College of Education
Division of Teacher Education

MAT Application Guide
2015 - 2016

Winter Term January 2016
Online/Hybrid Program Application Deadline: October 9, 2015

Spring Term March 2016
Campus-Based Program Application Deadline: January 15, 2016

Summer Term June 2016
Campus-Based Program Application Deadline: February 12, 2016
Online/Hybrid Program Application Deadline: February 12, 2016

$2,400 Scholarship opportunity for MAT candidates starting January 2016, March 2016, or June 2016 who are focusing in Math (Basic or Advanced) or Science (Biology, Chemistry, Physics, or Integrated Science). Please complete the MAT scholarship application found on the MAT website and send it to the College of Education.

Scholarship Application Deadlines:
October 9, 2015 – for students starting the MAT in January 2016
January 15, 2016 – for students starting the MAT in March 2016
February 12, 2016 – for students starting the MAT in June 2016

If you have questions regarding the MAT application, please contact:
Zig Derochowski Phone: 503-838-8704 Email: derochowskiz@wou.edu or
Dr. Ken Carano Phone: 503-838-8831 Email: caranok@wou.edu
Website: www.wou.edu/mat
Welcome…

Congratulations on taking the first step in what will be a wonderful new educational experience! Western Oregon University and the College of Education welcome you to apply for the Master of Arts in Teaching (MAT) program. We are seeking candidates who want to obtain authorization in High School only or High School/Middle School authorization levels in a variety of subjects, serving school districts especially in the high-need areas of math, the sciences, ESOL and BIL/ESOL classrooms. The curriculum is designed for candidates who hold a bachelor’s degree with a content area that is taught at the high school level. We particularly seek second career adults who want to enter the teaching profession.

Our MAT program is available as an on-campus program that takes 4 quarters, and an online/hybrid program that takes 6 quarters to complete. Teacher candidates who choose the on-campus program spend the morning hours in public schools where they are placed for practicum and student teaching; MAT courses are taken on campus during the afternoon hours. For the online/hybrid program, students have a gradual progression each term beginning with 1-credit field experience in a school where practicum and student teaching will take place until the full-time student teaching during their last quarter. Online coursework combined with monthly on-campus Saturday classes offers a flexible and rich learning environment for the online teacher candidates.

University courses are closely linked to classroom experience so teacher candidates can explore teaching practices against rich theoretical frameworks of the courses taught on campus. New cohorts begin in January, March and June with teacher candidates working together as a cohort to complete courses. Teaching proficiencies that define what teachers should know and be able to do upon completion of the program are threaded through each course. MAT proficiencies are met through the courses in the MAT curriculum, and field experiences because the goal in our program is that is that teacher candidates obtain deep understanding of the complexities of teaching and learning.

This MAT program:

- Consists of 56 credits
- Meets TSPC requirements for Initial Teaching Licensure – High School only authorization or High School/Middle School authorization
- Can be completed either on campus (4 quarters), OR online/hybrid (6 quarters).

Specialty endorsements of ESOL and BIL/ESOL are available as an added 21 credit program.

On behalf of our faculty and staff in the College of Education (COE), we want to make your admissions into Western Oregon University Graduate school and the MAT program as smooth as possible. In this packet you will find information for admittance to WOU as well as information about the program. Included is a checklist for important steps in the application process and degree completion procedures.

"The MAT program was a perfect fit for me, offering a combination of on-campus course work and independent investigation, all in a supportive and engaging environment. I was motivated by the instructors and had the freedom to complete assignments within the demands of my very busy schedule, finishing the program while working in schools full time. I would highly recommend the program to anyone who is driven, self-motivated and ready for a very rewarding challenge."

Andrew McFarlane, 2005 MAT Graduate
Division of Teacher Education
Master of Arts in Teaching
Application Process and Degree Completion Procedure Checklist

Name: ___________________________ Date: ___________ V#: __________________________

A. Admission Requirements to WOU Graduate School

Anyone wishing to participate in the MAT program must meet the Western Oregon University's graduate requirements. Please apply to WOU graduate school and the MAT program simultaneously to expedite the application process. Even though you apply to Graduate School and MAT program simultaneously, your entry into the MAT program is subject to your meeting all the Graduate School requirements and your admission to WOU as a graduate student.

_____ Application for Graduate Admission (if you have previously been admitted to WOU as a graduate student, submit an Application for Re-Enrollment and a $15 fee)

_____ Admission fee ($60), non-refundable, made payable to Western Oregon University;

_____ Official sealed transcripts from all previously attended colleges and universities;

_____ Copy of scores from either the Miller Analogies Test (MAT) or the general Graduate Record Exam (GRE) (verbal/quantitative/analytical scores) is required for students with a GPA less than 3.00 on last 60 semester or 90 quarter hours of undergraduate work attempted in the bachelor’s degree.

_____ INTERNATIONAL Students will work directly with the International Students Office to complete admission requirements for Western Oregon University. Phone: 503-838-8425 or email: global@wou.edu

_____ TOEFL scores of 550 (paper) or 213 (computer) or 79 (internet) are required for international students. International students should carefully review International Admissions requirements listed on website: http://www.wou.edu/provost/international/admissions.php

_____ Copy of your current Oregon teaching license if you are on Transitional License.

_____ A Health History Report form is required of all new full-time students.

After completing the above items, you will receive a letter of admission or, if needed, a checklist requesting additional materials. The Graduate Office contact information: 503-838-8492, Email: graduateoffice@wou.edu
WEBSITE: www.wou.edu/graduate

B. Master of Arts in Teaching Admission Requirements

_____ Complete the Master of Arts in Teaching Program Application form and submit to Zig Derochowski in the COE. Include with your application and application cover page:
  ❖ Transcript evaluation – send transcripts to Zig Derochowski (derochowskiz@wou.edu)
  ❖ Resume, MAT Essays, Letter’s of Recommendation, and Academic Program Recommendation
  ❖ Character Questionnaire
  ❖ Current unofficial transcripts
  ❖ Photocopies of passing required test scores:
    #1: NES subject tests (or Praxis II taken prior to September 1, 2010).
    #2: ORELA Protecting Students and Civil Rights test

_____ Observation/Volunteer time in a HS classroom with appropriate subject area; approximately 30 hrs.

_____ Read and sign the Professional Characteristics Demonstrated by a Master of Arts in Teaching Candidate form and submit to COE. (Available during interviews)
Within the MAT program, you will find the options of completing more than one endorsement subject area with your licensure. The subject area (endorsement) you will gain licensure to teach will depend on passing the NES subject area exams. Candidates admitted to this program should have a proficiency and depth of knowledge in a subject area based on previous academic success or life experience.

For the State of Oregon, the measurement of sufficient knowledge in the subject area is passing the NES subject test (or Praxis II prior to September 1, 2010). To clarify some of these details prior to placement in a school it will help that all of your NES or Praxis II tests for the endorsements you want to complete during the program are passed and attached to your application.

Teachers Standards and Practices Commission (TSPC) is the governing licensing office for the State of Oregon. All requirements for licensure are listed on the TSPC webpage found at:  
www.tspc.state.or.us

**Authorization Levels:**

Oregon has four authorization levels that are aligned with licensure requirements.

- **Early childhood** valid for age 3 to grade 4
- **Elementary** valid for grades 3-8
- **Middle level** valid for grades 5-10
- **High school level** valid for grades 7-12

This MAT program is focused on a High School authorization but a teacher candidate can opt for a High School/Middle School authorization. To add the Middle Level you must:

1. Complete a 90 hour middle level practicum placement and a middle level work sample during your MAT program.

**Endorsement Areas:**

The list below indicates endorsement areas you can add for licensure while in the MAT program at Western:

- Art
- Biology
- Business Education
- Chemistry
- Chemistry/Physics
- *Drama
- *English for Speakers of Other Languages (ESOL)
- *ESOL/Bilingual
- German
- Health Education
- Integrated Science
- Language Arts
- Mathematics - Advanced
- Mathematics - Basic
- Music
- Physical Education
- Physics
- Social Studies
- Spanish
- Technology Education

Endorsement(s) in ART, ESOL, ESOL/BIL, Music, or Physical Education require a practicum in both high school and middle school.

*The Drama endorsement currently has no examination assigned and requires a transcript evaluation in order to qualify for the endorsement.

*ESOL and ESOL/Bilingual endorsements serve as secondary endorsements that can be pursued in addition to a student's primary focus area.
Name: ____________________________
Content Area(s) ____________________

“V” number (if you have one): ____________________________ Date: ________________

MAT Cohort you applying for? ☐ Campus-Based ☐ Online/Hybrid

Desired Start Date: ☐ January ☐ March ☐ June 20________

The application materials should be submitted in a complete packet, paper clipped, in the following order. All application materials are available online from the website: www.wou.edu/mat

1. Application cover page (this page)
2. Transcript evaluation – completed before the application deadline to identify necessary prerequisite coursework. Contact Zig Derochowski (derochowskiz@wou.edu, 503-838-8704) for more information.
3. MAT Application
4. Resume
5. Academic Program Recommendation
   (Please submit in a sealed envelope)
6. Two Letters of recommendation verifying success working with youth
   (Please submit in a sealed envelope)
7. Character Questionnaire
8. MAT essays (one page double-spaced for each question)
   a. Your current cumulative GPA: ________
   b. GPA for your last 90 quarter hours (60 semester hours) ______
10. Photocopy of passing scores on NES content specialty examination(s) (or Praxis II prior to Sept. 2010).
11. Photocopy of passing scores on ORELA Protecting Students and Civil Rights test.

Please submit application packet to:
MAT Program – College of Education
Zig Derochowski – ED 202
Western Oregon University
345 N. Monmouth Ave.
Monmouth, Oregon 97361
Master of Arts in Teaching Application

Name: _______________________________________________ Content Area: ______________________

“V” number: ___________________ Date of Birth: ___________ E-mail address: ______________________

Home Phone: ___________________ Cell Phone: ___________________ Work Phone: ___________________

Address: ________________________ City: ___________ ST: ___________ Zip: ___________

Bachelor Degree: ___________________ College/University: ___________________ Date Issued: ___________

Additional Degree: ___________________ College/University: ___________________ Date Issued: ___________

Current Teaching License Held (Transitional or Substitute): ______________________

MAT Cohort you applying for? ☐ Full-Time, On-Campus ☐ Online/Hybrid

Desired Start Date: ☐ January ☐ March ☐ June  ☐ June   Authorization Level: ☐ High school ☐ Middle/High

Please check the endorsement(s) you plan to complete:

☐ Art ☐ German ☐ Music
☐ Biology ☐ Health Education ☐ Physical Education
☐ Business Education ☐ Integrated Science ☐ Physics
☐ Chemistry ☐ Language Arts ☐ Social Studies
☐ Drama ☐ Mathematics - Advanced ☐ Spanish
☐ ESOL ☐ Mathematics - Basic ☐ Technology
☐ ESOL/Bilingual ☐ Music

Note: Candidates are not placed in any classroom without the appropriate NES and/or ORELA passing scores.

TESTING:

NES (or Praxis II prior to 9/1/2010) Specialty Test(s), and ORELA Protecting Students and Civil Rights:

Include photocopies of your test score with application

Test #/Name ______________________________ Score:_________ ☐ Pass or ☐ Fail
Test #/Name ______________________________ Score:_________ ☐ Pass or ☐ Fail
Test #/Name ______________________________ Score:_________ ☐ Pass or ☐ Fail

MAT Essay Questions:

Directions: Please respond to the following three questions by submitting a maximum of three pages (one page per question), typed and double-spaced. Responses should be focused, clear, and use sound grammar.

1. Describe your working experience with youth. Include a description of the setting or classroom, your level of responsibility within the setting, and the length of time you spent in each experience.

2. Discuss your future goals in education, how you intend to become involved with the school community, both in and out of the classroom.

3. Today’s classrooms are comprised of students from diverse backgrounds. Share your understanding of diversity and how your prior experiences have prepared you to work effectively with diverse learners.

Student Signature: ________________________________ Date: ___________________
Master of Arts in Teaching
Character Questions

Answer each question with a “YES” or “NO” in the space to the left of the question. Any “YES” answers must be fully explained on a separate sheet of paper. Western Oregon University will utilize information listed as a part of the documentation in considering an applicant for admission to a program.

1. Have you ever left any educational or school-related employment, voluntarily or involuntarily, while the subject of an inquiry, review or investigation of alleged misconduct or alleged violation of professional standards of conduct or when you had reason to believe such investigation was imminent?

2. Are you currently the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of professional standards of conduct?

3. Have you ever failed to complete a contract for educational services in any educational or school-related position, or for any alleged misconduct or alleged violation of professional standards of conduct been placed on leave by your employer or left such employment prior to the end of the contract term?

4. Have you ever had a professional certificate, credential, or license (of any kind) revoked or suspended or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards of conduct?

5. Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?

6. Have you ever surrendered a professional license of any kind before its expiration?

7. Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?

8. Have you ever been convicted or been granted conditional discharge by any court for: (a) any felony; (b) misdemeanor; or (c) any major traffic violation, such as: driving under the influence of intoxicants or drugs; reckless driving; fleeing from attempting to elude a police officer; driving while your license was suspended, revoked or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident?

9. Have you ever been arrested or cited for any offense listed in question (8) above which is still pending in court?

10. Have you ever entered a plea of guilty or No Contest relative to any charge for an offense listed in question 8?

11. Have you ever had any civil judgment or other court order entered against you resulting from abuse, assault, battery, harassment, intimidation, neglect, stalking, or other threatening behavior toward other persons?

I hereby certify that the information on or relating to this form is true and correct and grant the College of Education permission to check civil and criminal records to verify any statement made on this report. I understand that the College of Education may deny admission to a program or revoke permission for student teaching or practica upon evidence that I knowingly made false statement on this form. Any change in the information indicated above must be reported and will be subject to review.

___________________________________
Signature of Student Teacher

________________________
Applicant V# (if you have one)

____________
Date
**Master of Arts in Teaching**

**Academic Program Recommendation**

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**Student Name**

**Date**

**Subject Area Major/ Content Area Specialty**

**GPA**

**STUDENT:** Please have a professor in your major field of study complete this form. If you have been out of college for more than five years, you may substitute a letter of recommendation from a current employer in lieu of this form. Have your letter writer address the qualities referenced on this form, as well as any others you see as relevant. Have your professor or employer return the form or letter to you in a sealed envelope so you can include it with your application materials.

**PROFESSOR/ACADEMIC ADVISOR:** The following scales are intended to rate the student’s ability to perform in a graduate study program. Please assess the students’ predicated performance in each category:

NA = not applicable/not enough information to respond; 1= below average; 3 = satisfactory; 5 = very good; 7 = outstanding.

<table>
<thead>
<tr>
<th>Category</th>
<th>Scale (Below Average)</th>
<th>Scale (Outstanding)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>NA 1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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<tr>
<td>Academic Promise</td>
<td>NA 1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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<tr>
<td>Reliability</td>
<td>NA 1 2 3 4 5 6 7</td>
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<tr>
<td>Initiative</td>
<td>NA 1 2 3 4 5 6 7</td>
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<tr>
<td>Ability to Apply Knowledge</td>
<td>NA 1 2 3 4 5 6 7</td>
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<tr>
<td>Overall Rating</td>
<td>NA 1 2 3 4 5 6 7</td>
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</tbody>
</table>

**Considering all factors, I recommend this applicant:**

- [ ] Highly
- [ ] With Reservation
- [ ] Not at All

After completing this form, please seal in an envelope before returning it to the student.

**Professor/Advisor’s Signature**

**Date**

**Printed Name**

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**Institution**

**Academic Department**
University courses are closely linked to classroom experience so teacher candidates can explore theories and practices learned in their studies. Teaching proficiencies that define what teachers should know and be able to do upon completion of the program are threaded through each course. Assessment of the proficiencies occurs through classroom activities, course assignments, teaching evaluations, and production of two work samples. Teacher Candidates admitted into an MAT Cohort will enroll as a group into specific classes each term and continue through the program as a cohort.

**ED 534: Content Pedagogy I** (3 credits) This course is designed to introduce experimentation with teaching strategies within specific academic disciplines and to promote interaction among students, discussions regarding methodology, professionalism and research in their academic disciplines. Throughout the course there will be an attempt to keep instructor’s formal presentations to a minimum. The emphasis will be on active class participation and modeling of strategies being taught as well as reflection on research in the field.

**ED 536: Content Pedagogy II** (3 credits) Course focuses on continued application and practice of teaching strategies within academic disciplines with an increasing emphasis on integration across content areas. Throughout the course there will be an attempt to keep teacher’s formal presentations to a minimum. The emphasis will be on active class participation and modeling of strategies being taught as well as reflection on research in the field.

**ED 581: Introduction to ESOL and Bilingual Education** (3 credits) Introduction to the field of ESOL and bilingual education. Provides an overview of the principles of second language acquisition, and explores classroom practices that allow English language learners at different proficiency levels to access grade-level content while developing skills in academic and social language.

**ED 609: MAT Practicum** (3 credits) A practicum comprised of 90 hours in a public school site. Prerequisite: Admission to MAT Initial Licensure Program.

**ED 615: Social Foundations of Education** (3 credits) A study of the historical, philosophical, and social foundations of American public education. Current legal, fiscal, and professional contexts will also be examined from both functionalist and conflict theorist perspective with a particular emphasis on models for reforming education including NCLB and the effect on Oregon schools.

**ED 616: Half-Time Student Teaching** (3 credits) Students will continue their fieldwork from the previous term. During this extended student teaching practicum, a work sample will be produced. The work sample will be comprised of, but not limited to, 15 hours of teaching. Prerequisite: admission to M.A.T.: Initial Licensure Program.

**ED 618: Multicultural Education** (3 credits) Students will study the impact of changing demographics and how that impacts curriculum and the classroom. Major topics include: understanding one’s cultural patterns and the needs of culturally diverse students, equity pedagogy, content integration with culturally appropriate materials, prejudice reduction, and social reconstructionist theory.

**ED 622: Curriculum, Assessment, and Management I** (3 credits) This course will help students to develop assessment, instructional, and management strategies in the planning, implementation, and evaluation of instruction in various classroom settings using the framework of teacher work sampling. The basics of lesson planning, instructional methods, assessment planning, differentiation, and classroom management will be covered.

**ED 623: Curriculum, Assessment, and Management II** (3 credits) This course will promote students’ continued development of assessment, instructional, and management strategies in the planning, implementation, and evaluation of instruction in various classroom settings using the framework of teacher work sampling. Students will be introduced to intermediate and advanced skills and understandings around lesson planning, instructional methods, assessment planning, differentiation, and classroom management.

**ED 624: Special Populations Seminar** (3 credits) This course will provide an in-depth study of the diverse student body in today’s secondary classrooms including students identified as Talented and Gifted (TAG), students who are yet learning English (ELL), and students who have identified disabilities. Application of universal design, differentiation, and systematic interventions will be addressed to meet the needs of these students in the 21st Century classroom. In addition, this course will present students with disabilities as a part of the diversity that makes our schools vibrant, and will prepare every teacher to
participate in IEP meetings and related meetings for students with disabilities.

**ED 643: Secondary Learning and Development** (3 credits) Graduate course in educational psychology that focuses on learning. The various attributes of society, the classroom and the child that influence the child’s learning will be examined. The intent is to use general theories of learning to describe the full range of exceptionality in children.

**ED 651: Content Area Literacy** (3 credits) This course will focus on content area literacy, with special emphasis on adolescent literacy at the secondary level. ED 651 is a research-based course on the use of language for thinking, problem solving and communicating across subject areas. This course includes best-practice teaching strategies that will enable all students to become independent thinkers. Refinement of specific reading, writing, listening, and speaking strategies will be applied to lesson planning and implementation in field experience teaching. The utilization of quality literature for young adults will be included.

**ED 656: Professional Seminar** (1 credit) Students will begin their engagement in developing a learning community that will span their four terms in the MAT program. Students will learn about and discuss the culture and ethos of schools, prepare for field experiences, examine curriculum, assessment, and management issues and strategies, and gain entry into the professional culture of reflective practice.

**ED 657: Professional Seminar II** (2 credits) Students will work within the learning community or their MAT cohort, engaging at an emerging level in the Action Research process that will lead eventually to a professional project and capstone experience. Course includes examination and discussion of general and special topics encountered in and related to the teaching environment.

**ED 658: Professional Seminar III** (3 credits) Students will design and carry out an Action Research project that will culminate in a professional project and capstone experience. Emphasis will be on the development of a holistic model of reflective practice that includes action and observation in field experiences, analysis and discussion of field experiences, engagement in ongoing planning and reflection around professional development, and focused classroom research activities.

**ED 659: Professional Seminar IV** (3 credits) Students will design and present the action research project from Term III, this presentation making up the capstone experience. Students will prepare to enter the teaching profession by interacting with professionals already in the educational field and by studying special topics such as TSPC requirements, interviewing, legal issues, and job market features. Students will continue to work in a holistic model of reflective practice, which includes analysis, and discussion of field experiences and engagement in ongoing planning and reflection around professional development.

**ED 697: Full-Time Student Teaching** (9 credits) An extended preservice teaching experience within a public school setting in the student's primary level of authorization. A second work sample will be completed as well as the final requirements for licensure.

**Computer Science Education Courses** (MAT students must complete 2-3 CSE credits)

<table>
<thead>
<tr>
<th>3-credit content area options</th>
<th>1-credit skills course options</th>
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<tbody>
<tr>
<td>CSE 616 Designing and Teaching Online Courses</td>
<td>CSE 670 Teaching Content with Technology: Secondary</td>
</tr>
<tr>
<td>CSE 624 Internet for Educators</td>
<td>CSE 681 Writing Grants for technology</td>
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<tr>
<td>CSE 625 Creating an Internet Website</td>
<td>CSE 684 Creating Web-Based Tutorials</td>
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<tr>
<td>CSE 626 Advanced Website Design</td>
<td>CSE 685 Assessment Tools</td>
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<tr>
<td>CSE 627 Web 2.0 Tools for Teaching &amp; Learning</td>
<td>CSE 687 Mobile Technologies in Education</td>
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<tr>
<td>CSE 628 Geospatial Tech for Teaching and Learning</td>
<td>CSE 689 Electronic Portfolios</td>
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<tr>
<td>CSE 650 Electronic Portfolios</td>
<td>CSE 690 Digital Photography/Photo Editing</td>
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<tr>
<td>CSE 660 Interactive Video</td>
<td>CSE 691 Digital Storytelling</td>
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<td></td>
<td>CSE 693 Making Music with Digital Tools</td>
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<td>CSE 694 Blogs in Education</td>
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