

Master of Arts in Teaching (MAT)
Muhlenberg College Education Department
September 30, 2022

Introduction

The Education Department is proposing a Master of Arts in Teaching (MAT) Program to enhance the current undergraduate teacher certification curricula. A second, 5-year option for teacher certification will (a) satisfy current students' need for more flexibility in obtaining Pennsylvania licensure, (b) meet increased interest in a 5-year route to teacher certification resulting in a master's degree, and (c) attract more adult and continuing education students to pursue teacher certification at Muhlenberg. In doing so, we are building on our highly rated, state-approved teacher certification programs at the undergraduate level to include graduate-level offerings that mirror the present curricular structure. These courses align with the mission of our undergraduate program and our continued dedication to teacher education in the tradition of the liberal arts that is the foundation of the current education program and a tradition at Muhlenberg College for over a century.

Our current teacher education program is strong, highly rated by external evaluators at the Pennsylvania Department of Education, and effective at preparing prospective teachers who are committed to education for the public good (and who stay in the profession at higher rates than the general teaching population). However, it can be difficult for students to complete in four years, especially highly engaged and intellectually curious students, who have chosen to attend Muhlenberg to explore a variety of academic interests. Yet, these are the same types of students who we most want in public school classrooms, engaging our youngest citizens, stoking their intellectual curiosity, supporting their social and emotional wellbeing, and engendering a critical consciousness that will prepare them to imagine, and work to create, a more just society. Conceptualized primarily as a 4+1 program, the MAT will allow students additional time to complete the Department of Education requirements for certification while deeply engaging in the liberal arts curriculum at Muhlenberg and earning an advanced degree—something not possible in the current undergraduate-only programs.

MAT Program Planning Committee and Collaborative Process The Education Department worked collaboratively on the development of this proposal, including the following faculty members:

- Mark R. Emerick, Assistant Professor of Education, MAT Proposal Coordinator
- Cathy Kim, Senior Lecturer in Education, Coordinator of Professional Programs
- John Ramsay, Professor of Education, Department Chair
- Sally Richwine, Senior Lecturer in Education, Director of Fieldwork
- Kim Rohrbach, Lecturer in Education, Director of Student Teaching and Teacher Certification
- Binta Bah, Postdoctoral Fellow
- Ann Weaver, Adjunct Professor of Education

The first step in developing this program was to convene a day-long departmental retreat in January 2022. At the retreat we (a) discussed the scope and mission of the program, (b) outlined nascent ideas about curriculum, (c) examined market research reports provided by the School of Graduate and Continuing Education (GCE), (d) considered potential audience, marketing efforts, and program requirements, and (e) developed a timeline. During the retreat, we determined that it was essential that

the MAT program, first and foremost, aligned with the Pennsylvania Department of Education requirements for teacher certification and built on our existing undergraduate program. We did not want to develop a dual program that would isolate MAT and undergraduate students from each other and create a hierarchy within the Education Department.

Following the retreat, we began collaboration with GCE and engaged a consultant, Jenna Azar, to conduct focus groups. In May 2022, Jenna led 3 focus groups with support from David Donnelly and Mark Emerick, which focused on three key partners: alumni who are current teachers, current school district administrators and human resources professionals, and alumni and current students who started but did not complete the education program at Muhlenberg (i.e., what the Pennsylvania Department of Education calls non-completers). Over the remaining summer months, Mark coded the focus group transcripts and distilled several key findings:

- Muhlenberg's teacher certification programs are highly regarded by alumni and administrators who expressed that they believe Muhlenberg graduates are exceptionally well prepared to enter public school classrooms.
- The existing program structure, especially early and ongoing fieldwork experiences and a highly mentored professional semester (i.e., student teaching), was largely responsible for their confidence as beginning teachers.
- Despite feeling well prepared, alumni did have input for additional coursework that would have strengthened the program and their preparation for classroom teaching, including courses in instructional technology and digital learning; diversity, equity, inclusion, and educational justice; storytelling; and adolescent literacy.
- The majority of focus group participants expressed that candidates' level of degree was not the primary factor in hiring decisions.
- There was consistent agreement among alumni and non-completers that the most significant challenge of the existing undergraduate curriculum is the "restrictiveness" and "lack of flexibility."

Additionally, we conducted an online survey of the students currently enrolled in the education program. The results of the survey, which will be detailed throughout the proposal, were overwhelmingly positive in support of starting an MAT.

Program Mission and Investment in the Liberal Arts

The MAT program at Muhlenberg College will offer current Muhlenberg undergraduates and GCE students who hold a bachelor's degree the opportunity to pursue teaching certification grounded in the liberal arts. As a department, we believe that education is a central component of a democratic society and that teachers must be able to recognize the social, political, ethical, and moral dimensions of teaching in U.S. public schools. As such, students in our program study the social foundations of education as they develop the practical and technical skills required to become effective and equitable educators with regard for the diversity of backgrounds, identities, and experiences that students bring with them to the classroom. Students also develop a critical awareness of the ways in which these aspects of students' lives are marginalized and ignored in school systems and how social and economic inequities are reproduced through schooling. We aim to equip students to challenge these inequities in their teaching practice.

In aspiring to this mission, the Education Department and teacher certification programs at Muhlenberg College have, for a long time, been deeply invested in educating teachers within the context of the liberal arts. In maintaining this commitment, a key piece of the MAT program is that all students will complete at least one academic major in addition to the intensive study of education, a distinctive feature of our current undergraduate teacher education curriculum and a cornerstone of Muhlenberg's residential liberal arts curriculum. In many colleges and universities that prepare teachers, students major in elementary or secondary education, which likely includes some liberal arts requirements, but generally lacks the deep disciplinary engagement that comes from majoring in an academic discipline. We believe strongly that this distinctive feature of our teacher education program is worthwhile and sets our students apart in their development as confident educators, astutely aware of the human aspects of teaching, and capable of providing an equitable education.

Furthermore, our teacher education programs, the MAT included, "aims to develop independent critical thinkers who are intellectually agile" (Muhlenberg College Mission Statement, 2019). The MAT will be grounded in a bridging of theory and practice in education, with students focused on the acquisition of a deep knowledge of the scholarly research in educational policy, learning theory, and instructional design, while simultaneously applying this knowledge to real-world classrooms in the Lehigh Valley. In doing so, our students are expected to resist the reproduction of their own school experiences and challenge master narratives that marginalize students from non-dominant racialized, classed, and gendered backgrounds. By the end of the program students will have developed the "ethical and civic values ... for lives of leadership and service" (Muhlenberg College Mission Statement, 2019) that is central to becoming an engaged and transformative career educator. In our minds, teaching in public schools is among the most noble pursuits, and we fully expect that our students become leaders in and out of the classroom.

Finally, teacher education is increasingly adopting hybrid and fully-online models for preparing teachers—despite the reality that for the vast majority of children in the United States, schooling is in person, face-to-face, and grounded in unmediated human interaction. For this reason, we resist efforts to push teacher education further into the digital world, while simultaneously preparing our students to critically examine the role of technology in educational practice. This element of our program is grounded in the belief in the value of human interaction as a core aspect of teaching and learning, something that we have experienced as teachers in the residential liberal arts environment.

Comparative Programs and Institutional Benchmarking Muhlenberg

College is one of the few teacher education programs in the Lehigh Valley and greater Philadelphia region with deep engagement with the liberal arts. Unlike most teacher education programs, students at Muhlenberg must have an academic major in addition to the education program. Basically, we do not put teachers in classrooms who have only studied education. This commitment to the liberal arts continues with the MAT program. In addition to their undergraduate study, students can earn the MAT, which will qualify them for teacher certification in the state of Pennsylvania. In conceiving this program, we have examined in detail master's programs at regional competitors that lead to initial certification at the graduate level. Below is a review of three programs that either align closely with the values or structure of the program that we envision at Muhlenberg or represent likely competitors for students.

Moravian University MAT

To begin, it is important to note that Moravian University's *undergraduate* teacher education program is the most similar to Muhlenberg's of the comparative programs. While there is an undergraduate major in Early Childhood Special Education, the majority of the teacher certification happens through certification programs, not majors. At the graduate level, teacher certification is available through post-baccalaureate certification and through the MAT program. The MAT program at Moravian University requires a *minimum* of 36 credits and offers students two options, (a) with initial PA state teaching certification or (b) without certification. The program is based on teacher inquiry framed through action research and is structured as follows:

- Foundations of Teacher Action Research (3 courses)
 - EDUC 500 Teacher as Inquirer
 - EDUC 506 Teacher as Researcher
 - EDUC 508 Teacher as Evaluator
- Electives (4 courses)
 - 4 courses tailored to professional needs or
 - "Pursue PA teacher certification requirements"
- Action Research Preparation and Defense (4 courses)
 - EDUC 700 Curriculum Development and Action Research
 - EDUC 701 Writing a Review of Educational Research
 - EDUC 702 Reflective Practice Seminar
 - EDUC 704-705 Action Research Thesis

One important note is that the PA teacher certification requirements at Moravian include 10 courses for certification in 7-12 (an additional 6 courses beyond the 11 required for the MAT) and 19 courses for certification in PreK-4 (an additional 15 courses beyond the 11 required for the MAT). In essence, in order to complete the MAT and teacher certification at Moravian, a student would need to complete between 17 and 26 courses (or between 51 and 78 credits), which puts this program in line with a doctoral program in education. That said, Moravian's program has a robust research component which might be attractive to practicing teachers who do not require initial certification. This is not the demographic who we are targeting with our MAT program. We are looking to better serve undergraduate students with a pathway to earn a master's degree, while engaging in the liberal arts curriculum. In doing so, our program is much more streamlined, requiring a maximum of 17 courses for the PreK-4 certification and 15 courses for 7-12 certification (including K-12 world languages) while still meeting the PA Department of Education requirements for initial teacher certification.

Kutztown University of Pennsylvania, Master of Education in Teaching with Initial Certification

While not a part of our initial market research, Kutztown University provides a model of a program that provides initial teacher certification through masters-level coursework and because of its proximity represents a likely competitor. The 11-course program is cohort-based, beginning in summer and ending the next spring semester with the clinical experience (i.e., graduate student teaching), requiring full-time enrollment throughout the 1-year program including summer and winter sessions. This program only

applies to 7-12 certification.

Summer 1

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- EDU 527 - Foundations of Urban Education
- EDU 564 - Foundation of the Middle Level Learner

Summer 2

- EDU 533 - Social Interpretations of Education
- SEU 540 - Reading, Writing and Critical Thinking in a Standards Aligned System

Fall

- SEU 410/420/430 - Content Area Methodology Course
- EDU 434 - Instructional Methodology for English Learners
- SPU 500 - Cognitive Development of Diverse Learners in a Standards Aligned System

Winter

- EDU 532 - Education Exploration

Spring

- EDU 526 - Data Driven Decision Making
- EDU 592 - Intensive Clinical Experience
- SEU 535 - Classroom Management for the Inclusive Classroom

Kutztown also offers a Master's in Education with PreK-4 Certification through a different department. This is also an 11-course program, which requires full-time enrollment. See the [program grid](#) available on Kutztown's Elementary Education Webpage.

Unlike Muhlenberg, Kutztown University houses a multi-department College of Education with a substantial faculty and dedicated graduate courses that lead to initial certification. Although it provides a good model for understanding graduate-level initial teacher certification, the programs offered at Kutztown differ from Muhlenberg in several important ways. First, the coursework is highly focused on the professional development of teachers' practical teaching skills. This is especially apparent in the PreK-4 program, which lacks coursework in the social critique of education, an important element of teacher education in the liberal arts. In this way, such a program may sacrifice quality in service of providing an efficient pathway into the teaching profession. This philosophy runs counter to the beliefs and mission of the Education Department at Muhlenberg and the College as a whole. We believe that teachers of young children must be intellectually and critically engaged as much as educators of adolescents, as well as well-rounded individuals. Secondly, at Muhlenberg fieldwork in conjunction with education courses is central to the quality of our program; offering summer and winter courses makes fieldwork improbably if not impossible.

Lehigh University, Five-Year Elementary and Secondary Education Accelerated Master's Program

A larger university, Lehigh offers a comparable program that draws on the 4+1 model that we are looking to embrace. For students at Lehigh, the 4+1 program starts in the second semester sophomore year or in the junior year and requires 11 courses for 7-12 certification or 14 or 15 courses for PreK-4 certification. In total, students must ensure that they earn 30 credits (10 courses) toward their M.Ed. while they can count the additional courses toward their undergraduate degree (as electives). The

required courses are as follows, leading to PreK-4 certification:

- Core Coursework
 - SPED 332 Education and Inclusion of Individuals with Special Needs
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- TLT 380 Child Development and Cognition
 - TLT 404 Diversity, Families, and School Collaborations in K-12
 - TLT 405 Principles and Applications of K-12 Assessment
 - TLT 407 Instructional Design for K-12 Classrooms
 - TLT 409 K-12 Classroom Environment and Management
 - TLT 411 Early Childhood Education
- Development of Professional Skill
 - TLT 412 Social Studies in PreK through 4th Grade
 - TLT 420 Literacy in PreK through 4th Grade: Reading and its Foundations
 - TLT 422 Literacy in PreK through 4th Grade: Writing and its Foundations
 - TLT 426 Science in PreK through 4th Grade
 - TLT 428 Mathematics and Numeracy in PreK through 4th Grade
 - SPED 465 Advanced Inclusionary Practices in K-12
 - Extended Field Experience
 - General Education Student Teaching and Seminar

Lehigh's program is very similar to the model we are proposing. First, the coursework is very similar in structure to our current undergraduate teacher education program (see Figure 1 below to see a crosswalk). Additionally, Lehigh prepares undergraduates and graduates in the same program and courses, which is similar to the model we are proposing for the MAT.

Core Course Work (21 credits)			Muhlenberg Ed Program Equivalent		
SPED 332	Education and Inclusion of Individuals with Special Needs	3	EDU 201	Introduction to Special Education	
TLT 380	Child Development and Cognition	3	EDU 104	Educational Psychology	
TLT 404	Diversity, Families, and School Collaborations in K-12	3	EDU 420	Seminar in Community and Professional Education	
TLT 405	Principles and Applications of K-12 Assessment	3	EDU 410	Seminar in Assessment and Evaluation	
TLT 407	Instructional Design for K-12 Classrooms	3	EDU 204	Integrated Curriculum and Instruction	
TLT 409	K-12 Classroom Environment and Management	3		(content accounted for in EDU 204 and EDU 420)	
TLT 411	Early Childhood Education	3	EDU 202	Introduction to Early Childhood Education	
Development of Professional Skills (18 credits)					
TLT 412	Social Studies in PreK through 4th Grade	3	EDU 328	Integrated Literacy and Social Studies	
TLT 420	Literacy in PreK through 4th Grade: Reading and its Foundat	3	EDU 326	Early Literacy and Language	
TLT 422	Literacy in PreK through 4th Grade: Writing and its Foundatic	3		(content accounted for in EDU 326 and 328)	
TLT 426	Science in PreK through 4th Grade	3	EDU 344	Science Methods	
TLT 428	Mathematics and Numeracy in PreK through 4th Grade	3	EDU 334	Math Methods	
SPED 465	Advanced Inclusionary Practices in K-12	3			
Extended Field Experience (3-6 credits)					
TLT 444	General Education Student Teaching and Seminar	3	EDU 950/961	Student Teaching 1 and Student Teaching 2	
			EDU 191	Arts in Education	
	(content integrated throughout other coursework)		EDU 212	Inclusive Education for Emergent Bilinguals	

Figure 1. Lehigh M.Ed. and Muhlenberg undergraduate teacher education (PreK-4) program comparison.

Where the programs differ are in the ways in which courses are counted toward the undergraduate and graduate degrees. At Lehigh, students must choose which courses count toward their undergraduate

degree (as general requirements or electives) and which courses to “reserve” to count toward the M.Ed. program. In our design of the MAT program, we have pre-determined which education courses will count toward the undergraduate degree (and therefore satisfy general academic requirements and electives) and those courses which will be taken at the master’s level and count toward the MAT.

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A Key Distinction: Graduate Clinical Experiences, Student Teaching, or Professional Semester

One important distinction between the programs reviewed and Muhlenberg’s undergraduate program is the structure of the student teaching experience (sometimes called clinical experience, student teaching, and/or professional semester). In many other programs, the student teaching experience is a 3 credit or 1 unit course. At Muhlenberg, the student teaching experience is a full professional semester, including 2 units of student teaching and 2 units of seminars which support the development of a professional identity and effective assessment and evaluation practices. This structure is a core aspect of the Muhlenberg Education program and an element that we will emulate at the graduate level. There is an important reason for this decision: Alumni consistently point to the professional semester as a key point of preparation for the classroom, as demonstrated in this response in a recent alumni survey:

Muhlenberg is the only college I also know that expects student teachers to teach the entire day and has unannounced supervisor visits. This truly prepares you. I had my principal and superintendent observe me in my first year of teaching and I wasn’t nervous because I was used to being observed. I have had student teachers from NYU and Fordham and their programs don’t require nearly as much.

Unlike elsewhere, our professional semester involves *weekly* supervision of and feedback for student teachers as well as seminars that support student teachers’ ongoing development of instructional practices and their professional identity as educators. As expressed in the quote, we expect a lot from student teachers and provide the support needed for them to be successful. We take seriously the charge of ensuring that students who graduate with the MAT degree are, indeed, masters of teaching, and the professional semester is the capstone that allows them to demonstrate such mastery.

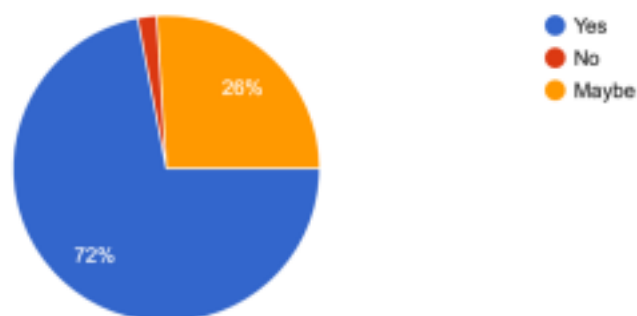
Impact

Size and Scope

Based on our preliminary data from a current student survey (n = 50), nearly all Muhlenberg students

If this or a similar program were offered at Muhlenberg, would you be interested in enrolling?

50 responses



enrolled in a teacher certification program are interested in considering the MAT program. This claim is based on our initial survey of current education students. Figure 2 shows the results for the item asking if students would be interested in enrolling in a 4+1 MAT program at Muhlenberg.

Figure 2. *Responses to Questions “If this or a similar program was offered at Muhlenberg, would you be interested in enrolling?”*

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Based on historical enrollment data from the undergraduate program and the data on student interest above, we can estimate that we would have an initial class of between 15 and 24 students. Below is a breakdown of historical enrollment data by class year to project enrollment in the MAT program. Table 1 below shows projected enrollment based on data from the classes of 2023–2025. Using the interest survey as a guide, we expect enrollment in the 4+1 MAT program by Muhlenberg undergraduate students to fall between 70% and 95% of the students enrolled in the education program.

Table 1
Estimated Enrollment during the MAT Roll Out

Year and Class	High (95%)	Low (70%)
Year 1 (2023)	29	22
Year 2 (2023 + 2024)	49	36
Year 3 (2023 + 2024 + 2025)	73	54

Impact on Existing Programs

Conceptualized as a 4+1 program, enrollment in the MAT programs will remain in proportion to enrollment in the undergraduate certification programs. That is, high interest in the MAT program would mean lower enrollment in the undergraduate program and vice versa, but because these programs draw on cross-listed courses there would be no impact on course offerings. Therefore, we estimate that undergraduate program enrollment and MAT program enrollment will vary over time but will remain in proportion. That said, we do anticipate that the MAT option may draw a small number of students to Muhlenberg who view the 5-year option as valuable; however, we cannot project that this interest would

significantly impact overall enrollment in the education program. That said, because students in the education program and MAT are required to have an academic major outside of education, any new students recruited for the 4+1 program would benefit the enrollments of other majors and interdisciplinary programs on campus.

In terms of impact on faculty and teaching loads, the MAT represents minimal additional need beyond the 3 tenure-line and 3 lecturers that have constituted the education department. There will be a small increased demand for course offerings, which will be evident in the overview of the proposed curriculum (below). This will involve offering 2 research-oriented courses as well as a few elective courses that would be offered on a rotating basis and designed to meet student interest and need and would be responsive to trends in educational research and practice.

Based on focus group data as well as discussions among faculty, we see a few avenues through which we could offer meaningful elective courses that advance MAT students' understanding of education, pedagogical skills, and further the liberal arts mission of the College and program. First, education faculty possess expertise in several areas that could result in the development of a few new courses (possibilities will be listed in the course descriptions below). Furthermore, and perhaps more importantly, we see opportunities for MAT students to draw from other programmatic offerings through GCE to satisfy these electives, depending on the students' skills and interests. Examples include the following: students pursuing a teaching certification in mathematics may be interested in taking courses from the Masters in Applied Analytics program, students interested in pursuing a career as a school administrator

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may be interested in taking courses from the Masters in Organizational Leadership program. Future possibilities also exist with the proposed Diversity, Equity, and Inclusion Graduate Certificate. In this way, the MAT program may support enrollment in the existing graduate level programs as well.

Faculty Expertise

The current full-time faculty are listed in Table 1 with their credentials and broad areas of expertise.

Table 1

Faculty Credentials and Areas of Expertise

Faculty	Rank	Degree	Teaching Certifications	Areas of Expertise
John Ramsay	Chair, Professor	Ph.D. Educational Studies	English 7–12; Social Studies 7–12	Educational policy studies, sociology of education, history of education
Binta Bah	Postdoctoral Fellow	Ph.D. Multicultural and Equity Studies in Education	N/A	Policy studies, equity in education, Black feminist theory, Afro-pessimism, critical race theory, educational psychology

Mark Emerick	Assistant Professor	Ph.D. Applied Linguistics	English 7–12; ESL Program Specialist K–12	Language education, access and equity, critical race theory, bilingualism, bilingual education
Cathy Kim	Senior Lecturer, Director of Professional Programs	M.A. Linguistics, Teaching ESL; ABD Curriculum and Instruction in Language and Literacy	Elementary K–9	Literacy education, early language development, social studies education
Sally Richwine	Senior Lecturer, Director of Fieldwork	M.Ed. Counseling and School Psychology	School Psychology K–12	Special Education, assessment and evaluation
Kim Rohrbach	Lecturer, Director of Student Teaching, Director of Teacher Certification (GCE)	M.Ed. Secondary Education: Curriculum and Instruction	Elementary K–6, Mathematics 7–12	Mathematics education, curriculum and instruction

Institutional Support

Institutional support for the MAT program is of the utmost importance for the program to run effectively. The proposed curriculum was based on the assumption that current departmental staffing (3 tenure-track and 3 non-tenure track faculty) would be maintained. Given the need to offer a few additional elective courses, full staffing is essential to ensure that students have access to the courses necessary to complete the program in 5 years. Furthermore, we may need to occasionally hire an adjunct faculty member or draw from faculty across the college who have expertise in education to offer a course in the MAT or undergraduate program (so that a full-time faculty member can teach a graduate course); however, we believe this need would be relatively rare, given the broad range in expertise of the current faculty.

Because of the expected size of the program, the institutional requirements to run the program, and the external requirements for accreditation through the Pennsylvania Department of Education, a program coordinator will be required in order to effectively plan, implement, and run the program. The details of the program coordinator position are described below.

Finally, we believe that close collaboration with Admissions and GCE will be important for the recruitment. While we do not have any predictive analytics on how offering an MAT might affect

recruitment and enrollment at Muhlenberg, we do believe that the MAT would be a draw for prospective undergraduates who have broad and diverse interests *and* who wish to pursue teaching. Because undergraduate students must also enroll in major(s) and minor(s) in addition to education, increased recruitment and enrollment would have a positive impact on other programs as well. Additionally, we believe that the MAT program would broaden our appeal to adult post-baccalaureate students who, at this time, do extensive coursework in education, but do not earn an advanced degree. Effective marketing and communication about the program would be necessary to draw these prospective students to Muhlenberg.

Program Coordinator

Because of the complicated nature of the MAT program, there is a clear need for a program coordinator who will be responsible for the following:

- oversight of admission to the MAT program,
- working with GCE administration in the development, maintenance, and evaluation of the MAT program,
- liaise with the Dean of Graduate Studies including developing MAT application procedures and evaluating applications
- coordinating course offerings among Education Department faculty and scheduling with the registrar,
- hiring and evaluating adjunct faculty as needed in alignment with the Muhlenberg faculty handbook,
- marketing the program in coordination with GCE and undergraduate admissions, • collaborating with the Director of Fieldwork to ensure fieldwork placements are made for MAT courses
- overseeing advising (which may be arranged among Education Department faculty to ensure equitable distribution of labor),
- collaborating with the Director of Student teaching to evaluate MAT students' performance in the professional semester,

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- liaise with the state department of education, including attending programmatic and policy meetings such as PAC-TE and the Chapter 49 review sessions hosted by the Pennsylvania Department of Education
- conducting data collection and analysis as required by Pennsylvania Department of Education, and
- coordinating Pennsylvania Department of Education reporting requirements with the Coordinator of Professional Programs

The program coordinator will be a full-time faculty member in the Education Department and will report to the Education Department Chair. Because of the consistent and substantial nature of the tasks associated with coordinating the program, the program coordinator will require a reduced course load.

Target Audience

The target audience of the MAT program is primarily current and prospective Muhlenberg undergraduates who are pursuing teacher certification. As argued above, the MAT will provide them with more flexibility to explore learning experiences as undergraduates while maintaining the high

expectations of our education program (see appendix D for example schedules and the added flexibility offered by the MAT program). Secondly, we view the MAT as a value-added program to the current post-baccalaureate certification pathway for GCE students. For a long time, we have provided opportunities for people who already have a bachelor's degree to earn their teaching certification through the Wescoe School (now GCE). However, many other options exist for obtaining teaching certification through master's-level programs, as seen in our comparative analysis above. Muhlenberg's MAT would make the post-baccalaureate certification program more competitive.

Matriculation into the MAT Program

Current Muhlenberg Undergraduates

Enrollment in the MAT program would be a multi-step process, beginning with enrollment in one of the undergraduate teacher education programs during the first or second year. Once enrolled in a teacher education program (either the PreK–4 program or one of the 7–12 programs), the student will complete prerequisite courses at the undergraduate level (see Table 2).

Upon completion of the 4 or 6 prerequisite courses (depending on program), students will be eligible to apply for the MAT program. This application will be based on existing criteria for the education program. *As a state-approved teacher certification provider, the Education Department has strict criteria in place for formal admission to the undergraduate education program.* These same criteria would be used for the 4+1 program, making it a true option for any student who is interested in pursuing that MAT versus the undergraduate certification-only route. That is, any student who meets the qualifications for formal admission to the undergraduate teaching program would also be eligible for the MAT. The current qualifications are as follows, from the Education Program Handbook:

- 3.0 Cumulative GPA
- Completed all prerequisite coursework (See Table 2 below)
- Demonstrated proficiency in basic skills (reading, writing, and mathematics) either through SAT scores or passing scores on the Praxis I (PPST) exam, per Pennsylvania Department of Education requirements
- Satisfactory fieldwork portfolio

Table 2

Prerequisite Courses for Matriculation into the MAT Program

PreK–4	7–12
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<ul style="list-style-type: none"> ● EDU 101 <i>History and Politics of American Education</i> (SL) ● EDU 104 <i>Educational Psychology</i> ● EDU 191 <i>Arts in Education</i> (AR) ● EDU 201 <i>Introduction to Special Education</i> ● EDU 202 <i>Introduction to Early Childhood Education</i> ● EDU 206 <i>Integrated Curriculum and Instruction for Young Learners</i> ● EDU 212 <i>Inclusive Education for Emergent Bilingual Students</i> (IL, DE) ● 2 math courses ● 1 course in American or British literature 	<ul style="list-style-type: none"> ● EDU 101 <i>History and Politics of American Education</i> (SL) ● EDU 106 <i>Educational Psychology</i> ● EDU 201 <i>Introduction to Special Education</i> ● EDU 206 <i>Integrated Curriculum and Instruction for Adolescent Learners</i> ● EDU 212 <i>Inclusive Education for Emergent Bilingual Students</i> (IL, DE) ● 2 math courses ● 1 course in American or British literature
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In order to be admitted to the MAT, students will be required to complete two additional tasks as part of their application that are not required for students pursuing undergraduate teacher certification. First, they will need to (a) solicit a letter of recommendation that evaluates their potential for early graduate study and (b) write a personal statement addressing why they want to pursue the MAT program and their preparation to take advantage of advanced coursework in education. Applications will be evaluated by the Program Coordinator and admissions will occur in conjunction with GCE.

GCE Student Matriculation

For adult students pursuing certification through GCE, the intake and advising will differ from the undergraduate students, who will work directly with the MAT Program Coordinator. Upon expressing interest, GCE students will meet with the Director of Teacher Certification (currently Kim Rohrbach) for intake into the teacher education program. This process involves the following steps:

- Transcript evaluation
- Advising meeting
- Creation of an individual program of studies leading to certification

GCE students will take the necessary courses according to the transcript evaluation conducted by the Director of Teacher Certification and once completed will be able to apply for the MAT program following the same process as the undergraduate students. Like undergraduate students, GCE students will have the option to pursue the MAT or the certification only option. After GCE students have completed the prerequisite coursework, they will apply to the MAT program and the MAT Program Coordinator will evaluate the applications and determine admissions to the program. At this time, the Director of Teacher Certification will continue to serve as the advisor for all GCE students enrolled in the teacher education programs (either post-baccalaureate or MAT), consistent with current practices.

Structure of the Program

Program Learning Goals

At the completion of the MAT program, students will

1. understand and commit to the rights and responsibilities of teachers as professionals within the school and community
2. create a positive, inclusive, safe and productive learning environment characterized by high expectations for all students
3. incorporate state and national standards into curriculum
4. align curriculum with instruction and assessment
5. modify curriculum, instruction, and assessment to the needs of diverse learners
6. integrate technology with instruction
7. refine teaching practice on the basis of continual reflection and professional development
8. have a thorough understanding of the educational literature and be able to draw on and use evidence-based practices to create effective engaging learning environments and experiences
9. implement culturally sustaining pedagogical practices that challenge inequities and bring about more just school structures for minoritized students

Curriculum

As stated in the introduction, the core purpose of the MAT program is teacher certification at the master's level. Therefore, courses align with the existing undergraduate teacher education curriculum, which is approved by the Pennsylvania Department of Education. The MAT program is structured based on the intended outcome, a certification to teach PreK-4 or 7-12. In this way, there are two pathways through the 4+1 MAT program. Both pathways require prerequisite courses at the undergraduate level (shown above), which prepare students with foundational knowledge required to succeed in graduate level education courses. The 4+1 MAT program requires 11 graduate-level courses (33 credit equivalent). The MAT curriculum is presented in Table 3.

Consistent with the Education Department philosophy and mission of the MAT program, we believe that education is grounded in human interaction, which is still broadly true in public education in the United States. Since the goals of the MAT program were established around the need for students to demonstrate masterful teaching, our curriculum must be delivered in a manner that facilitates these ends. For that reason, we conceive of this program as primarily an in-person pathway to teacher certification that serves the residential liberal arts students. There are several reasons for this.

First, as professional educators and experts in teaching and learning, we know that in order for learning goals to be met, instruction must be designed with these particular ends in mind (i.e., backwards design; Wiggins & McTighe, 2005). As we have worked through the program design, it has become abundantly clear that in order to facilitate and support students' development into masterful teachers, they need to experience high quality instruction (through modeling in their courses and fieldwork experiences) and have opportunities to practice effective instructional methods in a variety of contexts, with ongoing feedback, support, and opportunities for reflection. That said, online instruction does not align with the particular goals of the program which are centered around providing students opportunities to develop the rich set of pedagogical skills for *in-person* teaching. Secondly, as more and more teacher education and certification programs move to online instruction, we see an opportunity to provide students who desire in-person learning with the learning experience that they seek.

Table 3
4+1 MAT Curriculum

PreK-4 MAT Curriculum	7-12 MAT Curriculum
<i>Prerequisite Undergraduate Coursework (taken freshman and sophomore year)</i>	
EDU 101 <i>History and Politics</i> (SL) EDU 104 <i>Educational Psychology: Child Development</i> EDU 191 <i>Arts in Education</i> (AR) EDU 201 <i>Introduction to Special Education</i> EDU 202 <i>Introduction to Early Childhood Education</i> EDU 204 <i>Integrated Curriculum and Instruction for Young Learners</i> EDU 212 <i>Inclusive Education for Emergent Bilinguals</i> (IL, DE)	EDU 101 <i>History and Politics</i> (SL) EDU 106 <i>Educational Psychology: Adolescent Development</i> EDU 201 <i>Introduction to Special Education</i> EDU 206 <i>Integrated Curriculum and Instruction for Adolescent Learners</i> EDU 212 <i>Inclusive Education for Emergent Bilinguals</i> (IL, DE)
To be accepted in the MAT program, students must (a) complete the prerequisite coursework, (b) maintain a minimum of a 3.0 GPA, and (c) demonstrate satisfactory performance in all PK–12 fieldwork placements, based on cooperating teacher evaluation and faculty assessment of performance. These are the same as the current	
<i>Graduate Core (2 courses)</i>	
EDU 5** <i>Interpreting Educational Research for Evidence-Based Practice</i> EDU 5** <i>Teacher Action Research: Using Data for Instructional Change</i>	
<i>Graduate-Level Methods Courses (PreK-4 students take all 4; 7-12 students take 2)</i>	
EDU 5** <i>Language and Literacy Development</i> EDU 5** <i>Integrated Literacy and Social Studies</i> EDU 5** <i>Methods in Elementary Mathematics Education</i> EDU 5** <i>Methods in Elementary Science Education</i>	Select one (1): EDU 5** <i>Methods in Second Language Education K-12</i> EDU 5** <i>Methods in Secondary Social Studies Education</i> EDU 5** <i>Methods in Secondary English Education</i> EDU 5** <i>Methods in Secondary Science Education</i> EDU 5** <i>Methods in Secondary Mathematics Education</i> AND EDU 5*** <i>Advanced Methods Seminar</i>
<i>Graduate Electives (1–3 courses)</i>	
<i>1 Elective</i>	<i>3 Electives</i>
<i>Capstone Teaching Experience (4 courses)</i>	
EDU 5** <i>Graduate Student Teaching 1</i> EDU 5** <i>Graduate Student Teaching 2</i> EDU 5** <i>Graduate Assessment and Evaluation Seminar</i> EDU 5** <i>Graduate Seminar in Professional and Community Education</i>	

Aside from the pedagogical elements of the program, we do see the potential to offer some hybrid or online components of the curriculum around the research-focused courses in the graduate core. Ideally, these courses would run as seminars with in-person or synchronous meetings intermittently throughout the semester that operated as bookends to asynchronous learning experiences and periods of intensive reading, writing, and research. The decision about the exact format of these courses would be determined by the course instructor in consultation with the MAT Program Coordinator.

Delivery Method

Differentiated Instruction Model for Integrated Coursework

Central to the MAT program is that it aligns with the existing teacher education curriculum but offers an advanced pathway to certification, allowing both more flexibility and greater opportunity to engage in the liberal arts for students. In order to achieve this goal while being mindful of the need for additional staffing, we are grounding many of the course offerings on a differentiated instruction model (Tomlinson & McTighe, 2006) utilizing Webb's (2002, 2007) Depth of Knowledge (DoK) in order to differentiate between graduate and undergraduate learning objectives. See Figure 3.

Because several of the new graduate level courses cover the same Pennsylvania Department of Education-required content as their undergraduate equivalent, we will cross-list courses that align topically. That is, in cases where it is pedagogically feasible, courses will be offered at the same time with the same faculty member. The Education Department currently does this with several courses in the undergraduate program to address low enrollment (e.g., EDU 204 and EDU 206 are regularly offered together as are EDU 104 and EDU 106). Furthermore, this approach is common in graduate teacher education (Temple University's master's level teacher education programs offer an example) and applies to the courses that directly meet the Pennsylvania Department of Education competencies for teacher certification, as these courses, whether offered at the graduate or undergraduate level must address specific criteria that are externally imposed.



Figure 3. Webb's DoK Chart, which describes varying depths of understanding and verbs which can be useful in measuring the depth of knowledge students achieve.

The differentiated instruction framework draws on the classic concept of differentiation, framed around three main approaches: differentiation of content, differentiation by process, or differentiation by product. Differentiation by content could include strategies such as providing different topics or resources to students based on interest or area of expertise. Differentiation by process might mean that students are working toward the same goals, but take different paths to achieve those ends. Differentiation by product might look like several students working on the same goal, but participating in different options regarding assessment or having differentiated expectations regarding the assessment based on the level of the course (i.e., graduate students might have additional requirements for writing assignments). Each approach has strengths and limitations, which are outlined in the Figure 4 below.

As the courses will be aligned based on content, instructors will more likely draw on differentiation by process and product. These processes and products would be designed to push graduate students toward a greater DOK on topics throughout the course, engage them in more research-oriented examinations of the topics, and result in more detailed and nuanced analysis and understanding. In practice, this might mean that graduate students read additional articles (differentiation by content), engage in more independently directed research (differentiation by process), and are held to higher standards of justification for their pedagogical decisions (such as in lesson planning, differentiation by product). Differentiation will not occur through superficial means, such as requiring graduate students to write one extra paper or writing longer papers; instead, differentiation would be sustained throughout the course and applied to multiple assessments in order to ensure that most or all learning objectives are met at an advanced level.

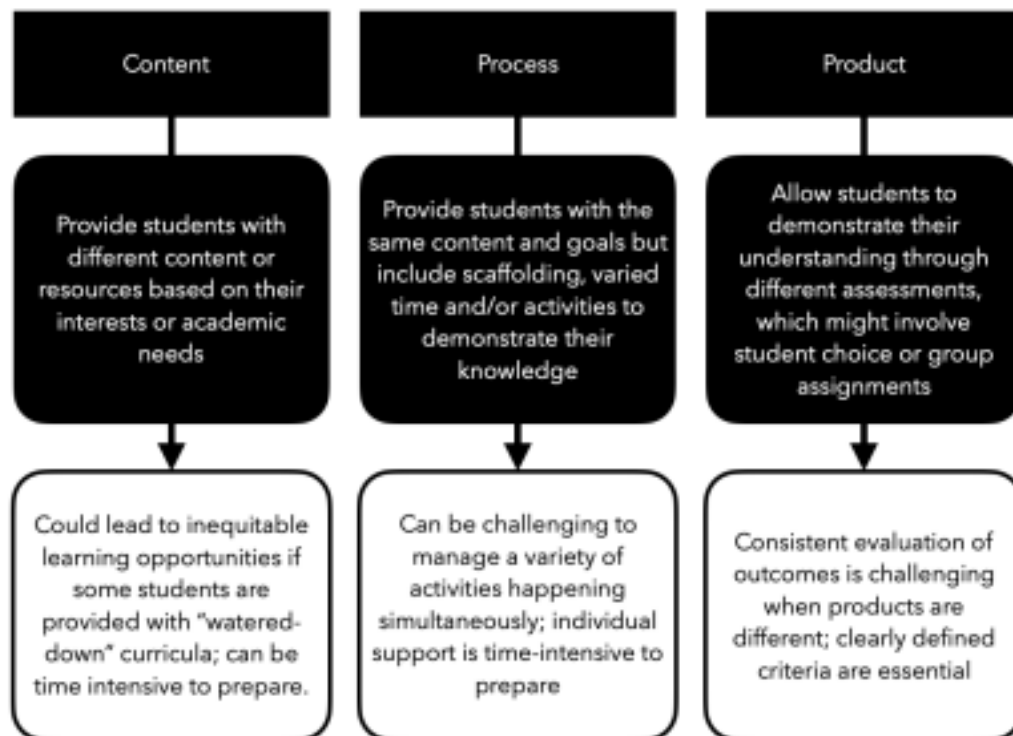


Figure 4. *Approaches to differentiation with strengths and limitations*

In order to support faculty in the development of differentiated courses, the Education Department and MAT Program Coordinator would collaboratively generate templates for each cross-listed course. In Table 4, we provide an example of how a cross-listed course template might look, with the methods of differentiation emphasized in red text.

Table 4

Example of Differentiation Framework for Cross-listed Courses, EDU 363 and Graduate Equivalent

EDU 363 (undergraduate)	EDU 5** (graduate)
Objectives	
<ol style="list-style-type: none"> 1. Explore different philosophical constructs, theoretical applications and instructional methods for secondary English teaching. 2. Examine the diverse and complex issues affecting teaching and learning in the secondary English classroom. 3. Further develop the self-efficacy, reflective consideration and critical thinking skills necessary to be an effective secondary English teacher. 4. Explore skills and strategies that facilitate student learning. 5. Develop competency as a content area specialist, student advocate, classroom manager and reflective educator. 	<ol style="list-style-type: none"> 1. <i>Demonstrate a command</i> of different philosophical constructs, theoretical applications and instructional methods for secondary English teaching. 2. <i>Examine and deeply analyze</i> the diverse and complex issues affecting teaching and learning in the secondary English classroom. 3. <i>Demonstrate</i> the self-efficacy, reflective consideration and critical thinking skills necessary to be an effective secondary English teacher. 4. <i>Design learning experiences that incorporate research-based</i> skills and strategies that facilitate student learning. 5. Develop competency as a content area specialist, student advocate, classroom manager and reflective educator.
Examples of Differentiated Assessment of Learning	
<p>Case Studies</p> <p>In order to prepare you for a variety of "real world" classroom situations you may encounter, we will read and discuss several case studies. The criteria for these assignments is simply to have read the case study and be prepared to discuss ways to address the situations presented. Doing so will be a part of your Professionalism grade.</p>	<p>Case Studies</p> <p>In order to prepare you for a variety of "real-world" classroom situations you may encounter, we will read and discuss several case studies. The criteria for these assignments is to have <i>carefully</i> read the case study and be prepared to discuss ways to address the situations presented <i>in ways that demonstrate your understanding of the educational research and readings we have done this semester</i>. Doing so will be a part of your Professionalism grade.</p>

<p>Close-Reading Literary Genre Assignments It is important for you to develop your skills in each literary genre. Throughout the course, you will be required to complete close reading assignments which correspond to a particular genre discussion. We will use these pieces to practice close</p>	<p>Close-Reading Literary Genre Assignments It is important for you to develop your skills in each literary genre. Throughout the course, you will be required to complete close reading assignments which correspond to a particular genre discussion. <i>You will be required to select pieces of literature representing a variety of genres</i> to practice close reading, text</p>
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<p>reading, text marking, lesson planning, unit planning, etc. I will provide specific instructions for each assigned reading. Points earned will be based on close reading assignment completion.</p>	<p>marking, lesson planning, unit planning, etc. <i>You will also need to justify your choice given the context of your teaching assignment (fieldwork placement) and the strategies that you used to approach and analyze the text in preparation for planning your instruction.</i> Points earned will be based on the <i>quality of your close-reading and your justification for text selection and strategies.</i></p>
<p>Fieldwork Journals In order to improve as an educator, it is important to develop skills in reflection. By doing so, we can improve upon our own work and learn from the master teachers we observe. I will assign topics for you to consider as you participate in your fieldwork. Use these topics as a lens to frame your thinking. What do you see happening in the classroom? How can you apply what you learn in your own future classroom? You will be expected to share/elaborate on your entries with the class.</p>	<p>Fieldwork Journals In order to improve as an educator, it is important to develop skills in reflection. By doing so, we can improve upon our own work and learn from the master teachers we observe. I will assign topics for you to consider as you participate in your fieldwork. Use these topics as a lens to frame your thinking. What do you see happening in the classroom? How can you apply what you learn in your own future classroom? <i>How does what you observe relate to the research base on teaching English language arts that you've engaged with in class readings?</i> You will be expected to share/elaborate on your entries with the class.</p>
<p>Lesson Plans Lesson plans are an integral part of the daily work of teachers. Writing them to effectively facilitate learning can be a challenge. During this course you will have regular opportunities to further develop your lesson plan writing skills in the format of the Muhlenberg College template. Refer to the assignment rubric for assessment guidelines.</p>	<p>Lesson Plans Lesson plans are an integral part of the daily work of teachers. Writing them to effectively facilitate learning can be a challenge. During this course you will have regular opportunities to further develop your lesson plan writing skills in the format of the Muhlenberg College template. <i>In addition, you should be prepared to justify your pedagogical choices based on the research-based course readings.</i> Refer to the assignment rubric for assessment guidelines.</p>

Readings	
"Using New Novels Without Being Overwhelmed" NCTE 1996	<p>"Using New Novels Without Being Overwhelmed" NCTE 1996</p> <p>Martinez, M., Harmon, J., Gonzales, J., & Wilburn, M. (2021). Teachers' decision-making about teaching novels in middle school. <i>Reading Psychology, 42</i>(8), 873–898.</p>
NCTE Position Statement: "Formative Assessment that Truly Informs Instruction" 2013	NCTE Position Statement: "Formative Assessment that Truly Informs Instruction" 2013

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	<p>Lyon, C. J., Nabors Oláh Leslie, & Caroline Wylie, E. (2019). Working toward integrated practice: understanding the interaction among formative assessment strategies. <i>The Journal of Educational Research, 112</i>(3), 301–314. https://doi.org/10.1080/00220671.2018.1514359</p>
Chapter 1 from <i>MLA Guide to Digital Literacy</i> (Carillo 2019)	<p>Chapter 1 from <i>MLA Guide to Digital Literacy</i> (Carillo 2019)</p> <p>Dallacqua, A. K., & Sheahan, A. (2020). Making space: complicating a canonical text through critical, multimodal work in a secondary language arts classroom. <i>Journal of Adolescent & Adult Literacy, 64</i>(1), 67–77. https://doi.org/10.1002/jaal.1063</p>
"Finding a Place for Poetry in the Classroom Every Day" <i>English Journal</i>	<p>"Finding a Place for Poetry in the Classroom Every Day" <i>English Journal</i></p> <p>Cavalli, D. (2019). How dialogues facilitate high school students' responses to poetry. <i>Bellaterra: Journal of Teaching and Learning Language and Literature, 12</i>(3), 26–26. https://doi.org/10.5565/rev/jtl3.844</p>

Capstone

As the name implies, the MAT program is centered on students' gaining mastery in the art of teaching. Therefore, the capstone experience is grounded in a rigorous and supported professional semester,

which requires students to meet the expectations of the Pennsylvania Department of Education for initial teacher certification as well as Education Department standards for instructional practice and professionalism. The capstone experience consists of two six-week student teaching placements and two seminar courses which support the application of prior learning in public-school classrooms and motivate the development of a professional identity as a public educator. Throughout the capstone experience, students will design research-based lessons and assessments, implement these in their classrooms, and reflect on their experiences to advance their knowledge of teaching and learning.

Beyond these core program goals and competencies, MAT students are expected to develop the professional capacity to hear, assess, reflect, and then act on critical feedback. In order to accomplish these goals, student teaching supervisors, who are expert teachers and instructional coaches, observe, evaluate, and provide professional feedback, constructive criticism, and suggestions to improve student teachers' instructional practice. Several important aspects of demonstrating a mastery of teaching are (a) the ability to act in meaningful ways on professional critique, (b) to autonomously and actively advance their own pedagogical practice even without direct feedback, and (c) to proactively seek out support and advice when facing professional challenges. In addition to the Pennsylvania Department of Education's competencies, which all students—undergraduate and graduate—are expected to meet, we expect MAT students to consistently and universally demonstrate these capacities as well.

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Future Possibilities and Opportunities

At present, the United States as a whole, and Pennsylvania in particular, are facing teacher shortages (Pennsylvania Department of Education, 2021; Stanish, 2022), with especially high need in mathematics, sciences, special education, and bilingual education and English as a second language (ESL). A fruitful expansion to the MAT program would be the addition of a 4 course K–12 ESL Program Specialist endorsement that could be incorporated through electives. This is possible in several ways. First, EDU 212 Inclusive Education for Emergent Bilingual Students would be the first course in the four-course program. That would leave three courses remaining. For students in the 7–12 program, they could easily complete the additional three courses, which would include EDU 5** Methods in Second Language Education K–12, and two additional courses, one in leadership for ESL curriculum and program development and another in applied linguistics and language study (a graduate variant of the course ENG 295 *The English Language*) which is already offered. With careful planning, it is also conceivable that PreK–4 certification students could complete additional graduate level work during their junior or senior year, or in the summer between senior year and their +1 year, to complete the ESL Program Specialist endorsement within the 5-year program.

Furthermore, the Pennsylvania Department of Education is putting considerable resources into recruitment and retention efforts for teachers. With an MAT program in place, Muhlenberg could benefit from the potential partnerships with school districts to recruit prospective teachers from local high schools to participate in the teacher education programs. As with the MAT more broadly, this would benefit all academic programs, as all students certified at Muhlenberg *must* have a major in an academic discipline outside of education. In addition, legislation sponsored by Mike Schlossberg is moving forward in the PA House to develop “grow your own” teacher education initiatives, which draw students from local communities who are committed to teaching in their communities. Muhlenberg's geography makes it a prime candidate to participate in such a program which could work with Allentown, Parkland, and East Penn School Districts. The MAT program would be an excellent way to support the growing need for teachers in these districts.

Summary and Conclusion

Our 10-month collaboration has resulted in a proposal for an MAT program that we believe accomplishes several critical goals:

- The MAT would provide undergraduates with more flexibility to engage in the interdisciplinary liberal arts experience that is central to Muhlenberg's mission
- The curriculum would advance the Education Department's already strong reputation in teacher education
- The program can run with little or no additional staffing beyond the current departmental size
- Due to the structure of the program, the MAT may positively affect enrollment at the College and in other majors and programs across the College

Because of this, the Education Department strongly believes that the MAT program would benefit students and strengthen the institution.

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Appendix A: Focus Group Materials

Focus Group Questions for Alumni (MAT)

Questions focus on these themes:

1. Reflections on professional journey and educational experience
2. Considerations and challenges in pursuing Muhlenberg's Education program

Opening:

- **Who is with us today–intros – Name, current major or role, and what was it about Muhlenberg that inspired you to attend?**

Background Experience:

- What was the most impactful experience you had (or have had so far) in College?

Education Program:

- Can you share a bit about the reason you chose to discontinue your participation in Muhlenberg's education program?
- What barriers did you experience in completing Muhlenberg's program? • What opportunities for greater support of connection would you recommend Muhlenberg's Education Program consider for students who are interested in becoming teachers?

Masters Program:

Background: The MAT program will offer a parallel pathway to certification by replacing some of the undergraduate certification courses with graduate level equivalents. The MAT program would begin during your undergraduate semesters, and you complete them during your fifth year along with your student teaching.

There are no decisions about exactly which courses would be offered as undergraduate versus graduate courses, but the following program outline gives a generic overview of what the program could look like.

During semesters 1 through 5: You take undergraduate education courses.

During semester 6 (Spring junior year): You begin taking graduate education courses (about 1 each semester)

Semester 8: You graduate with your undergraduate degree.

Semesters 9-10: You complete full-time graduate work and student teaching.

- If Muhlenberg offered a 4+1 Master's degree including certificate while you attended, do you believe you would have seriously considered enrolling? Why or why not?
- If Muhlenberg offered a Masters-level teaching degree while you attended, would that have influenced your interest or ability to complete the program? Why or why not?

Closing:

- What didn't we cover? Invite lingering thoughts and other comments (final 15 minutes)

Focus Group Questions for Administrators (MAT)

Questions focus on these themes:

1. Reflections on your own professional journey and educational experience
2. Core knowledge, skills, and experiences expected of masters-level teachers
3. Persistent or emerging hiring opportunities or challenges in your region

Opening:**Background Educational Experience:**

- In your teacher education program or graduate coursework what were some of the most valuable courses or learning experiences?

Curriculum Development:

- What unique skills, knowledge, or competencies would you expect a prospective teacher/candidate with a master's degree to have from one with a bachelors' only? • What areas of focus would strengthen the value and impact of a master's program leading to initial certification?
- In your view, is there value in a teacher education program that includes courses in social foundations of education?

Regional Needs:

- Focusing on your regional context, what do you see as persistent or emerging hiring challenges for teachers in your area?
- In your experience, how does having a master's degree versus a bachelor's degree influence perceptions of a candidate or the opportunity for hire?

Closing:

- What didn't we cover? Invite lingering thoughts and other comments (final 15 minutes)

Appendix B: List of New Courses and Possible Electives

Course Title	Course Description	Learning Goals
<i>Interpreting Educational Research for Evidence-Based Practice</i>	This course will introduce students to educational research in alignment with the federal guidelines for "evidence-based practice." The purpose of this course is for students to learn how to use the knowledge generated from research in education (from multiple disciplinary and epistemological perspectives) to solve problems of practice. Topics covered will include epistemological paradigms; research design; and critically reading both quantitative and qualitative research articles. In covering these topics, the course will focus on the interpretation of educational research and the application of findings to address questions and concerns related to programs, curricula, instructional practice, assessment, educational opportunity, and	<ol style="list-style-type: none"> 1. Identify the strengths and limitations of studies conducted from a variety of epistemological paradigms and methods 2. Conduct literature searches aimed at addressing problems of practice 3. Critique studies in research and the definition of "evidence-based practice" 4. Use research to directly address questions of educational practice based on empirical evidence and draw conclusions from a multitude of

	academic achievement in public education.	epistemological and method
<i>Teacher Action Research: Using Data to for Instructional Change</i>	This course would provide students with the opportunity to conduct a pedagogically focused action research project. Each student will design and implement a research-based instructional program, collect and analyze student achievement data, and evaluate the impact of the program in conversation with the existing evidence base in the education literature.	<ol style="list-style-type: none"> 1. Design and implement a res instructional intervention on 2. Analyze qualitative and quan of program goals and learn 3. Evaluate the classroom a research findings within the continuous improvement in educational
<i>Advanced Methods Seminar</i>	This course is designed as a seminar to advance the pedagogical content knowledge that teacher candidates learned in their content area methods courses. In doing so, the	<ol style="list-style-type: none"> 2. Employ evidence-based, discipline-specific pedagog practices to teaching episoc

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	course is designed to engage students in the literature in educational psychology, instructional design, and assessment and evaluation to further their understanding of how to design instruction that facilitates human learning and retention. The course will be tailored, using an emergent curriculum design framework, to address the interests of the students enrolled. That said, the course will generally focus on principles that can be adapted to multiple disciplines and will require in-depth research in the development of an instructional portfolio.	<ol style="list-style-type: none"> 3. Draw on research across a v (including psychology, socie instructional design, etc.) to context-informed learning e the needs of a diversity of s 4. Critically evaluate the evidence-based pedagogical classroom
Elective Courses		

<i>Integrating Disciplinary Multiliteracies in Secondary Content</i>	<p>The course is intended for teacher candidates pursuing 7-12 content area certification to better address the multiliterate needs of adolescents with specific focus on discipline-specific reading and writing and the integration of technology to support the development of multiliteracies. As such, the course will include topics such as, understanding the linguistic structure of texts across various disciplines, using mentor texts to teach adolescents strategies for decoding and interpreting text (broadly defined), negotiating technology and social media use and literacy for adolescents. At the conclusion of the course, teacher candidates will have a much stronger understanding of the role multiliteracies plays in learning and how to support adolescents who require additional support in reading and writing.</p>	<ol style="list-style-type: none"> 1. Problematize common sense with broader, more inclusive that capture the myriad literate social and cultural groups 2. Develop an explicit awareness of literate practices within the disciplines that comprise the core subject areas: studies, sciences, & mathematics 3. Create lessons that incorporate disciplinary specific literacy practices 4. Examine a variety of perspectives on technological literacy and how it affects adolescent literacy 5. Create lessons that draw on students' experiences to engage them in disciplinary literacy
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Appendix C: MAT Program Goals by Course

Program Goal	Interp. Ed Res	Action Res.	Methods Courses	Grad Student Teaching	Profes- sional Sem
understand and commit to the rights and responsibilities of teachers as professionals within the school and community	x	x		x	x
create a positive, inclusive, safe and productive learning environment characterized by high expectations for all students			x	x	
incorporate state and national standards into curriculum			x	x	x
align curriculum with instruction and assessment			x	x	
modify curriculum, instruction, and assessment to the needs of diverse learners		x	x	x	
integrate technology with instruction		*	x	x	
refine teaching practice on the basis of continual reflection and professional development		x		x	

have a thorough understanding of the educational literature and be able to draw on and use research-based practices to create effective engaging learning environments and experiences	x			x	
implement culturally sustaining pedagogical practices that challenge inequities and bring about more just school experiences for minoritized students		*	x	x	

x program goal is met in the course

* program goal is possibly met or reinforced depending on the students' focus

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Appendix D: Example Student Schedules

STUDENT A (undergrad only)

Example 7-12 Program (Social Studies)

8-semester teacher certification program

History Major + 7-12 Teaching Certification in Social Studies

Course Plan for 7-12 Social Studies Certification		
Year 1	Fall	Spring
	FYS PSC 101 (req. cognate) (SL) SPN 102 (L2) COM 201 (SL)	EDU 101 EDU 106 SPN 203 (L2) HST 223 (Major 1)
Year 2	Fall	Spring
	HST (Major 2) MTH (RG) EDU 212 (DE, IL) GEO 102 (req. cognate) ENG (HU) (Req. Edu)	HST (Major 3) HST (Major 4) MTH (Req. Edu) EDU 201 HU elective
Year 3	Fall	Spring
	HST (Major 5) HST (Major 6-CUE) EDU 206 SOC 101 (req. cognate)	HST (7-CUE) (W) HST (8) ECN 101 or 102 (req. cognate)

	<div>ANT 112 (req. cognate)</div> <div>AR elective</div> <div>SC elective</div>	
Year 4	Fall	Spring
	HST (9) EDU 330 SC elective HU elective (free elective)	Student Teaching Student Teaching Assessment Seminar Professional Seminar

Problem: Student is interested in Spanish Minor and exploring some other courses but has only one free space in her schedule.

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STUDENT A (MAT)

Example 7-12 Program (Social Studies)

MAT Program

History Major + Spanish minor plus MAT 7-12 Teaching Certification in Social Studies

Course Plan for 7-12 Certification		
Year 1	Fall	Spring
	FYS PSC 101 (req. cognate) (SL) SPN 102 (L2) COM 201 (SL)	EDU 101 EDU 106 SPN 203 (L2) HST 223 (Major 1)
Year 2	Fall	Spring
	HST (Major 2) MTH (RG) EDU 212 (DE, IL) GEO 102 (req. cognate) SPN 204 (Minor)	HST (Major 3) HST (Major 4) EDU 201 SPN 301 ENG
	Summer	
	MTH (Req. Edu)	

Year 3	Fall	Spring
	HST (5) HST (6) SPN 304 (W) SOC 101 SPN (literature 1)	HST (7) SPN (culture 1) ANT 112 AR elective SC elective
Year 4	Fall	Spring
	EDU Grad (1) HST (8-CUE) SPN (culture 2) SC 2 HU	HST (9-CUE) (W) EDU Grad (2) EDU Grad (3) ECN 101/102 SPN (literature 2)
Grad	Fall	Spring
	EDU Grad (4) EDU Grad (5) EDU Grad (6)	Grad Student Teaching (7) Grad Student Teaching 2 (8) Grad Seminar 1 (9) Grad Seminar 2 (10)

STUDENT B (undergrad only)

Example PK-4 Program

8-semester teacher certification program

Psychology Major + PK-4 Teaching Certification

Course Plan for PK-4 Certification		
Year 1	Fall	Spring

	FYS PSY 101 (Major 1) (SL) ENG (American Lit) (HU) HBW 101 (L1) PPD	EDU 101 (SL) EDU 104 (Major 2) HBW 102 (L2) REL 119 (HU)
Year 2	Fall	Spring
	EDU 201 (Major 3) EDU 204 JST 201 (HU) PSY 230 (Major 4)	EDU 202 EDU 212 (IL, DE) GEO 102 (IL, DE) MTH 119 (RG) BIO 104 (SC)
Year 3	Fall	Spring
	EDU 328 (W) EDU 344 PSY 103 (Major 5) PSY 220 (Major 6) MTH 114 (RG)	EDU 326 (W) EDU 334 PSY 104 (Major 7) PSY 482 (Major 8)
Year 4	Fall	Spring
	EDU 191 (AR) PSY 214 (Major 9) PSY 490 (Major 10) (CUE) ESC 101 (SC)	Student Teaching Student Teaching Assessment Seminar Professional Seminar

Problem: Student has no flexibility in course taking and has to take two semesters with five courses to meet minimum requirements. Lack of opportunity to explore in the liberal arts context.

Example PK-4 Program

MAT Program

Psychology Major + PK-4 Teaching Certification

Course Plan for PK-4 Certification		
Year 1	Fall	Spring
	FYS PSY 101 (Major 1) (SL) ENG (American Lit) (HU) HBW 101 (L1) PPD	EDU 101 (SL) EDU 104 (Major 2) HBW 102 (L2) REL 119 (HU)
Year 2	Fall	Spring
	EDU 201 (Major 3) EDU 204 JST 201 (HU) PSY 230 (Major 4)	EDU 202 EDU 212 (IL, DE) GEO 102 (IL, DE) MTH 119 (RG) BIO 104 (SC)
Year 3	Fall	Spring
	EDU 191 (AR) PSY 103 (Major 5) MTH 114 (RG) Elective	PSY 220 (Major 6) PSY 104 (Major 7) BIO 104 (SC) EDU Grad (1)
Year 4	Fall	Spring
	PSY 482 (Major 8) ESC 101 (SC) EDU Grad (2) Elective	PSY 214 (Major 9) PSY 490 (Major 10) (CUE) EDU Grad (3) EDU Grad (4)
Grad	Fall	Spring
	EDU Grad (5) EDU Grad (6) EDU Grad (7)	Grad Student Teaching (8) Grad Student Teaching 2 (9) Grad Seminar 1 (10) Grad Seminar 2 (11)

