradschool.umbc.edu/

- To be considered, the applicant must have a 3.0 GPA (on a 4.0 scale).
- International students must have a minimum of 550 on the TOEFL (213+ on CBT, 80+ on IBT) or 6.5+ on the IELTS.

To apply to the ESOL/Bilingual Program at UMBC, submit an application directly to the UMBC Graduate School. To receive an application, please visit www.umbc.edu/gradschool/application. Here you can request an application, download and print an application, or apply online. Questions regarding admissions, course selection, or program completion should be directed to the ESOL/Bilingual MA Program Director.

EARLY FIELD EXPERIENCE ASSIGNMENTS AND INTERNSHIP

All students enrolled in the Education Department's certification programs, will be required to complete early field experience assignments and a two-semester internship as described below.

Early Field Experience Assignments:
The Education Department and school partners collaboratively plan, implement, and evaluate field experiences. They jointly determine the most appropriate placement for each teacher candidate, who is assigned to an accomplished mentor teacher. The mentor teacher and teacher candidate then identify a mutually agreeable schedule for school visits. Teacher candidates are guests in the school and are expected to follow all visitor and security policies and demonstrate respect for teachers, students, and the learning community. Teacher candidates will receive specific assignments related to the topics covered in their classes.

Internship:

Education Department Internships consist of a minimum of 100 days over two consecutive semesters. The internship is the final part of the teacher preparation program and occurs in a Professional Development School (PDS). The PDS is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and university faculty. The focus of the PDS partnership is improved PreK-12 student performance through research-based teaching and learning. Interns must have completed all prerequisites for admission to the internship. For more information, please see "Field Experiences" at: http://education.umbc.edu/ .

MASTER OF ARTS IN EDUCATION (MAE) PROGRAM

Overview

UMBC's Master of Arts in Education (MAE) Graduate Program combines the study of education and the academic disciplines of mathematics, science, or STEM (Science, Technology, Engineering and Mathematics). The program is designed for certified elementary, middle or high school teachers to expand content knowledge, pedagogical content knowledge and teacher leadership skills in mathematics, science or STEM which they can apply in their own classroom practice. It is ideal for teachers who view critical inquiry as a major part of teachers' work and value mentoring other teaching professionals as part of their own professional development. With the program's emphasis on teacher leadership, it is designed for those who aspire to become leading teachers in their content area.

Delivery Systems for the MAE Programs:

- Partnership with Local Education Agencies: Through UMBC's partnership with LEAs, this method of course delivery is for cohorts of teachers who are enrolled through their school district. Cohort programs, which meet the professional development needs of teachers and the school district simultaneously, can be customized to meet the needs of the participating school district.
- Individual Students: Teachers can earn the MAE degree independently when there is no cohort in their school or district.
- Courses, whether taken through a cohort program or as an individual student, are delivered off-campus after normal school hours.

Program Options:

Students obtaining a MAE at UMBC can focus their coursework in mathematics, science, or STEM. All MAE degree concentrations focus on teacher research and leadership. Program projects and assignments focus on direct applications to teachers' classrooms or schools.

Mathematics:

K-8 Mathematics Instructional Leadership

- Content courses include mathematical content pedagogy with a focus on inquiry-based teaching and learning
- For experienced elementary and middle school teachers who want to increase their mathematical pedagogical content knowledge to become leaders in mathematics instruction

Secondary Mathematics

- Content courses include mathematical content pedagogy with a focus on inquiry-based teaching and learning
- For experienced middle and high school teachers who want to deepen their mathematical and pedagogical content knowledge

Science:

K - 8 Science

- Content courses include inquiry-based science pedagogy
- Content includes all major disciplines of science, and courses are appropriate for elementary/middle school teachers

Secondary Science Inquiry

- Content is an in-depth examination of inquiry-based pedagogy
- For experienced secondary science teachers who want to increase their understanding of inquiry-based pedagogy

STEM:

PreK-6, Instructional Leader: STEM (MSDE Approved Program)

- Content includes a blend of experiences across STEM areas and combines STEM content and pedagogy through an inquiry project-based approach
- For experienced PreK-6 school teachers who want to increase their understanding across STEM disciplines

Secondary

- Content includes a blend of experiences across STEM areas and combines STEM content and pedagogy through an inquiry project-based approach
- For experienced secondary school teachers who want to increase their understanding across STEM disciplines

Admissions and Advisement:

General questions about the MAE program options can be asked on line at:

http://education.umbc.edu/masters-of-arts-in-education-mae/.

INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) PROGRAMS

Overview

Instructional Systems Development (ISD) programs may be completed entirely online, and are geared for those who design, deliver, support, and measure training, learning, and performance within organizations. This program enables graduates to work in a variety of positions in workplace learning. Currently, ISD graduates work in positions in a wide variety of high-profile organizations, including IBM, the National Security Agency, T. Rowe Price, Booz Allen Hamilton, Johns Hopkins Hospital, and many more.

Program Options:

Students enrolled in UMBC's ISD programs have the following degree and certificate options:

Master's in Instructional Systems Development - Training Systems - The Master of Arts requires a minimum of 36 credits hours. Students must complete seven required core courses (totaling 21 credits), five elective courses (totaling 15 credits) and take a final comprehensive examination (students admitted prior to fall 2012) or complete a professional portfolio (students admitted fall 2012 and on).

Post-Baccalaureate Certificates - These certificates are designed for professionals working in business, industry, and education who are in search of new and innovative strategies to meet the training needs of their organization. Each of the 12-credit certificates can be completed within a year. They are also an excellent way for career changers to break into the training field.

Certificate Option 1 - Instructional Systems Development

This certificate provides the student with a systematic model for creating instruction. Students examine the various phases in the instructional design model and how it is used in developing and managing training and educational activities. The courses provide both theory and practical experience which are applicable to

business and industry training, education, and public service. Students have the option to complete this certificate completely online.

Certificate Option 2 - Instructional Technology

This certificate is designed for multi-media developers, instructional technologists, instructional designers and trainers interested in learning the latest multimedia and web-based development tools used to create computer and web-based instruction. These courses are designed for PC and Windows based software. It does not support MAC users.

Certificate Option 3 - Distance Education

As it becomes more costly to deliver face-to-face instruction, trainers and educators are seeking technologically mediated environments to distribute training and development. With this certificate, students learn the theoretical principles and practical applications of designing effective online training and instruction for both corporate and educational settings. This certificate is offered completely online.

To learn more about these options, visit the program web site at:

http://www.umbc.edu/isd/

Admissions and Advisement:

Interested students are encouraged to apply. Application requirements are described on the program web site. Application materials and instructions can be found at the Graduate School website: http://gradschool.umbc.edu/.

Once admitted, students are required to have academic advising each semester. Advising is designed to make sure each student is completing the program in a timely and efficient manner. It is also required before a student is given authorization to register for the next semester. Visit the program web site for more information about admissions and advisement.

SCHOLARSHIPS AND FINANCIAL SUPPORT

The UMBC Department of Education has several prestigious teacher education scholarship programs designed to support highly qualified teacher candidates. UMBC is committed to supporting future teachers in their preparation for a teaching career; particularly those individuals committed to addressing critical shortage and high-needs areas and underserved student populations.

Teacher Education Scholarship Program:

Scholarships are available to education students to assist with tuition and programmatic costs. Interested parties should contact the director of their specific program.

Hattie M. Strong Foundation Scholarship:

The Hattie M. Strong Foundation offers scholarships to students who have exhibited outstanding successes and enthusiasm in field experiences prior to the final year of their program or to graduate students whose life experiences prior to enrollment reveal the same strengths. Two $5,000.00 scholarships will be granted to teacher candidates entering the Phase II internship each semester. Qualifying applicants must have a FAFSA on file, demonstrate financial need, and have GPAs above 3.0.

The TEACH Grant Program:

The TEACH Grant Program provides grants of up to $4,000 a year to students who are completing or plan to complete course work needed to begin a career in teaching. As a condition for receiving a TEACH Grant, students must sign a *TEACH Grant Agreement to Serve* assenting to (among other requirements) teach:

- In a high-need field
- At an elementary school, secondary school, or educational service agency that serves students from low-income families

- For at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which the grant was received.

For more information, visit: http://www.umbc.edu/financialaid/grants_teach.html

The Sherman STEM Teacher Education Scholars Program (Sherman Scholars Program):
The Sherman Scholars Program seeks to increase the number of outstanding STEM students in the teacher education pipeline. Sherman scholars must have a demonstrated aptitude in and passion for STEM disciplines, a desire to teach, and a commitment to the ideal of a quality education for all children. The Program also works with students who are considering a teaching career and are seeking a support system in which they can explore the profession. Candidates for the Sherman Scholars Program may be incoming freshmen, transfer students, upperclassmen, or graduate students.

To learn more, visit: http://shermanprogram.umbc.edu/about/

In addition to submitting applications to the department's programs, students are also encouraged to visit the UMBC Office of Financial Aid at http://www.umbc.edu/financialaid/.

FACULTY, STUDENT, AND INSTITUTIONAL RIGHTS AND RESPONSIBILITIES FOR ACADEMIC INTEGRITY

The Department of Education adheres to the Policy on Faculty, Student, and Institutional Rights and Responsibilities for Academic Integrity approved by the Board of Regents, November 30, 1989. The Policy is presented in its entirety below.

The academic enterprise is characterized by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process, and intellectual honesty in the pursuit of new knowledge. By tradition, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following statements do not imply a contract between the teacher or the institution and the student, they are nevertheless conventions which should be central to the learning and teaching process.

I. Faculty Rights and Responsibilities

A. Faculty members shall share with students and administrators the responsibility for academic integrity.

B. Faculty members shall enjoy freedom in the classroom to discuss all subject matter reasonably related to the course. In turn, they have the responsibility to encourage free and honest inquiry and expression on the part of students.

C. Faculty members, consistent with the principles of academic freedom, have the responsibility to present courses that are consistent with their descriptions in the catalog of the institution. In addition, faculty members have the obligation to make students aware of the expectations in the course, the evaluation procedures, and the grading policy.

D. Faculty members are obligated to evaluate students fairly, equitably, and in a manner appropriate to the course and its objectives. Grades must be assigned without prejudice or bias.

E. Faculty members shall make all reasonable efforts to prevent the occurrence of academic dishonesty through appropriate design and administration of assignments and examinations, careful safeguarding of course materials and examinations, and regular reassessment of evaluation procedures.

F. When instances of academic dishonesty are suspected, faculty members shall have the responsibility to see that appropriate action is taken in accordance with institutional regulations.

II. Student Rights and Responsibilities

A. Students share with faculty members and administrators the responsibility for academic integrity.

B. Students have the right of free and honest inquiry and expression in their courses. In addition, students have the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.

C. Students have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit their work for evaluation.

D. Students have the right to be evaluated fairly, equitably, and in a timely manner appropriate to the course and its objectives.

E. Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance, or such special assistance as may be specified or approved by the appropriate faculty member, is allowed.

F. Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.

G. When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of the faculty or other appropriate authority

III. Institutional Responsibilities

A. Constituent institutions of the University System of Maryland shall take appropriate measures to foster academic integrity in the classroom.

B. Each institution shall take steps to define acts of academic dishonesty, to ensure procedures for due process for students accused or suspected of acts of academic dishonesty, and to impose appropriate sanctions on students found to be guilty of acts of academic dishonesty.

C. Students expelled or suspended for reasons of academic dishonesty by any institution in the University System of Maryland shall not be admissible to any other System institution if expelled, or during any period of suspension.