

## **MASTER OF ARTS IN TEACHING PURPOSE**

The purpose of the Master of Arts in Teaching (MAT) is to offer an alternative teacher certification pathway.

### **REQUIREMENTS FOR ADMISSIONS**

Students accepted for admission to the MAT degree program will be admitted under the requirements listed below. While enrolled in the first course of the MAT degree, students must make application for full Selective Admission and Retention in Teacher Education (SARTE) status under its current guidelines.

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

1. Meet all university admission requirements that include 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.
2. Possess a bachelor's degree with a 2.5 cumulative GPA or a master's degree with a cumulative GPA of 3.0 from a regionally accredited university or the equivalent from a foreign institution.
3. Achieve passing scores on the PRAXIS I PPST (Reading, Writing, and Mathematics).
4. Achieve a passing score on the PRAXIS II subject matter specialty examination in the certification area being sought. Some certification areas use a specified number of credits in lieu of the specialty examination when Louisiana has not adopted a written examination.

### **SELECTIVE ADMISSION AND RETENTION IN TEACHER EDUCATION (SARTE) POLICIES AND PROCEDURES APPLICABLE TO THE MASTER OF ARTS IN TEACHING DEGREE**

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 advisors and/or department head.

#### I. Admission Procedures

- Students who have been admitted to the graduate school and to the MAT degree enter the program with Provisional SARTE status. Students must register for the first course required in the degree program, MAT 610 – Fundamental I: Teaching and Learning for General Education and make application for Admission to the Professional Program in Teacher Education and full SARTE status.
- Applications for Admission to the Professional Program in Teacher Education are reviewed for compliance with the standards of the Selective Admission and Retention in Teacher Education (SARTE) by the Dean of the College of Education and Human Development and the Dean of Graduate School.
- Students may enroll in the first nine hours of course work during their first semester in the MAT program (MAT 610, MAT 615, and MAT 620) while in Provisional SARTE status. The remaining courses in the MAT degree require full SARTE status by the end of their first semester.
- Students 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.

#### II. 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).
- Complete a speech and hearing screening (refer to the Policy for Speech and Hearing Screening).
- Participate in an organized interview screening (refer to Policy for Interview Screening).
- Not have been convicted of a felony
- Maintain a cumulative 3.0 GPA with no grade below "C" and not more than one "C" grade on graduate work

#### III. 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.

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

#### IV. 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
  - Probation with specified conditions
  - Temporary suspension from the MAT and the Teacher Education Program with specified conditions
  - Expulsion from the MAT degree program and the Teacher Education Program.

#### V. Appeal Procedures

Students who wish to appeal decisions of the SARTE Committee may do so in writing for a joint review by the Dean of the College of Education and Human Development and the Dean of the Graduate School.

## **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
- Be recommended for the degree by the student's major professor upon completion of all requirements stated in the degree plan
- Satisfactorily complete 39-42 semester hours of MAT graduate work for the concentration in elementary (Grades 1-5)/mild-moderate special education or 36 hours of MAT graduate work for the concentration in secondary education
- Satisfactorily complete and defend the program portfolio

## **POLICY FOR STUDENT PORTFOLIOS IN THE MASTER OF ARTS IN TEACHING DEGREE PROGRAM**

As part of the College of Education and Human Development focus on performance-based outcomes, portfolios will be 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 622 or MAT 623, and MAT 630. The Developing Level Portfolio will be submitted as a requirement for student teaching or internship. The Competency Level Portfolio and oral defense are required for graduation. Students are to refer to the *MAT Teacher Preparation Portfolio Handbook* for timelines and content requirements.

## **POLICY FOR SPEECH AND HEARING SCREENING COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT AND THE GRADUATE SCHOOL**

All students enrolled in an approved Teacher Education Program in the College of Education and Human Development will be required to complete a speech and hearing screening. This procedure is designed to detect impairments of articulation, voice, fluency, and hearing acuity which may jeopardize students' potential for success in the profession for which they are training. The screening must be completed during the first course. Fundamentals I: Teaching and Learning for General Education (MAT 610). On campus students may have their screening performed by the University's Speech, Language, and Hearing (SLH) Clinic at scheduled times to be announced during the semester. Distance learning students must contact their primary care physician for a referral to a state licensed and certified speech pathologist and to an audiologist to perform the screening. The form "College of Education and Human Development Speech and Hearing Screening" is to be completed by the independent speech, language and hearing professionals and submitted by the student to the MAT 610 instructor.

Individuals who pass the screening may continue with the SARTE process. Individuals who do not pass the screening must schedule diagnostic counseling with the University's SLH Clinic or private provider within one month of the screening. Students who do not pursue diagnostic counseling will not be permitted to enroll in further professional coursework. During diagnostic counseling, clinical staff members will apprise students of the possible impact of suspected communication difficulties upon their professional training and should determine whether further Speech, Language, and Hearing evaluation is needed. Following the diagnostic counseling session, the student will sign a counseling verification form.

Individuals who do not pass the speech and hearing screening but who receive diagnostic counseling can schedule professional coursework (if other course admission criteria are met) with the recognition that success in some courses may be compromised by impaired communication skills or hearing deficit. If diagnostic counseling indicates that further SLH evaluation is warranted, students will be advised, but not required to schedule an evaluation with a facility that conducts SLH evaluation and/or therapy. Students must submit written notification of their decision to elect evaluation or not to elect evaluation to the College of Education and Human Development within one month of the diagnostic counseling. If therapy is recommended, students will be advised but not required to follow the recommendation(s) of the Speech, Language, and Hearing professional. Students must submit written notification of their decision to elect therapy or not to elect therapy to the College of Education and Human Development.

Participation and or completion of evaluation/therapy will not exempt students from meeting the communication competencies required for completion of their professional coursework. It should be

noted that the speech and hearing screening is not designed to detect impairments in language comprehension/production or deficits in central auditory processing such as auditory memory, auditory discrimination, etc.

## **POLICY FOR INTERVIEW SCREENING COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT AND THE GRADUATE SCHOOL**

All students enrolled in the MAT program will be required to participate in an interview screening. Individuals demonstrating deficiencies will be referred to the Teacher Development Program and must schedule an appointment with the Coordinator of the Teacher Development Program within one month of the screening, or they will not be permitted to enroll in professional coursework. During the counseling sessions, students will be apprised of the probable impact their deficiencies will have upon their professional training.

Students who receive diagnostic counseling may schedule professional coursework (if other course admission criteria are met) with the recognition that success in some courses may be compromised by their deficiencies. If diagnostic counseling indicates that further interventions are warranted, students will be advised but not required to complete a Professional Improvement Plan under the supervision of the Coordinator of the Teacher Development Program.

## **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 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 content examination (PRAXIS II) for the student's area(s) of certification
- Pass the PRAXIS II examination in Principles of Learning and Teaching examination appropriate for the grade level of certification.

The specialty area tests for the dual certification in Elementary Grades 1-5 and Mild/Moderate Special Education is:  
*Grades 1-5: Elementary Education: Content Knowledge*

The specialty areas of certification in Grades 6-12 are:

- Agriculture (Students must have prerequisite 31 hours of approved agriculture coursework and must be employed as an agriculture teacher in a 6-12 state approved school.)
- *Biology and General Science*
- *Business Education*
- *Chemistry, Physics, and General Science*
- *English*
- *Family and Consumer Sciences (Home Economics)*
- *French*
- *German (Students must have prerequisite 31 hours of approved German coursework and must be employed as a German Teacher in a 6-12 state approved school.)*
- *Industrial Technology (Students must have prerequisite 31 hours of approved industrial technology coursework and must be employed as an industrial technology teacher in a 6-12 state approved school.)*
- *Latin (Students must have prerequisite 31 hours of approved Latin coursework and must be employed as a Latin teacher in a 6-12 state approved school.)*
- *Mathematics*
- *Social Studies*
- *Spanish*
- *Speech (Students must have prerequisite 31 hours of an approved group of speech and theatre courses for admission.)*

**Courses for Concentration in Elementary (Grades 1-5) and Special Education(Mild/Moderate)**

*I. Knowledge of the Learner and the 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 681 Student Teaching in Elementary and Mild/Moderate Special Education.....	6 hours
or	
MAT 683 Internship in Elementary and Mild/Moderate Special Education (2 consecutive semesters – 3 hours each semester).....	6 hours
*MAT 682 Practicum in Elementary or Mild/Moderate Special Education.....	3 hours

**TOTAL** -----  
**39-42 hours**

\*When MAT 683 requirements cannot be met, this course will be required to assure candidates have opportunities for working with students in both areas of certification.

**Courses for Concentration in Secondary Education(Grades 6-12)**

*I. Knowledge of the Learner and the 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 623 Classroom Management and Organization for Secondary Education .....	3 hours
MAT 630 Assessment I: General and Mild/Moderate Special Education .....	3 hours

*II. Methodology and Teaching (18 hours)*

MAT 636 Assessment II: Secondary Education.....	3 hours
MAT 642 Literacy Instruction for Secondary Education .....	3 hours
MAT 660 Specialty Area Learning Methods I: Secondary Education .....	3 hours
MAT 661 Specialty Area Learning Methods II: Secondary Education .....	3 hours
MAT 670 Research Design for General and Mild/Moderate Special Education .....	3 hours

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

MAT 686 Student Teaching in Secondary Education .....	6 hours
or	
MAT 687 Internship in Secondary Education (2 consecutive semesters – 3 hours each semester) .....	6 hours

**TOTAL** -----  
**36 hours**

In order to be authorized for Internet courses (other than MAT 610 and MAT 615), the student must be teacher of record teaching at the grade level and in the subject matter content area for which he/she is seeking certification.

## 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 Performance Assessment 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 service region.

## 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 Performance Assessment 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

## 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.

## REQUIREMENTS FOR INTERNSHIPS

To qualify for an internship, a student must:

- Verification that all prerequisites have been met the semester prior to the internship
- Verification that all required parts of Praxis have been successfully passed
- Written recommendation from all of the candidate's 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 principalship and training in 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 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 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
- For internships outside of Southeastern's service region, verification that a qualified external assessor will be assigned to assist the intern

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.

-----

**\*For purposes of this internship, an inclusive classroom will consist of regular education students and a minimum of 3 special education students with mild-moderate disabilities. These students will have active Individual Education Plan (IEP) and optimum interaction between intern and student is expected. An intern seeking dual certification in elementary and mild/moderate special education must enroll in MAT 682 when MAT 683 internship requirements cannot be met. For example, when internships are completed in a classroom setting with only regular classroom students or in a setting with only special education students, this course will be required to assure that candidates have opportunities for working with students in both areas of certification. The practicum cannot be taken during the internship year.**