



**Master of Arts in Teaching Degree Program  
Alternative Pathway to Certification**

**STUDENT HANDBOOK  
2011-2012**

**Policies outlined in this handbook are valid for all MAT students  
and are subject to change.**

**College of Education and Human Development  
SLU 10671  
Hammond, LA 70402**

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# MASTER OF ARTS IN TEACHING

## 1. Introduction

The Southeastern Louisiana University Department of Teaching and Learning offers teacher preparation programs that are accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the Southern Association of Colleges and Schools (SACS).

The Department of Teaching and Learning in the College of Education and Human Development provides admission and academic guidelines for the Master of Arts in Teaching (MAT) degree program. The MAT degree is a pathway to alternative certification for individuals from non-education backgrounds who hold an undergraduate or a graduate degree and who wish to transition into teaching.

The degree offers a concentration in elementary education grades 1-5.

### 1.1 Purpose

The purpose of the Master of Arts in Teaching (MAT) is to offer an alternative teacher certification pathway in elementary education Grades 1-5.

### 1.2 Requirements for Admissions

To be considered for admission to the Master of Arts in Teaching degree program, an applicant must:

- Meet all university admission requirements. In addition, submission of the following: an application for admission; a non-refundable fee to the Graduate Admissions Office prior to the established deadlines, an immunization form, and official copies of transcripts to the Office of Graduate Admissions.
- Possess a Bachelor's degree with a 2.75 cumulative GPA or a Master's degree with a cumulative GPA of 3.0 from a regionally accredited university.
- Achieve passing scores on the Praxis I PPST (Reading, Writing, and Mathematics).
- Achieve a passing score on the Praxis II subject matter specialty examination (#0014).
- Have at least 1,350 points based on the formula of 200 times the undergraduate cumulative grade point average plus the General Test (Verbal and Quantitative) score of the Graduate Record examination for regular admission status.
- Verify a minimum of three years of successful work experience in an area related to the initial degree or in the field of education or in another service related area.
- Participate in a mandatory admissions interview.

### 1.3 Selective Admission and Retention in Teacher Education (SARTE) Policies and Procedures

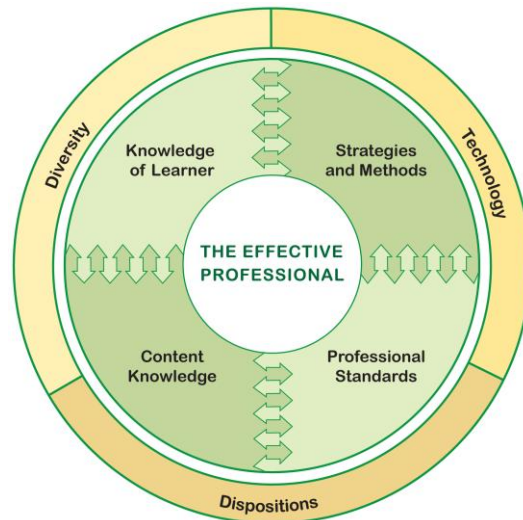
A person desiring to become a teacher must maintain academic standards and demonstrate qualifications for successful teaching including satisfactory performance in field experiences. Therefore, the College of Education and Human Development at Southeastern Louisiana University reserves the right to recruit, admit and retain in the Professional Program in Teacher Education only those students who show evidence of being capable of performing in an acceptable professional manner. Enrollment in the professional program does not guarantee that

a student will receive the degree or certification sought simply because he/she completes a number of courses or is in the field the required number of hours.

**Certification requirements are specified by the State Legislature and/or the Board of Elementary and Secondary Education and coordinated by the State Department of Education. These requirements are subject to periodic modification, which may not occur at times appropriate for inclusion in the annual publication of the University catalogue. It is the responsibility of the students to make periodic checks for such changes with their academic advisers and/or department head.**

#### **1.4 COEHD Conceptual Framework**

The College of Education and Human Development's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of the Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity, Technology, and Dispositions are included in the assessment process as themes that are integrated throughout all programs in the educational unit.



## **2. Admission to the Program**

### **2.1 Admission Procedures**

Candidates who have been admitted to the graduate school and to the MAT degree enter the program with Provisional SARTE status. While taking the first course required in the degree program, MAT 610 - Fundamentals I: Teaching and Learning for General Education, candidates will make application for Admission to the Professional Program in Teacher Education.

Candidates who are unsuccessful at acquiring full SARTE status will be placed in non-degree (ND) status and will be ineligible to enroll in any MAT courses until full SARTE status is obtained.

## 2.2 Practitioner’s License

Candidates who have been admitted to the MAT Degree Program and completed six hours of course work will be eligible to receive a Practitioner’s License by the state department of education. The Practitioner’s License is necessary for a non-certified candidate to accept a teaching position if there are no certified candidates available. Candidates who are eligible for a Practitioner’s License and wish to accept a teaching position should contact the Assistant Dean of the College of Education and present an official transcript showing the completion of six hours of the MAT degree course work. The Dean’s Office will provide a letter of validation of eligibility for a Practitioner’s License that can be presented to the human resources office of the school district or the school principal.

## 3. Courses in the MAT Program

### 3.1 Course Delivery

Candidates participating in the MAT program are admitted as a cohort each summer and must commit to attending full time for one academic year (Summer I – 12 hours; Fall I – 9 hours; Spring I – 9 hours); Summer II will be the completion of the research project and Fall II will be student teaching or the 1<sup>st</sup> semester of the internship. The courses are delivered on campus with field experiences during the day.

### 3.2 Courses for Concentration in Elementary (Grades 1-5)

#### *I. Knowledge of the Learner and Learning Environment (15 hours)*

MAT 610	Fundamentals I: Teaching and Learning for General Education	3 hours
MAT 615	Fundamentals II: Teaching and Learning for Special Education	3 hours
MAT 620	Learning and Behavior Theories in General and Mild/Moderate Special Education	3 hours
MAT 622	Classroom Management and Organization for Elementary and Mild/Moderate Special Education	3 hours
MAT 630	Assessment I: General and Mild/Moderate Special Education	3 hours

#### *II. Methodology and Teaching (18 hours)*

MAT 631	Assessment II: Elementary and Mild/Moderate Special Education	3 hours
MAT 640	Introduction to Reading and Language Arts for Elementary and Mild/Moderate Special Education	3 hours
MAT 650	Integrated Learning Methods: Math, Physical Science, and Information Literacy	3 hours
MAT 651	Integrated Learning Methods: Life Sciences, Health and P.E., and Information Literacy	3 hours
MAT 652	Integrated Learning Methods: Social Studies, Arts, Music, and Information Literacy	3 hours
MAT 670	Research Design for General and Mild/Moderate Special Education	3 hours

**III. Student Teaching/Internship (6-9 hours)**

MAT 689	Student Teaching in Elementary	6 hours
<b>OR</b>		
MAT 688	Internship in Elementary Education (2 consecutive semesters – 3 hours each semester)	6 hours
<b>TOTAL</b>		<b>39 hours</b>

**3.3 Course Sequence**

<b>SUMMER</b>		
<b>Term I</b>	<b>Term II</b>	<b>Full Summer</b>
MAT 610	MAT 630	MAT 615 or SPED 600 100% Internet MAT 620 100% Internet
<ul style="list-style-type: none"><li>• <b>Introductory Portfolio due at the end of the summer semester</b></li></ul>		

<b>FALL I</b>
MAT 622
MAT 631 - Action Research project begins
MAT 640

<b>SPRING I</b>	<b>Developing Portfolio due during this semester</b>
MAT 650	
MAT 651	
MAT 652	
<ul style="list-style-type: none"><li>• <b>Data for Action Research collected during this semester</b></li><li>• <b>Developing Portfolio due at the end of this semester</b></li></ul>	

<b>SUMMER II</b>
MAT 670
<ul style="list-style-type: none"><li>• <b>Action Research completed</b></li><li>• <b>PLT passed and scores received by the Dean's Office prior to the beginning of the fall semester.</b></li></ul>

<b>FALL II</b>
<b>Student teaching with oral defense or 1<sup>st</sup> semester of Internship with the completion of the internship in Spring II. The oral defense would then occur during the 2<sup>nd</sup> semester of the internship.</b>

**3.4. Professional Development Hours**

Each candidate is required to complete 5 hours of professional development for the Intro Portal Folio and 10 additional hours for the Developing Portal Folio.

### 3.5 Field Experiences

The number and type of specific field experience hours will be determined in each course by the course instructor. Field experience placement is made through the Office of Field Experiences by the Coordinator, Mrs. Janis Vicknair in coordination with course instructors. A minimum number of 120 field experience hours is required before student teaching or internship.

## 4. Advising & Mentoring

After admission to the program, candidates will be assigned an advisor for the duration of their degree program. Initial contact with one's advisor should be made in person. Official contact is through the University e-mail system. Advising may be completed on line, or a student may prefer to meet with one's advisor by making an appointment.

Candidates may ask additional faculty members, based on areas of interest and expertise, to provide guidance and support of the action research project. Faculty may work closely with candidates to mentor them through this process.

## 5. Portfolios

For help files related to PASSPORT and Portfolios go to the SLU **PASSPORT Help page found at:**

[http://www.selu.edu/acad\\_research/programs/cedsar/passport/index.html](http://www.selu.edu/acad_research/programs/cedsar/passport/index.html)

As part of the College of Education and Human Development focus on performance-based outcomes, portfolios are incorporated into the assessment system for students enrolled in an approved Teacher Education Program.

The portfolio will allow the students to demonstrate, through reflections, their understanding of how the artifacts contained in the portfolio meet the program outcomes; provide a process by which a student can become a reflective practitioner to foster continuous improvement; and document a student's growth in the program. The portfolio will consist of artifacts, documents, and evidence which demonstrate that the knowledge, skills, and dispositions as indicated in the *Louisiana Components of Effective Teaching* and the program's *Conceptual Framework* have been met. Students will submit an Introductory Level Portfolio after successful completion of MAT 610, MAT 615, MAT 620, and MAT 630. The Developing Level Portfolio will be submitted prior to student teaching or internship. The Competency Level Portfolio is submitted at the end of student teaching or internship.

## 6. MAT Oral Defense

Each candidate enrolled in the Master of Arts in Teaching program is required to formally present an oral reflection of their program of study to a faculty committee comprised of three professors from the Department of Teaching and Learning. **The Oral Defense will be scheduled on the Southeastern campus after midterm of the semester of student teaching or 2<sup>nd</sup> semester of internship.**

The Candidate will defend one's program of study and Action Research project to the Committee in an oral reflection of 20 minutes, **supported by technology**, from a prepared statement. The  
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oral reflection should cite research and authorities in Education throughout the presentation. The following questions should be used as a **guide** in synthesizing and evaluating the program of study and portfolio while presenting the oral reflection:

1. How was your philosophy of education re-shaped by the Introductory Level courses (MAT 610, MAT 615, MAT 620, MAT 630)?
2. How would you define **standards based instruction** and what is the relationship to the **components of effective teaching**?
3. How did Developmental Level courses (MAT 622, MAT 631, MAT 640, MAT 650/651/652) increase your **knowledge of the learner** and prepare you to use **best pedagogical practices** in your subsequent methods courses?
4. Cite a course in the Developmental Level (MAT 622, MAT 631, MAT 640, MAT 650/651/652) where you increased your **content knowledge** based on your construction of a lesson plan? Give specific examples of resources used to increase your **content knowledge**.
5. Cite **accommodations and modifications** you have made that addressed **diversity** among your students, and what **technology** was used (if any) to accomplish this.
6. Briefly discuss your **Action Research** project, relating the concepts of research in the classroom to what you perceive as **best pedagogical practices** in education today.
7. What is meant by a comprehensive **literacy** program and what types of materials would you use to implement such a program? (Be sure to also explain how writing would be incorporated into your program.)
8. What **professional attributes and characteristics** have you developed that would be beneficial to you as an educator?

At the conclusion of the Candidate's Oral Reflection, the MAT Graduate Committee will ask questions of the Candidate related to effective education and may address topics such as technology, diversity, accommodations and modifications, literacy, the Conceptual Framework, professional attributes and other topics as determined appropriate by the Committee. The Candidate will be excused and the MAT Graduate Committee will determine pass/fail for the Candidate. The Candidate will be informed of the Committee's decision. If the Candidate does not pass, the Candidate will be referred to a committee for remediation. The Candidate may re- defend in the next semester on the same timeline as other defending Candidates or at the discretion of the Committee in scheduling. No further opportunities for re-defense will be allowed.

The Oral Defense may be attended by any faculty member and if a MAT Graduate Committee member cannot be present, he or she will name a replacement to attend the defense in one's place. There must be three faculty members present to conduct the Oral Defense. The Teaching and Learning Department Head will form MAT Graduate Committees (including at least one MAT faculty member but not limited to MAT faculty) to evaluate portfolios and participate in the Oral Defense.

## 7. SARTE Status

### 7.1 Requirements for Full SARTE Status

To be considered for full SARTE status to the Master of Arts in Teaching degree program, an applicant must:

- Meet all requirements for admission to the Graduate School and to the Master of Arts in Teaching degree program.
- Apply for Selective Admission and Retention in Teacher Education (SARTE) in the first course (MAT 610).
- Achieve a grade of B or better in MAT 610 (Fundamentals I: Teaching and Learning for General Education). MAT 610 must be repeated if the grade is lower than a B.
- Not have been convicted of a felony.
- Maintain a cumulative 3.0 graduate GPA with no grade below “C” and not more than one “C” grade.

### 7.2 Continuous Screening

On going screening of each student utilizing the standards of the Professional Program in Teacher Education will occur each semester of a student’s enrollment.

- Students will be permitted to repeat only two MAT courses.
- Students will be permitted to enroll in any course only twice.

### 7.3 Retention Procedures

Students demonstrating behaviors or characteristics that make it questionable whether they can succeed in the teaching profession will be referred for a Professional Performance Review. A review may result in:

- No action being taken but further observations.
- Recommendation of a Professional Improvement Plan (PIP) monitored by the Coordinator of the Teacher Development Program.
- Referral to the SARTE Committee which may recommend:
  - a) Probation with specified conditions
  - b) Temporary suspension from the MAT and the Teacher Education Program with specified conditions.
  - c) Expulsion from the MAT Degree and the Teacher Education Program.

## 8. Student Teaching and Internship

### 8.1 Student Teaching Semester

Student teaching is an all day (approximately eight hours), all semester activity. The student teacher will be required to spend the full public school day, plus any additional conference or seminar time in this experience. The Director of Student Teaching will make the assignments for each student teacher. All possible considerations will be given, but it is the responsibility of the student teacher to make arrangements to meet the conditions of the assignment that is made. Student teaching must be completed in Southeastern’s teacher education service area. Those districts include the following: Ascension Parish, City of Bogalusa, East Baton Rouge Parish, Jefferson Parish (Kenner and Metairie area), Livingston Parish, St. Charles Parish, St. John Parish, St. Tammany Parish, Tangipahoa Parish, and Washington Parish.

## 8.2 Requirements for Student Teaching

The State Department of Education regulations for certification of teachers require that students do their student teaching under the control and supervision of the institution from which they expect to be graduated. To be eligible for student teaching, students must:

- Make application for student teaching one semester prior to the semester during which they plan to do their student teaching. The Director of Student Teaching will assign the grade or subject, and the supervising teachers under whom the student will work.
- Pass all required Praxis examinations: PPST, Content Specialty Area(s) and PLT.
- Pass the Introductory Level and Developing Level of the Portfolio.
- Complete all required MAT coursework with a cumulative 3.0 average with no grade below “C” and not more than one “C” grade on graduate work.
- Have approval of the Director of Performance Assessment.

## 8.3 Internship Year

An internship may be approved in lieu of student teaching. An internship consists of two consecutive semesters of teaching at an approved school site at the appropriate grade level and in the area of certification. Candidates may qualify for a year-long internship inside Southeastern’s service region.

To qualify for an internship, a student must provide:

- Verification that all pre-requisites have been met the semester prior to the Internship.
- Verification that all required parts of the Praxis have been successfully passed.
- Written recommendation from all of the candidates’ methods instructors and a rating using the *Professional Attributes and Characteristics Scale*.
- Completed application for MAT internship.
- Verification that the school has a state approved classification
- Verification that the school is accredited by the regional accrediting agency
- Verification that the principal/assistant principal has certification in the principalship and training and supervision
- Verification that the principal/assistant principal has served in this role for a minimum of three years.
- Signed Principal/Assistant Principal Internship Agreement form.
- Verification that a mentor teacher, who has taught a minimum of three years in the area in the area of the intern’s certification will be assigned by the principal/assistant principal to assist the intern.
- Signed Mentor Teacher Agreement Form
- Verification of minimum class size in the area of certification
- Evidence of cultural diversity within the school population.
- A copy of the teaching schedule signed by the principal/assistant principal.
- A copy of the Signed Internship Agreement form.
- A copy of the contract or employment agreement after the internship has been approved.
- Attach a copy of the teaching schedule signed by the principal/assistant principal (An elementary intern must teach at the appropriate grade level (Grades 1-5).

NOTE: The candidate is responsible for submitting the above documents the semester prior to beginning the internship. A complete packet should be submitted rather than item by item. Authorization to register for an internship will not be granted until all documents have been submitted.

## 9. Requirements to Receive the MAT Degree

To receive the Master of Arts in Teaching degree, a student must:

- Maintain a cumulative 3.0 GPA with no grade below 'C' and not more than one "C" grade on graduate work
- Students will be permitted to enroll in any MAT course only twice (withdrawing counts).
- Students will be permitted to repeat only two MAT courses.
- Be recommended for the degree by the student's major professor upon completion of all requirements stated in the degree plan.
- Satisfactorily complete 39 semester hours of graduate work for the concentration in elementary for Grades 1-5.
- Satisfactorily complete and defend the program portfolio.
- Pass all required PRAXIS examinations.

## 10. Requirements for Certification

Southeastern Louisiana University will submit signed statements to the Louisiana Department of Education which indicate that the student completing the Master of Arts in Teaching degree alternative certification path has met the following requirements:

- Pass the PPST/CBPPST components of Praxis I;
- Complete all coursework (master's program) with an overall 3.0 or higher GPA;
- Pass the specialty examination (Praxis II) for the student's area of certification.
  - 1) For certification in elementary education pass the *Elementary Education: Content Knowledge* exam #10014.
- Pass the Praxis II examination in Principles of Learning and Teaching appropriate for the grade level of certification.

For information about Praxis test dates, fees, or to order study guides and kits you may contact the Educational Testing Services at ETS P.O. Box 6051, Princeton, New Jersey 08541-6051, Tel. 1-800-507-2868, [www.ets.org/praxis](http://www.ets.org/praxis).

## 11. General Information

### 11.1 How to Drop or Add Courses

**Please refer to the most current University Catalogue to follow the policies of the university regarding dropping and adding courses.**

The terminology below is very important. The time in which you drop, add, resign, or withdraw courses will affect your tuition reimbursement amount:

**Drop:** to withdraw from the course during the registration period (check dates on calendar)

**Add:** to add a course during the registration period

**Withdraw:** to leave the course after classes begin, but be sure to check the date after which withdrawal is not allowed

**Resign:** to withdraw from all classes after classes begin. Refund of tuition is given if the resignation occurs before classes start. After classes start up to the 14<sup>th</sup> day of class, pro-rated tuition refunds are given.

## 11.2 Textbooks

Prices of textbooks will vary as may the use of retail or rental textbook services as determined by the course instructor. Students may purchase textbooks online using Southeastern's online bookstore through the Texas Book Company, [www.southeasternbookstore.com](http://www.southeasternbookstore.com) or on-campus at the retail bookstore. The bookstore will mail textbooks to you for a fee. Contact the retail bookstore at 985-549-5393.

## 11.3 Fees

Additional charges, such as laboratory fees, ID fees, technology fees, PASS-PORT Licensure, fines, housing, meals, and vehicle registration, will appear on the fee statement as applicable. Any credits, such as scholarships and other types of aid, and prior payments, will also appear on the fee statement, with a net balance due.

## 12. Financial Aid and Scholarships

### 12.1 Financial Aid Federal Programs

The following Federal Financial Aid Programs are available to graduate students:

Federal Work-Study Program at:

<http://www2.ed.gov/programs/fws/index.html>

Federal Perkins Loans Program at:

<http://www2.ed.gov/programs/fpl/index.html>

Subsidized and Unsubsidized Federal Stafford Loans Programs:

<http://www2.ed.gov/about/overview/budget/budget12/justifications/s-loansoverview.pdf>

Free Application for Federal Student Aid (FAFSA) Program at: <http://www.fafsa.ed.gov/>

For additional information about financial aid contact Southeastern's Office of Financial Aid at:

[http://www.selu.edu/admin/fin\\_aid/index.html](http://www.selu.edu/admin/fin_aid/index.html) Tel. 1-800-222-7358 or 1-985-549-2244.

### 12.2 Scholarship Information

For information about scholarship opportunities at Southeastern contact the Office of Financial Aid, Scholarship Services, at (504) 549-2245 or 1-800-222-SELU. It is located on North Campus Building A, Room 120. Information about scholarships can also be found on the Internet at:

- FinAid at: <http://www.finaid.org/scholarships>
- PLATO at: <http://www.plato.org>
- College Board Online at: <http://www.collegeboard.com>
- FastWeb at: <http://www.fastweb.com/>

### 12.3 Graduate Assistantships

Graduate assistantships may be available in the Department of Teaching and Learning and other departments on campus. Please contact the department's secretary for an application.

### 12.4 Students-in-Service

Students in Service (SIS) is a part-time AmeriCorps program that encourages and supports college and university students who provide value service in their communities. SIS members make a difference in their communities, gain valuable civic and workforce skills, and upon completion of their term of service, earn an education award.

[http://www.selu.edu/acad\\_research/programs/service\\_learning/students\\_in\\_service/index.html](http://www.selu.edu/acad_research/programs/service_learning/students_in_service/index.html)

## APPENDIX A

### *Master of Arts in Teaching Degree Program* CHECKLIST OF REQUIREMENTS

**To the MAT Student:** this list will assist you in checking off the procedures and requirements from the start of the MAT program to its completion.

#### 1. APPLICATION PROCESS

- \_\_\_\_\_ Submitted application to the Office of Graduate Admissions. Date: \_\_\_\_\_
- \_\_\_\_\_ Sent application fee to the Office of Graduate Admissions. Date: \_\_\_\_\_
- \_\_\_\_\_ Submitted official transcripts to the Office of Graduate Admissions to verify degree and GPA. (Please have another official copy mailed to the College of Education and Human Development to apply for your teaching certificate upon graduation). Date: \_\_\_\_\_
- \_\_\_\_\_ Submitted immunization form to the Office of Graduate Admissions. Date: \_\_\_\_\_
- \_\_\_\_\_ Passed Praxis I - Pre-professional Skills Test (PPST) Date: \_\_\_\_\_
- \_\_\_\_\_ Passed Praxis II – Specialty Area Test Date: \_\_\_\_\_
- \_\_\_\_\_ Appropriate Score on the GRE Date: \_\_\_\_\_
- \_\_\_\_\_ Invitation to and Participaton in the Admissions Interview Date: \_\_\_\_\_
- \_\_\_\_\_ Received letter of admission or e-mail from the Graduate Admissions Office. Date: \_\_\_\_\_
- \_\_\_\_\_ Received letter of admission to the MAT program from the Office of Graduate Studies. Date: \_\_\_\_\_
- \_\_\_\_\_ Received welcome letter from the MAT Office Date: \_\_\_\_\_

#### 2. REGULAR ADMISSION REQUIREMENTS

- \_\_\_\_\_ Attended orientation meeting about the MAT program requirements. Date: \_\_\_\_\_
- \_\_\_\_\_ Applied for admission for full SARTE status during the MAT 610 course. Date: \_\_\_\_\_
- \_\_\_\_\_ Made a grade of B or better in the MAT 610 course. Date: \_\_\_\_\_
- \_\_\_\_\_ Maintained a B or better in the first 12 hours of course work (only one C is allowed). Date: \_\_\_\_\_
- \_\_\_\_\_ Signed and submitted a degree plan in the Summer I. Date: \_\_\_\_\_
- \_\_\_\_\_ Signed and submitted the application for candidacy to the MAT degree program. Date: \_\_\_\_\_

#### 3. COURSE WORK AND PRAXIS II REQUIREMENTS

- \_\_\_\_\_ For elementary education majors -
  - Passed PLT Grades K-6 (#30522) Date: \_\_\_\_\_

#### 4. PORTFOLIO REQUIREMENTS

- \_\_\_\_\_ Completed Introductory Level Portfolio - Knowledge of the Learner and the Learning Environment Date: \_\_\_\_\_
- \_\_\_\_\_ Completed Developing Level Portfolio – Methodology and Teaching Date: \_\_\_\_\_
- \_\_\_\_\_ Completed Proficiency Level Portfolio – Student Teaching or Internship Date: \_\_\_\_\_
- \_\_\_\_\_ Completed Oral Defense Date: \_\_\_\_\_

#### 3. INTERNSHIP (For students employed as full-time teachers in the grade and area of certification. Two consecutive semesters required)

- \_\_\_\_\_ Completed and submitted the application for internship. Date: \_\_\_\_\_
- \_\_\_\_\_ Submitted official transcripts from all previous universities to the College of Education and Human Development to process teaching certificate Date: \_\_\_\_\_
- \_\_\_\_\_ Received notification that my internship application was approved. Date: \_\_\_\_\_
- \_\_\_\_\_ Registered for MAT 688 course (if elementary) after approval Date: \_\_\_\_\_
- \_\_\_\_\_ Identified external assessor. Date: \_\_\_\_\_
- \_\_\_\_\_ Completed internship Fall semester: \_\_\_\_\_ Spring semester: \_\_\_\_\_

**6. STUDENT TEACHING (For students not employed as teachers. One semester required)**

- \_\_\_\_\_ Completed and submitted application for student teaching. Date: \_\_\_\_\_
- \_\_\_\_\_ Submitted official transcripts from all previous universities to the College of Education and Human Development to process teaching certificate Date: \_\_\_\_\_
- \_\_\_\_\_ Registered for MAT 689 course (if elementary) Date: \_\_\_\_\_
- \_\_\_\_\_ Completed student teaching. Semester: \_\_\_\_\_

**7. COMPLETION OF MAT PROGRAM**

- \_\_\_\_\_ Applied for graduation Date: \_\_\_\_\_
- \_\_\_\_\_ Applied for certification Date: \_\_\_\_\_

## APPENDIX B

### PRAXIS REQUIREMENTS

#### Reminder to All Students

To complete certification requirements in Louisiana, the Dean's office must receive original copies of the passing scores on all required parts of the PRAXIS.

Remember to code (RA 6656) for Southeastern to receive an original copy of your scores.

### PRAXIS REQUIREMENTS FOR FALL SEMESTER 2003 AND AFTER

Student teachers and interns must successfully pass all required parts of the Praxis prior to student teaching or an internship effective with the Fall semester 2003 and after. This includes the test titled Principles of Learning and Teaching and the Specialty/Content test when required in the major field.

### LOUISIANA REQUIREMENTS—PRAXIS/NTE SCORES

Certification Area	Name of Praxis Test	Content Exam Score	Pedagogy: Principles of Learning & Teaching			
			PLT K-6 (#0522)	PLT 5-9 (#0523)	or	PLT 7-12 (#0524)
Grades 1-5	Elementary Content Knowledge (0014) Effective 6/1/04	150	161	---		---

## **PRE-PROFESSIONAL SKILLS TESTS**

*Students applying for admission to a teacher education program at University of Louisiana institutions must meet new higher admission standards on the Praxis I PPST exam. Freshman starting in summer '04 or after and alternative certification students starting summer '05 and thereafter must score 2 points higher on reading, writing, and mathematics than the state minimum. The new scores are indicated below.*

**(Required for all Louisiana candidates to enter teacher preparation programs.)**

PRE-PROFESSIONAL SKILLS TEST	Test #	A. Score	PRE-PROFESSIONAL SKILLS TEST	Test #	Score
PPST:R – Pre-Professional Skills Test: Reading	0710	176	Computer-Based Tests (prior to 1/16/02):		
	0720	175			
PPST:W – Pre-Professional Skills Test: Writing	0730	175	CBT Reading	5710	176
PPST:M – Pre-Professional Skills Test: Mathematics			CBT Writing	5720	175
			CBT Mathematics	5730	175
Computerized PPST (1/16/02 and after)—same passing scores as written PPST:	5710	176			
	5720	175			
	5730	175			
Reading					
Writing					
Mathematics					

**All Praxis scores used for certification must be sent directly from ETS to the State Department of Education electronically, or the original Praxis score report from ETS must be submitted with candidate's application.**

**APPENDIX C**  
**APPLICATION FOR SARTE IN THE MAT DEGREE AND ALTERNATIVE**  
**CERTIFICATION PROGRAM**

\*\*\*\*\*FOR OFFICE USE ONLY\*\*\*\*\*

Speech: _____ Hearing: _____	PPST/CBT Reading (172/319): _____
MAT 610 Grade (B minimum): _____	PPST/CBT Writing (171/316): _____
Group Interview : _____ Yes _____ NO	PPST/CBT Math (170/315): _____
GPA: _____ Sem. Added in SARTE: _____	Principles Learn/Tch (161) : _____
STATUS: _____ Provisional _____ Full _____ Ineligible	Specialty Area: _____, _____

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**APPLICATION FOR SELECTIVE ADMISSION AND RETENTION IN TEACHER**  
**EDUCATION (SARTE)**

INSTRUCTIONS: To apply for admission to the Professional Teacher Education Program: 1) review the Selective Admission and Retention in Teacher Education policies in the University Catalogue; 2) complete this form; 3) return the form to your MAT 610 instructor(s), Department of Teaching and Learning, SLU 10879, Hammond, LA 70402 or Fax to 985-549-5009, Attn. MAT.

Name: \_\_\_\_\_

Last	First	M.I.
Social Security Number: _____		SLU ID Number: _____
Date of Birth: _____		Gender: _____ M _____ F

Ethnic Background: \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_ Year  
 \_\_\_\_\_ White \_\_\_\_\_ Black \_\_\_\_\_ Hispanic \_\_\_\_\_ Asian \_\_\_\_\_ Pacific Islander \_\_\_\_\_ Other

Permanent Mailing Address: \_\_\_\_\_  
 P.O Box or Street Number \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Home Telephone Number: (\_\_\_\_\_) \_\_\_\_\_ Alternative Telephone Number: (\_\_\_\_\_) \_\_\_\_\_  
 E-Mail Address: \_\_\_\_\_

MAT Concentration: \_\_\_\_\_ Elementary/M-M Special Education \_\_\_\_\_ Secondary Education  
 \_\_\_\_\_ Specialty Area

**IMPORTANT**

The teaching profession is highly demanding and remarkably complex. A person desiring to become a teacher must maintain academic standards and demonstrate qualifications for successful teaching including satisfactory performance in field experiences. Therefore, the College of Education and Human Development at Southeastern Louisiana University reserves the right to recruit, admit, and retain in the Professional Program in Teacher Education only those students who show evidence of being capable of performing in an acceptable professional manner. Enrollment in the Professional Program does not guarantee that a student will receive the degree and certification sought simply because he/she completes a number of courses or is in the field the required number of hours.

Louisiana Law prohibits any person convicted of a felony from obtaining teacher certification. I hereby certify that I have never been convicted of a felony.

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Signature of Applicant	Date
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I certify that I have read and understand the requirements for graduation and certification in my selected teaching curriculum and the provisions of selective admission and retention in teacher education. I further certify that I have completed this form correctly and that any falsification will be just cause for the Committee on Selective Admission and Retention in Teacher Education to question my qualifications for admission into the Professional Program in Teacher Education.



## APPENDIX D - COURSE DESCRIPTIONS

**MAT 610. Fundamentals I: Teaching and Learning for General Education.** Credit 3 hours.

Prerequisite: Provisional SARTE Status and concurrent enrollment in MAT 615, MAT 620, and MAT 630. An introduction to general education. Topics include contemporary issues such as the effective educator, school law, rights and responsibilities, educational foundations and philosophies, and best practices including self-assessment. Field experience is required.

**MAT 615. Fundamentals II: Teaching and Learning for Special Education.** Credit 3 hours.

Prerequisites: Provisional SARTE Status and concurrent enrollment MAT 610, MAT 620, and MAT 630. An introduction to children with exceptionalities. Topics include physical, mental, emotional and social traits of individuals with exceptionalities, legal issues related to special education, and current trends. Field experience is required. NOTE: SPED 600 may be substituted for MAT 615.

**MAT 620. Learning and Behavior Theories in General and Mild/Moderate Special Education.**

Credit 3 hours. Prerequisites: Provisional SARTE Status and concurrent enrollment in MAT 610 and MAT 630. The study and application of learning and behavioral theories including taxonomies of learning, pedagogical principles, child and adolescent development, and teaching and managing diverse populations. Field experience is required.

**MAT 622. Classroom Management and Organization for Elementary and Mild/Moderate Special Education.** Credit 3 hours.

Prerequisites: Full SARTE Status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630, and concurrent enrollment in with MAT 631 and MAT 640. The study and application of behavioral and humanistic approaches to classroom management and motivation with an emphasis on process, principles, and theories related to changing inappropriate behaviors. This course includes group management, behavior modification, conflict resolution, assertiveness, responsibility training, anti-social behavior and youth at risk, aggression and mistaken goals and preventive discipline techniques. Field experience will be required.

**MAT 630. Assessment I: General and Special Education.** Credit 3 hours.

Prerequisites: Full SARTE Status and successful completion of MAT 610, MAT 615, and MAT 620. Use of assessment in the modern school program. Topics will include lesson plan development, matching objectives to assessment, informal teacher-made tests and performance-based assessment as well as an introduction to case study design, standardized tests, and curriculum-based assessment. Field experience is required.

**MAT 631. Assessment II: Elementary and Special Education.** Credit 3 hours.

Prerequisites: Full SARTE Status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630. Concurrent enrollment in MAT 622 and MAT 640. Continuation and application of Assessment I (MAT 630). Topics will include reading diagnostics as well as advanced case study design, standardized tests, and curriculum-based assessment. Students will begin to explore topics for their action research projects. Field experience is required.

**MAT 640. Introduction to Reading and Language Arts for Elementary and Mild/Moderate Special Education.** Credit 3 hours.

Prerequisite: Full SARTE Status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630. Concurrent enrollment in MAT 622 and MAT 631. A study of the reading, writing, and language processes as a fundamental aspect of the elementary and special education curriculum.

Special attention will be given to the basic reading skills and strategies needed by mature readers. The latest in theories, methods, and materials will be appraised through study, observations, and demonstrations in classrooms. Field experience is required.

**MAT 650. Integrated Learning Methods: Math, Physical Science, and Information Literacy.**

Credit 3 hours. Prerequisites: Full SARTE Status and successful completion of MAT 610, MAT 615,

MAT 620, MAT 622, MAT 630, MAT 630, MAT 640. Concurrent enrollment in MAT 651 and MAT 652. Integrated course in methodology for teaching math, physical sciences, and information literacy to diverse groups of learners in elementary and special education classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children's literature are also integrated into instructional planning, teaching, and assessment. Field experience is required. Professional development hours are required.

**MAT 651. Integrated Learning Methods: Life Sciences, Health and P. E., and Information Literacy.** Credit 3 hours. Prerequisites: Full SARTE Status and successful completion of MAT 610, MAT 615, MAT 620, MAT 622, MAT 630, MAT 631 and MAT 640. Concurrent enrollment in MAT 651 and MAT 652. Integrated course in methodology for teaching life sciences, health, and physical education to diverse groups of learners in elementary and special education classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children's literature are also integrated into instructional planning, teaching, and assessment. Field experience is required. Professional development hours are required.

**MAT 652. Integrated Learning Methods: Social Studies, Arts, Music, and Information Literacy.** Credit 3 hours. Prerequisites: Full SARTE Status and successful completion of MAT 610, MAT 615, MAT 620, MAT 622, MAT 630, MAT 631 and MAT 640. Concurrent enrollment in MAT 650 and MAT 651. Integrated course in methodology for teaching social studies, arts, music, and information literacy to diverse groups of learners in elementary and special education classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children's literature are also integrated into instructional planning, teaching, and assessment. Field experience is required. Professional development hours are required.

**MAT 670. Research Design for General and Mild/ Moderate Special Education.** Credit 3 hours. Prerequisite: Full SARTE Status and successful completion of all MAT courses other than student teaching or internship. Principles and procedures for exploring, analyzing, and studying educational problems. Qualitative, quantitative, and single-subject research design methods will be examined in relation to their application for improving education for students in elementary and special education classes. Survey of significant research studies and application of research principles within action research in the classroom will be implemented.

**MAT 688. Internship in Elementary Education (Grades 1-5).** Credit 3 hours. Prerequisites: See Requirements for Internship section for the MAT degree program. To be repeated for two consecutive semesters for a total of six hours. An internship designed to meet the requirements for the Master of Arts in Teaching degree program. Approval of the Director of Student Teaching is required. Available on a pass/fail basis only.

**MAT 689. Student Teaching in Elementary Education (Grades 1-5).** Credit 6 hours. Prerequisites: See Requirements for Student Teaching section for the MAT degree program. All day all semester student teaching experiences, including observation, participation, and a minimum of 180 actual clock hours of teaching (with a substantial portion of the 180 hours in a full teaching day) under the supervision of the assigned cooperating school teacher. Students may not student teach outside the teacher education service region. Available on a pass/fail basis only.