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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 500</td>
<td>Exploring Teaching</td>
<td>4</td>
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<tr>
<td>or EDUC 935A</td>
<td>Seminar and Practicum in Teaching</td>
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<tr>
<td>EDUC 605</td>
<td>Educational Perspectives in Critical Times</td>
<td>4</td>
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<tr>
<td>or EDUC 999</td>
<td>Issues in Education</td>
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<tr>
<td>EDUC 801</td>
<td>Human Development &amp; Learning: Cultural Perspectives</td>
<td>4</td>
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<tr>
<td>EDUC 807</td>
<td>Teaching Reading through the Content Areas (807 is required for licensure in Art, Biology, Chemistry, Earth Science, General Science, Physics, and Social Studies)</td>
<td>2</td>
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<tr>
<td>EDUC 851B</td>
<td>Methods of Inclusive Secondary Education: Literacies, Learning, and Transitions</td>
<td>4</td>
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Subject Field Curriculum Methods Course(s) (for example, EDUC 791/EDUC 891 Methods of Teaching Secondary School Science)

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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 900A</td>
<td>Internship and Seminar in Teaching (Fall semester)</td>
<td>3 or 6</td>
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<tr>
<td>EDUC 901A</td>
<td>Internship and Seminar in Teaching (Spring semester)</td>
<td>3 or 6</td>
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1. 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.

2. A Master’s Inquiry Project is required during the internship year.
Mathematics Middle School
MATH 703 Teaching of Mathematics in Grades K-5 4
or MATH 709 Teaching of Mathematics in Grades 6-12

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.

MLED 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/701D 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 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.