

# INSTITUTIONAL AND EDUCATION UNIT PROFILES 2000-2001

Institutional Profile

## University of Maryland Eastern Shore

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The University of Maryland Eastern Shore is the 1890 Land-Grant institution for the State. As such, it maintains a legacy of a historically black institution that offers equal education opportunity to all students. Degree programs are offered in liberal arts and sciences, agriculture, business, technology, education, environmental and marine science, allied health and hospitality. The University offers majors programs leading to the B.A. and B.S. degrees in 32 disciplines in the arts and sciences, professional studies and agricultural sciences. In addition, UMES offers 15 teaching degree programs, pre-professional programs, and an Honors Program designed in cooperation with the University of Maryland, Baltimore and the University of Maryland, College Park, College of Veterinary Medicine to prepare students for professional studies. UMES offers graduate degrees in Agricultural and Extension Education, Applied Computer Science, Food and Agricultural Sciences, Guidance and Counseling, Rehabilitation Counseling, Career and Technology Education, Criminology and Criminal Justice, Special Education and Physical Therapy. Marine-Estuarine and Environmental Sciences and Toxicology are offered at M.S. and Ph.D. levels.

## Institutional Entrance Requirements

### Undergraduate

Admission is based upon a student's high school record and SAT/ACT scores. For the Fall semester of 1999, 72% of all applicants were accepted while 40% of those accepted enrolled. The average SAT score for Fall 1999 was 862.

### Graduate

#### **2000 Average SAT Scores of Entering Freshmen**

SAT scores for freshmen entering during the reporting year and their interquartile range.

Average SAT:	824
Interquartile Range	730-910

### Tuition and Fees for Typical Full-time Student 2000-2001

Undergraduate (Annual tuition and mandatory fees):	Maryland Resident: \$3,994 Non-Resident: \$8,497
Graduate (Part-time tuition and mandatory fees per credit hour):	Maryland Resident: \$151 Non-Resident: \$272
Undergraduate Students Receiving Financial Aid (Academic Year 1999-2000):	2,847

## Professional Education Unit Profile

The University of Maryland Eastern Shore is a public university, part of the University System of Maryland (USM). It is located in the rural Eastern Shore of Maryland in Princess Anne, Maryland. Current (i.e., Spring 2001) enrollment is 3,297 (2969 undergraduates; 328 graduates).

Programs for initial certification at UMES at the Undergraduate level include: Agriculture, Art, Biology, Business, Chemistry, English, Mathematics, Music, Special Education, and Technology. Students who major in Physical Education are also included. This program is no longer on the state-approved list, but those students who are already in the program will be permitted to graduate from the formerly approved program. At the graduate level, initial certification may be obtained one of two ways: through the Master of Arts in Teaching Program (i.e., Agriculture, Art, Biology, Business, Chemistry, English, Mathematics, Music) or through a Master of Education Program (i.e., Special Education or Technology Education).

The Teacher Education Unit, under the direction of the Director of Teacher Education, is housed in all departments, which have teacher Education programs. The Director of Teacher Education is also the Chair of the Department of Education. Therefore, Teacher Educators for the approved programs are in the following departments and schools:

<u>Program</u>	<u>Department</u>	<u>School</u>
Agriculture	Agriculture	Agriculture & & Natural Sciences
Art	Fine Arts	Arts & Professions
Biology	Natural Sciences	Agriculture & Natural Sciences
Business	Business	Business & Technology
Chemistry	Natural Sciences	Agriculture & Natural Sciences
English	English & Modern Languages	Arts & Professions
Mathematics	Mathematics & Computer Sciences	Business & Technology
Music	Fine Arts	Arts & Professions
*Physical Education	Physical Education	Arts & Professions
Special Education	Education	Arts & Professions
Technology	Technology	Business & Technology

\*Available only until current teacher candidates have graduated.

Students who graduate from UMES in one of the above approved programs are then eligible to apply for Maryland Certification, upon successful completion of the PRAXIS I and II.

The Teacher Education Unit also has the following graduate programs with oversight from the Dean of the Graduate Studies:

<u>Program</u>	<u>Department</u>
Guidance and Counseling	Education
Master of Arts in Teaching	Education
Special Education	Education
Technology	Technology

The Teacher Education Programs (both undergraduate and graduate) have received state approval again from the Maryland State Department of Education. The most recent review was in December 1998. We have applied to become a candidate for initial accreditation from the National Council for Accreditation of Teacher Education (NCATE). We plan to submit our preconditions on September 15, 2001 and plan to have our Initial Accreditation Visit from the NCATE Board of Examiners in Spring 2003.

UMES was awarded two grants from the MSDE (one for \$75,000 for a Maryland State Improvement Grant; one for \$10,000 for Professional Development Schools). In addition, funding from the National Security Agency was awarded in the amount of \$190,000 for teacher training and technology for teachers for the improvement of mathematics instruction.

## **Requirements for Entry into Professional Education Unit**

Education Program Entrance Requirements (NOTE: These are the requirements for the current year; they have been changed for anyone who seeks Teacher Candidacy, beginning in Fall 2001).

**Undergraduate:** They must show completion of a minimum of 60 credits, including transfer credits, with a minimum of a 2.50 or better grade point average. The 60 hours must include EDCI 200, EDSP 200, ENGL 101, 102, 203, 305/210, PSYC 200, science (7+credits), social science, and math with "C" or better in each course. In addition, they must have taken the PRAXIS I and have two signatures, indicating support for candidacy from two faculty members outside of the Department of Education. Finally, the advisor must indicate approval by signature.

**Graduate:** They must have earned a baccalaureate degree from an accredited Institution; a 3.0 grade point average, three letters of recommendation from individuals who can evaluate the candidate's potential for success in graduate studies; and scores from either the PRAXIS or Graduate Record Examination (for Guidance and Counseling). In addition, they must complete the graduate application, which includes a detailed statement of goals and purpose. The Guidance and Counseling Program also requires an interview.

### **Undergraduate:**

- overall 2.5 grade point average;
- have completed all coursework, with the exception of internship and senior seminar (in a few cases, students are allowed to take a reading course concurrent with internship);
- completion of internship application;
- successful completion of all Teacher Education and major courses with a 2.5 gpa;
- negative results from tuberculosis testing;
- completion of Praxis I tests or NTEs; and
- approval signatures from advisor, another teacher educator, Director of Teacher Education.

### **Graduate**

- overall 3.0 grade point average, with only one grade of “C”;
- have completed all coursework which is a prerequisite to internship (usually this falls at the end of a student’s program);
- completion of internship application;
- negative results from tuberculosis testing;
- completion (and passing for MAT students) of Praxis I tests;
- approval signatures from advisor, another teacher educator, Director of Teacher Education.

## **Exit Requirements for Education Programs**

Please include which specific standards such as INTASC or EDoT, as well as any content standards, are employed in performance assessments required for exit.

Education Program Exit Requirements for Undergraduate Programs (these are being revised for the 2001-2002 year and thereafter). Students must have completed all required coursework in their respective teacher education program coursework (including the new required reading courses) and have earned a 2.50 minimum grade point average, including no grades “C” or below in all major classes, including the internship. They must have successfully completed both internship experiences. They must also have completed a satisfactory professional portfolio.

Education Program Exit Requirements for Graduate Programs (these are being revised for the 2001-2002 year and thereafter). Students must have completed their program, meeting all standards of the Graduate School, including: successful completion of their respective graduate program coursework with a minimum grade point average of 3.0, with no more than one grade of “C”; successful completion of written comprehensive exams, and development of an acceptable seminar paper related to a review of significant research in the student’s respective content area.

## Faculty

Demographics: Please provide the numbers required.

Ethnicity	Institution (FT)	Full-time Education Program Faculty
White	58	6
African American	71	9
American Indian	0	0
Asian	16	0
Hispanic	2	0
Other		1
<b>Gender</b>		
Male	88	8
Female	59	8
<b>Doctorate</b>	76	10

Faculty Affiliation: Please provide the numbers required.

Column 1	Column 2	Column 3
<b>Status</b>	<b>Education Unit</b>	<b>From Column 2, number engaged in supervising interns</b>
Full-time	16	9
Adjunct	24	1
Clinical Faculty/Supervisors		
Other*	1	

\*If "other" identification is employed, please provide an explanation.

\*1/2 year; fulltime (1 only in Fall 200)

## Faculty Affiliation (continued)

Please provide the numbers required.

<b>Full-time with Institution/ Part-time in Education</b>	12
<b>Part-time in Education Only</b>	20
<b>Student-to-Faculty Ratio #</b>	
Institution	15:1
Education Unit	15:1
<b>Average Class Size #</b>	
Institution	25-30
Education Unit	1-33

## Students

### Institutional Enrollment (2000-2001)

	Undergraduate	Graduate
<b>Headcount</b>	2,969	328
<b>FTE</b> 3,018		
<b>Ethnicity (%)</b>		
White	13.2%	42.7%
African-American	78.0%	29.6%
American Indian	0.2%	0.0%
Asian	1.0%	2.7%
Hispanic	1.1%	1.8%
Foreign	1.5%	22.6%
Other	4.9%	0.6%
<b>Maryland Residents (%)</b>	75.8%	68.3%
<b>Gender (%)</b>		
Male	42.3%	53.0%
Female	57.7%	47.0%

## Characteristics of Full-time Education Students, reporting Year 2000-2001

Please provide the numbers requested.

	Undergraduate Programs	Post-Baccalaureate Programs	Graduate Programs
<b>Gender</b>			
Female	82	3	28
Male	141	1	43
Unknown			
<b>Racial/Ethnic Origin</b>			
U.S. Students:			
American Indian/Alaskan Native	3	0	0
Asian/Pacific American	2	0	1
Black, Not Hispanic Origin	155	1	34
Hispanic	4	0	0
White, Not Hispanic Origin	51	3	33
Other	8	0	3
Nonresident Aliens			
Unknown			

## Program Completer Demographics

**Number of Individuals Completing Program Requirements. Use these directions to complete the following form:**

- ◆ Please provide the number of individuals who completed education programs at the institution during the report year 2000-2001.
- ◆ **If an individual completed programs to teach or work in more than one area, the individual is counted in each area; some individuals may be counted more than once.**
- ◆ If a student completed a Bachelor's degree, but did not become eligible for licensure until completion of a Post-bachelor's or Master's program, the individual is counted only upon completion of the licensure program, not at the bachelor's degree level.
- ◆ The final row on the grid asks for the total number (not double counted) of individuals completing programs.

Area of Certification	Initial Certification		
	Bachelor's	Post-Bachelor's	Graduate
Early Childhood/ Special Education			
Early Childhood/ Elementary (combined program)			
Elementary			
Elementary/Special Education			
Secondary	5	2	
Secondary/Special Education			
K-12 Programs	10	2	
Special Education (1-8; 6-12)	17		2
		Additional Certifications	
Reading Specialist			
School Library/Media			
School Counselor			15
Administrator			
<b>Total number of INDIVIDUALS who completed programs for initial licensure as teachers</b>	32	4	2

### Characteristics of Program Completers

Please provide the number of **individuals** who completed professional education programs for *initial teacher certification* in the institution during the report year.

	Undergraduate Programs	Post-Bachelor's Programs	Graduate
<b>Gender</b>			
Female	24	3	2
Male	8	1	0
Unknown			
<b>Racial/Ethnic Origin</b>			
U.S. Students:			
American Indian/Alaskan Native	1		
Asian/Pacific American	0		
Black, Not Hispanic Origin	18	1	2
Hispanic	0		
White, Not Hispanic Origin	13	3	
Other			
Nonresident Aliens			
Unknown			