MAT Application Guide

Winter Term - January 2018
Online/Hybrid Program Application Deadline: October 6, 2017

Spring Term - April 2018
Campus-Based Program Application Deadline: January 19, 2018

Summer Term - June 2018
Campus-Based Program Application Deadline: February 23, 2018
Online/Hybrid Program Application Deadline: February 23, 2018

If you have questions regarding the MAT application, please contact:

Zig Derochowski - 503-838-9269 - derochowskiz@wou.edu or
Dr. Melanie Landon-Hays - 503-838-9223 - haysm@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.

Our MAT program is a 56 credit program and is available in two different formats. We have an on-campus program that takes 4 quarters to complete 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 student teaching and then come to campus 2 – 3 days per week in the afternoons and evenings for classes. 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 being taught. New cohorts begin in Winter Term, Spring Term, and Summer Term 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 of our program is to give each Teacher Candidate an opportunity to obtain a deep understanding of the complexities of teaching and learning.

This MAT program:

- Consists of 56 credits
- Meets TSPC requirements for Initial Teaching Licensure (our program only licenses content areas in Middle School and High School)
- 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 18 credit program.

On behalf of our faculty and staff in the College of Education, 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 and the College of Education, as well as information about the MAT program. Also, 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
Teacher Candidates in the MAT program may earn up to two endorsements in the middle school and/or high school content areas. Each endorsement area requires the passing of the NES content area exam; successful completion of a practicum; and the fulfillment of content pedagogy courses. For online/hybrid students the fulfillment of the content pedagogy courses can be very difficult to complete for the second endorsement as all pedagogy courses are taught at the same time during the scheduled Saturday classes. This means that Teacher Candidates would have to come to campus during the week to fulfill their second endorsement area pedagogy coursework. This does not apply for those earning an ESOL or ESOL/Bilingual Endorsement.

For the State of Oregon, the measurement of sufficient knowledge in the subject area is passing the NES subject area test. 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

**Endorsement Areas:**

The list below indicates endorsement areas you can earn through the initial license MAT program at WOU:

- 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

*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.
MAT Application Guide/Requirements

There are two applications that need to be filled out by all applicants. One application is for admission into the WOU Graduate School and the other application if for admission into the MAT program. You will find a checklist for each application below.

1. Apply to WOU Graduate School

- **Complete the WOU Graduate Programs Application**. Students must be admitted to the WOU Graduate School before being considered for admission to the MAT program. Submit all WOU Graduate School application materials to the Graduate Programs Office.

- **Send $60, non-refundable application fee**. Fee should be made payable to Western Oregon University (if you have previously been admitted to WOU as a graduate student, submit an Application for Re-Enrollment from and pay a $15 fee) and should be submitted with your Graduate Programs Application.

- **Send official sealed transcripts**. Official transcripts from all previously attended colleges and universities must be mailed to the Graduate Studies Coordinator.

- **Meet GPA requirement**. A GPA of 3.0 in the last 90 quarter hours (60 semester hours) of undergraduate or graduate coursework is required. Students who have already obtained a Master’s degree from an accredited institution will have the GPA requirement waived. Those with less than a 3.0 GPA can be admitted with passing MAT or GRE scores.
  - Miller Analogies Test (MAT) or Graduate Record Exam (GRE) score. Minimum required score for the (a) MAT: 395 or higher; (b) GRE: minimum quantitative score: 147; minimum verbal score: 148; and a 3.5 or higher on Analytical Writing.

- **Submit the Graduate Programs Application**. You have two ways to apply to the Graduate Programs. You can apply online or fill out a hard copy. If you choose to fill out the hard copy send your completed application, fee, and transcripts to:

  Graduate Studies Coordinator  
  Administration Building, Rm 107  
  345 Monmouth Ave. N  
  Monmouth, OR 97361

The Graduate Programs Office will notify you of your status of admission and whether you need to supply them with any other documentation.

* **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](mailto: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](http://www.wou.edu/provost/international/admissions.php)
2. Apply to College of Education Master of Arts in Teaching Program

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

______ Matte Application

______ Transcript Review. Before applying you will need to have your transcripts reviewed to determine if you have met the necessary course work requirements for licensing in the content area(s) you are wanting to teach. To have your transcripts reviewed email copies of all your transcripts (unofficial copies are fine) to Zig Derochowski at derochoswikz@wou.edu. Upon completion of the review you will be emailed a Transcript Review Form to include in your application packet. If you are required to take prerequisites attach a copy of your transcripts to the Transcript Review form showing the prerequisite classes have been completed.

______ Resume

______ MAT essays. One page double-spaced for each of the 3 questions. Questions can be found on the MAT application.

______ 30 hours of Observation/Volunteer time. This should be in a classroom where your content area is being taught, however, other classroom experience will be accepted. Provide a letter from the teacher(s) or administrator you completed this time with. Letter should be on school letterhead.

______ Two letters of recommendation verifying success working with youth. We prefer at least one letter to be from a school. The other letter could be from someone that has witnessed your success with youth from an activity that you work with such as coaching, clubs, or other youth activities.

______ Academic Program Recommendation. This form is found in the Application Guide. If you have been out of school for some time you can substitute another letter of recommendation in place of the Academic Program Recommendation.

______ Character Questionnaire. Fill out accurately and completely.

______ Read and sign the Professional Characteristics Demonstrated by a Master of Arts in Teaching Candidate form.

______ Photocopy of Content Area passing score(s).

______ Photocopy of ORELA Protecting Student and Civil Rights in the Educational Environment passing score.

______ School Placement Questionnaire. List schools and/or districts of preference as well as grade level and possible mentoring teacher if you have one in mind.

______ Submit application to:

MAT Program – College of Education
Attn: Zig Derochowski
Western Oregon University
345 N. Monmouth Ave.
Monmouth, Oregon 97361

Within a few days after the application deadline applicants should hear from the College of Education as to whether they have been selected for an interview or not. All candidates are expected to attend an interview if selected. Interviews are generally conducted within 7 – 10 days after the application deadline. Admission letters will be sent out approximately two weeks after interviews have concluded.
Master of Arts in Teaching Application

Name: ___________________________________________ Content Area: _______________________

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, Substitute, Emergency): __________________________

MAT Cohort you applying for?  □ Campus Based  □ Online/Hybrid

Desired Start Date: □ Winter Term  □ Spring Term  □ Summer Term

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

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

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

NES Content 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

Academic Program Recommendation

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</th>
<th>Comments</th>
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<tr>
<td>Scholarship</td>
<td>NA 1  2 3 4 5 6 7</td>
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<tr>
<td>Academic Promise</td>
<td>NA 1  2 3 4 5 6 7</td>
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<td>Reliability</td>
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<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>
<tr>
<td>Overall Rating</td>
<td>NA 1  2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Considering all factors, I recommend this applicant:

☐ Highly  ☐ With Reservation  ☐ Not at All

Professor/Advisor’s Signature ___________________________ Date __________ Printed Name ___________________________

Institution ___________________________ Academic Department ___________________________

After completing this form, please seal in an envelope before returning it to the student
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
PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY A
MASTER OF ARTS IN TEACHING CANDIDATE

Dispositions

The teaching profession has historically valued and upheld high professional and ethical standards for teachers. The College of Education is committed to high levels of professionalism for all Master of Science in Education candidates. The Division of Teacher Education believes it is important for you to be aware of and understand the characteristics of professionalism prior to program admission.

The graduate faculty at WOU will use this form to assess your professionalism at the following points; admissions, application for candidacy, during your final evaluation and as warranted. The College reserves the right to advise your continuation or termination in the Master of Science in Education program based on assessment of your professionalism.

Please carefully review the attached list of PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE CANDIDATE. KEEP PAGES 2 AND 3 FOR YOUR PERSONAL RECORDS. This page will be signed and submitted with your application materials, as your verification of receiving, reading, understanding and retaining this list of expectations.

Should you have any questions regarding the form or the process, please contact Dr. Melanie Landon-Hays, MAT Coordinator at 503-838-9223.

__________________________________________
PRINTED NAME / Signature Date:

Your signature acknowledges that you have read and are retaining the attached PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE CANDIDATE FORM
Assessment of Professional Qualities in Master of Art in Teaching Candidate

PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE CANDIDATE

Collaboration: The student works with others to achieve a common goal.

1.1 Interacts constructively with peers/colleagues, administrators, supervisors, staff, mentor teachers, and parents
   - Shows consideration and respect for thoughts and feelings of others
   - Demonstrates effective verbal and non-verbal communication skills
   - Demonstrates flexibility with others
   - Solicits suggestions and feedback from others
   - Maintains communication with colleagues, supervisors, and mentor teachers when questions or concerns arise
   - Recognizes a range of valid viewpoints

1.2 Functions as a contributing member of an instructional team to achieve long-term curriculum goals, state content standards, and district standards (term 4)
   - Communicates effectively both verbally and non-verbally
   - Shares ideas and materials
   - Offers ideas and observations at IEP meetings

Honesty and Integrity: The student demonstrates truthfulness, professional behavior, and trustworthiness.

2.1 Displays honesty and integrity
   - Maintains confidentiality
   - Elicits trust and respect from both peers and supervisors
   - In completing course and field experience assignments, produces original work and credits sources when appropriate

Respect: The student honors, values, and demonstrates consideration and regard for oneself and others.

3.1 Is respectful of cultural patterns and expectations within a community context
   - Presents self in a professional manner (e.g., dress, communication)
   - Speaks and behaves in a manner that is sensitive to linguistic and cultural differences and respects the dignity and worth of others
   - Establishes good rapport with students and colleagues
   - Seeks to address the varied learning needs of students in his/her classroom, including lower-performing children and those with disabilities
   - Recognizes and respects identities informed by a group’s historical context

Commitment to Learning: The student values learning for self and students.

4.1 Exhibits energy, drive, and determination to make one’s school and classroom the best possible environment for teaching and learning
   - Plans and delivers instruction that engages all students in his/her classroom and addresses their learning needs
   - Values ongoing assessment as essential to the instructional process

4.2 Demonstrates a commitment to students' learning
   - Implements research-based strategies
   - Proposes ideas and solutions that address curriculum, instruction, and classroom management
   - Locates and/or creates materials that bring about student learning
   - Assumes responsibilities, locates materials and resources, and improves teaching
   - Reflects upon and evaluates effectiveness as a teacher, and seeks to improve skills
• Reflects on and offers ideas to address curricular, instructional and classroom management matters
• Engages students in discovering how knowledge is constructed
• Actively and consciously looks for stories, wisdom, action, and creations of knowledge from diverse perspectives

4.3 Reflects on performance and attitudes as a teacher
• Reflects upon and evaluates effectiveness as a teacher, and seeks to improve skills
• Receives feedback in a positive manner and makes necessary adjustments
• Regularly re-assesses his/her commitment to the profession
• Evaluates instruction and student interactions and modifies as needed

**Emotional Maturity:** The student demonstrates situation appropriate behavior.

5.1 Is self-confident and enthusiastic
• Displays enthusiasm for teaching and the subject matter
• Demonstrates self-confidence through body language, voice tone, eye contact, preparedness
• Exhibits energy, drive, and determination to become a professional educator

5.2 Is dependable, conscientious, and punctual
• Arrives early or on-time
• Completes assigned tasks in a timely manner
• Follows through with assignments and expectations

5.3 Models social skills, character traits and dispositions desired in students.
• Establishes caring and mutually respectful relationships with students
• Explicitly teaches and models desired behaviors and attitudes

**Leadership and Responsibility:** The student acts independently and demonstrates accountability, reliability, and sound judgment.

6.1 Is aware of and acts according to school policies and practices
• Has obtained and read school policy manual
• Adheres to class, school, and district rules and policies.

6.2 Advises students in formal and informal settings
• Shows concern for all aspects of a student’s well-being, is alert to signs of academic and behavioral difficulty, and responds appropriately
• Actively listens to and advises students, making referrals as appropriate

6.3 Meets work schedule demands
• Is prepared for lessons and other responsibilities
• Meets and consults with mentor teacher each week to plan lessons

6.4 Is aware of the importance of professional appearance and demeanor
• Dresses professionally
• Displays a positive attitude
• Communicates in a professional manner

6.5 Demonstrates initiative, in an acceptable manner, for introducing programs or practices in a school or classroom
• Make suggestions at faculty meetings
• Offers ideas to mentor teacher and other instructional team members around instructional, curricular, and behavioral needs of students

**Signature of the Student Who Has Read This Form:**
Your signature on the Dispositions Form acknowledges only that the student has had an opportunity to read this report; it does not imply concurrence with the information reported.
College of Education
Master of Arts in Teaching

School Placement Information

Name: ___________________________________________  WOU V# (if known): ____________________________

Address: ______________________________________________________________________________________

                      Street                      City                      State                      Zip

Phone: (home) ___________________________________ (cell) ______________________________________

Email: ____________________________________________  DOB ________________________________

Program applied for: ___ Campus Based   ___ Online/Hybrid       Beginning Term: __________________________

Endorsement(s) you plan to earn: ________________________________________________________________

If Music is your endorsement area do you prefer band/orchestra or choir? _____________________________

Have you passed NES 008 - Protecting Student and Civil Rights in the Educational Environment? Yes / No

Have you passed your content area exam(s)? Yes / No. If not, when are you scheduled to take it?

SCHOOL PLACEMENT:

1. Do you currently work/volunteer at a school? Yes/No   If yes, in what school and in what capacity?

2. If you hold any type of teaching license what kind is it? ____________________________

3. Do you have a specific school or school district you would like to complete your student teaching in?
   Name of School(s) preferred: ________________________________________________

4. If you do have a specific school in which you would like to do your student teaching do you have a
   teacher in mind that’s in your content area that might be willing to mentor you?
   Mentoring Teacher Name: _______________________________________________________

5. If you don’t have a specific school in mind please indicate an area of preference with a 1, 2 or 3 with (1) most
   preferred – (3) least preferred (you may circle preferred cities).

   ______ Northern Region - McMinnville, Amity, Newberg, Mt. Angel, Canby, Tigard, Tualatin, Silverton, North
   Marion, St. Paul, Woodburn, Gervais
   ______ Central Region - Dallas, Monmouth-Independence, Salem-Keizer, Stayton, Willamina, Cascade,
   Jefferson, Falls City, Perrydale)
   ______ Southern Region - Corvallis, Albany, Philomath, Lebanon, Sweet Home, Harrisburg, Monroe, Junction
   City, Scio, Springfield, Eugene)

6. At what level to you picture yourself teaching? ___ MS  ___ HS  ___ I would like either

7. Please check all levels in which you would like to do your student teaching. ___ MS  ___ HS

8. Is there anything you would like us to consider as we seek a placement for you?
大学的课程与课堂经验密切相关，因此，教育候选人在他们的研究中可以探索理论和实践。教育技能，即教师应该了解并能在完成项目后做到的技能，通过每门课程贯穿始终。这些技能的评估通过课堂活动、课程作业、教学评估和两种工作样本的生产进行。教育候选人被允许进入MAT cohort，将作为团队在每个学期注册特定的课程，并继续完成项目作为一群。 

ED 534: Content Pedagogy I (3 credits) 本课程旨在介绍在特定学术领域内进行教学策略的实验，并促进学生之间的互动，讨论方法论、专业性和研究在他们的学术领域。在整个过程中，将尽力减少教师的正式 presentations。主要焦点将是参与课堂活动和学习被教授的策略，以及对研究领域的反思。

ED 536: Content Pedagogy II (3 credits) 本课程专注于继续应用和实践在学术领域内进行教学策略的同时，增加强调跨学科内容的整合。在整个过程中，将尽力减少教师的正式 presentations。主要焦点将是参与课堂活动和学习被教授的策略，以及对研究领域的反思。

ED 581: Introduction to ESOL and Bilingual Education (3 credits) 介绍ESOL和双语教育领域。提供了第二语言习得原则的概述，探索允许不同 proficiency水平的英语语言学习者访问年级水平内容的同时发展学术和社交技能的课堂实践。

ED 609: MAT Practicum (3 credits) 一个实习项目，包括90小时的公共学校现场工作。先决条件：MAT初始许可项目的入学。

ED 615: Social Foundations of Education (3 credits) 本研究是研究美国公立教育的历史、哲学和社会基础。当前的法律、财政和专业环境也将从功能主义和冲突理论家的视角进行分析，特别是对改革教育模型的特别关注，包括NCLB和其对俄勒冈州学校的影响。

ED 616: Half-Time Student Teaching (3 credits) 学生将从上学期继续他们的实习工作。在延长的学生实习期间，将产生一份工作样本。工作样本将包括但不限于15小时的教学。先决条件：M.A.T.: Initial Licensure Program的入学。

ED 618: Multicultural Education (3 credits) 学生将研究不断变化的 demographics及其对课程和课堂的影响。主要话题包括：了解自己的文化模式及对文化多样性的学生的需求，公平教育，内容整合与文化合乎时宜的材料，偏见减少，以及社会建构主义理论。

ED 622: Curriculum, Assessment, and Management I (3 credits) 这门课程将帮助学生发展评估、教学和管理策略的规划、实施和评估。使用教师日常工作框架。课程的基本内容包括：课程规划、教学方法、评估规划、差异化和课堂管理。

ED 623: Curriculum, Assessment, and Management II (3 credits) 这门课程将促进学生的持续发展，教学、教学和管理策略的规划、实施和评估。在各种教室环境中使用教师日常工作框架。学生将被引入到中级和高级技能和理解，围绕课程规划、教学方法、评估规划、差异化和课堂管理。

ED 624: Special Populations Seminar (3 credits) 本课程将对今天 secondary classroom的多样学生体的深入研究，包括被认定为 Talented and Gifted (TAG) 的学生，那些正在学习英语 (ELL) 的学生，以及那些已识别为有残疾的学生。应用普遍设计、差异化和系统性干预将被解决以满足这些学生在21世纪课堂中的需求。此外，本课程将让有特殊需要的学生作为多样性的组成部分，以使我们的学校充满活力，培养每位教师的准备。
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)

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