

SECONDARY EDUCATION (M.A.T.)

<https://cola.unh.edu/education/program/mat/secondary-education>

Description

The Secondary Education program provides certification and an M.A.T. degree for those who wish to teach in secondary schools.

What is the difference between an M.Ed. and the M.A.T in Secondary Education? The M.A.T. requires that at least three graduate-level courses be in an area of subject matter concentration rather than in education.

The basic program to achieve these ends is the five-year program in which students begin preparation for teaching at the undergraduate level with a semester of field experience and professional course work in education. Students complete a baccalaureate degree outside of education and move into a fifth year of study and full-year internship which lead to either the M.Ed. or M.A.T. degree and licensure for teaching. Students who have already completed a baccalaureate degree may also enter the teacher preparation program at the graduate level. With no prior course work in education, these programs will normally require two years to achieve licensure and a degree.

Admission Criteria

In determining admission of students to teacher education graduate programs, several criteria are used:

1. The undergraduate record. The undergraduate overall minimum grade point average for admission is 3.0. The undergraduate grade point average of students admitted to the graduate programs in teacher education is approximately 3.55 (based on 2020 admissions). For students pursuing the Accelerated Masters, a minimum GPA of 3.2 is required.
2. Positive recommendations from EDUC 500 Exploring Teaching, EDUC 935A Seminar and Practicum in Teaching or the equivalent, and from those able to relay information about a candidate's performance in teaching situations or related areas.
3. Praxis Core Academic Skills for Educators (Core) exam scores are required. Applicants must obtain, at a minimum, a qualifying score (as set by the state of New Hampshire at the time of testing) on all three (Reading, Writing, and Mathematics) Core exams in order to be considered for admission. Current NH qualifying scores may be found at the [ETS Praxis Website](#) under the "Tests required for all licensure areas" page.
4. Clearance on a criminal history records check through the NH Department of Safety.
5. Additional required application materials can be found at the [Graduate School website](#) under programs.

Requirements

Degree Requirements

The M.A.T. degree requires a minimum of 32 hours of graduate-level credits. The exact number of credit hours will depend on the student's

academic background, competencies, and professional goals, and will be determined by the adviser.

Any Education course taken for a teacher licensure requirement must be completed with a grade of B- or better. This applies to any courses from other departments that have been designated as equivalent to an Education course.

Code	Title	Credits
Core Requirements (may be taken at the undergraduate or graduate level).		
EDUC 500 or EDUC 935A	Exploring Teaching Seminar and Practicum in Teaching	4
EDUC 605 or EDUC 959	Educational Perspectives in Critical Times Issues in Education	4
EDUC 801	Human Development & Learning: Cultural Perspectives	4
EDUC 807	Teaching Reading through the Content Areas (807 is required for licensure in Art, Biology, Chemistry, Earth Science, General Science, Physics, and Social Studies)	2
EDUC 851B	Methods of Inclusive Secondary Education: Literacies, Learning, and Transitions	4
Subject Field Curriculum Methods Course(s) (for example, EDUC 791/EDUC 891 Methods of Teaching Secondary School Science)		
EDUC 900A	Internship and Seminar in Teaching (Fall semester) ¹	3 or 6
EDUC 901A	Internship and Seminar in Teaching (Spring semester) ²	3 or 6

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- In addition to the 12 credit internship, three graduate level courses (9-12 credits) must in the subject area concentration. The remaining credits can in Education or another department.
 - The number of credits for EDUC 900A and EDUC 901A will be determined by the advisor based on professional goals

- ² A Master's Inquiry Project is required during the internship year.

Code	Title	Credits
Methods Courses Required for Secondary Licensure		
Recommended methods courses be completed before the internship.		
Art K-12		
ARTS 791	Art Education (Elementary)	4
ARTS 792	Art Education (Secondary)	4
Biology		
EDUC 703F	Teaching Elementary School Science	4
Chemistry		
EDUC 703F	Teaching Elementary School Science	4
Dance		
THDA 786	Dance Pedagogy	4
Earth Science		
EDUC 703F	Teaching Elementary School Science	4
English		
ENGL 892 & ENGL 810 or ENGL 726 & ENGL 725	Teaching Literature and Literacy and Teaching Writing Seminar in English Teaching and Seminar in English Teaching	5-10
English as a Second Language		
ENGL 815/715	Teaching English as a Second Language: Theory and Methods	4
French		
LLC 791	Methods of Foreign Language Teaching	4
Health Education		
KIN 848	Skill Development and Assessment in Health Education	4
KIN 871 or KIN 910	Health Education Pedagogy Curricular Issues in Health Pedagogy	4
Middle Level Science		
EDUC 703F	Teaching Elementary School Science	4
German		
LLC 791	Methods of Foreign Language Teaching	4
Latin		
LLC 791	Methods of Foreign Language Teaching	4
Mathematics High School		
MATH 709	Teaching of Mathematics in Grades 6-12	4

Mathematics Middle School		
MATH 703 or MATH 709	Teaching of Mathematics in Grades K-5 Teaching of Mathematics in Grades 6-12	4
Music Requirements - A course in teaching methods for elementary grades and a course in teaching methods for secondary grades.		
One course in teaching music in elementary grades, to be selected in consultation with an advisor.		
MUED 891	Teaching Secondary School Music	3
Physical Education		
HPE 610	Elementary Physical Education Pedagogy	4
HPE 655	Middle School and Secondary Physical Education Pedagogy	4
Physics		
EDUC 703F	Teaching Elementary School Science	4
Russian		
LLC 791	Methods of Foreign Language Teaching	4
Social Studies		
EDUC 803D/703D	Social Studies Methods for Middle and High School Teachers	4
Spanish		
LLC 791	Methods of Foreign Language Teaching	4
Theatre		
THDA 727	Methods of Teaching Theatre	4

Accelerated Master's

This graduate program is approved to be taken on an accelerated basis in articulation with certain undergraduate degree programs.

General Accelerated Master's policy, note that some programs have additional requirements (e.g. higher grade expectations) compared to the policy.

Please see the Graduate School website and contact the department directly for more information.

Student Learning Outcomes

GOAL ONE. OUR GRADUATES ARE KNOWLEDGEABLE IN THE SUBJECTS THEY TEACH. Our graduates:

- demonstrate depth of knowledge in their subjects.
- recognize how knowledge in their subjects is created, organized, and linked to other disciplines.
- identify the organizing themes and central concepts necessary for understanding a subject.
- identify associated content necessary for students to understand these themes and concepts.

GOAL TWO. OUR GRADUATES ARE COMMITTED TO KNOWING THEIR STUDENTS AND CULTIVATING A COMMUNITY OF LEARNERS. Our graduates:

- understand how students develop and learn.
- treat students equitably and work diligently to help each student reach his or her potential.
- create and maintain an atmosphere conducive to learning.
- recognize diversity among their students and adjust their practice accordingly.
- create and maintain an atmosphere fostering mutual respect and caring.
- cultivate within their own students a recognition and valuing of diversity.

GOAL THREE. OUR GRADUATES KNOW HOW TO TEACH SUBJECT MATTER TO STUDENTS. Our graduates:

- demonstrate specialized knowledge of how to teach subject matter to their students.
- use multiple approaches to facilitate student learning.
- create lessons that are engaging and motivating for students.
- create learning experiences that are appropriately challenging for all students.
- involve students in thoughtful inquiry and reflection.
- ensure that students understand the purpose of activities within and across lessons and units.

GOAL FOUR. OUR GRADUATES EFFECTIVELY MONITOR STUDENT LEARNING. Our graduates:

- use multiple strategies to assess students.
- regularly assess student progress using appropriate measures.
- demonstrate the ability to make informed decisions about students and their learning based on classroom, district, and state assessments.

GOAL FIVE. OUR GRADUATES ARE THOUGHTFUL AND REFLECTIVE PRACTITIONERS WHO LEARN FROM EXPERIENCE. Our graduates:

- make well-reasoned choices and decisions within the complex and demanding conditions of teaching.
- analyze the effects of their actions and make appropriate changes.
- take into account the moral and philosophical implications of educational decisions.
- improve their practice by reflecting on their own experience, observing others, seeking advice, and drawing upon educational research and scholarship.

GOAL SIX. OUR GRADUATES UNDERSTAND THE NATURE OF SCHOOL REFORM AND THEIR ROLES AS AGENTS OF CHANGE. Our graduates:

- assess the relative merits of educational reform efforts and determine their appropriateness to the classroom, school, and broader societal contexts in which teaching and learning occur.
- develop and articulate their own conceptual and philosophical perspective on teaching and learning based on professional experience and current theories and research in education.
- develop an understanding of how leadership is informed by varied perspectives on the structure of public education, the nature of educational change, and the teacher's role in the change process.
- are willing to take risks as advocates for the benefit of students, teachers, and the profession.

GOAL SEVEN. OUR GRADUATES ARE ACTIVE MEMBERS OF LEARNING AND PROFESSIONAL COMMUNITIES. Our graduates:

- work with colleagues to enhance their own teaching, learning, and professional development.
- work collaboratively with students, peers, and community members to create and contribute to effective learning environments.
- participate in professional organizations.
- continue to pursue avenues of inquiry into the teaching and learning process through study, research, and dialogue.