



MASTER OF ARTS IN TEACHING (MAT)

2021-2022 HANDBOOK

Winston-Salem State University

"Education is not a question of mechanics; it is rather a question of ethics and morality. Education is primarily an effort to realize in man (or woman) his (or hers) possibilities as a thinking and feeling being."

Dr. Simon G. Atkins (1863-1934) WSSU Founder
College of Arts, Science, Business, and Education

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INTRODUCTION

Welcome to WSSU's Master of Arts in Teaching (MAT) program. This handbook is designed to provide you with targeted information to assist you along your MAT journey. However, this handbook does not replace nor supersede the official WSSU Graduate Handbook.

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MASTER OF ARTS IN TEACHING (MAT)

The Master of Arts in Teaching (MAT) is a 30-credit hour graduate program that leads to an initial (A-level) teaching license. The MAT is designed primarily for individuals with a non-teaching bachelor's degree-seeking a teaching license.

The Master of Arts in Teaching, based in the Department of Education within the College of Arts, Science, Business, and Education (CASBE), currently is enrolling students in five teacher licensure specialty areas: Birth through Kindergarten Education (BKE), Elementary Education (ELEM), Health and Physical Education (HPE), Middle Grades Education (MGE), and Special Education (SPE).

Each specialty area track comprises four common MAT courses, four specialty area courses, and an internship experience. Each specialty area can lead to an initial (A) level North Carolina teaching license. Significant field experiences in P-12 classrooms are required to complete the MAT program. Therefore, candidates must plan their schedules accordingly.

Graduates will be able to create positive change in the profession by advocating for students, promoting professional growth, and working collaboratively with peers. The WSSU Educational Preparation Program (EPP) is steeped in the concept of social justice. Therefore, in addition to traditional coursework, our candidates are expected to complete a minimum of 20 community service hours.

MAT PROGRAM LEARNING OUTCOMES

Upon completing the MAT program, graduates will:

1. Provide effective instruction as indicated by aligning their lessons with content standards or learning targets, building upon students' prior knowledge and/or skills, and provide and justify supports for learning.
2. Engage learners in a respectful learning environment as demonstrated by creating a culturally responsive environment, actively engaging the learner, and assisting the learner in developing a deep understanding of the material and/or skill related to the learning goal.
3. Use assessments to improve learning as demonstrated by analyzing their pedagogical practices and the learners' performance, providing effective feedback, and incorporating assessment data into future planning to identify ways to improve student engagement.

4. Use research-based practices to impact their instruction positively, and
5. Create positive change in the profession by advocating for students, promoting professional growth, and working collaboratively with peers.

MAT ADMISSION REQUIREMENTS

Following are the general MAT admission requirements:

- Hold a bachelor's degree from an accredited institution,
- Have an undergraduate GPA of 2.75, with a preferred GPA of 3.0 or higher,
- Submit three letters of reference,
- A completed WSSU graduate application, along with all required documents and fees.

Provisional Status Consideration.

However, if an applicant has a GPA lower than 2.75, their application may be reviewed under the Provisional Status Consideration procedures listed below.

- All applicants with a GPA below 2.75 are required to submit a personal written statement/essay. In their essay, applicants should discuss, at least, their undergraduate school experience, challenges that may have impacted their GPA, personal growth since leaving school, and why they will be successful in graduate school.
- Applicants whose GPA falls between 2.749 and 2.50 will be review by the specialty area program coordinator (PC) and the MAT Coordinator (MATC) on a rolling basis. In addition to the traditional evaluation of the application, the PC and MATC will analyze the effect of the applicant's GPA on the overall MAT cohort's GPA, ensuring the cohort's average is 3.0 or above.
- For applicants whose GPAs are below 2.50, their applications will be reviewed by the MAT Admissions Committee. The Admissions Committee will apply a 10% rule; up to 10% of a MAT cohort can be provisionally accepted outside of our stated requirements.

When evaluating these applicants, some of the items the committee will consider when reviewing the applications are:

- Candidate's last two years of undergraduate coursework,
- Years of relevant experience (will count for priority),
- Strengthen of letters on recommendations,
- Experiences since completing their undergraduate degree,
- Impact of applicant's GPA on the cohorts' average GPA

All students who are accepted provisionally are required to maintain a 3.0 GPA over their first 9-credit hours of graduate-level work to obtain full admittance into the MAT program.

Additionally, for candidates whose undergraduate GPA was below 2.50, the applicant and PCs will develop an academic development plan. These plans may contain, but are not limited to,

- limiting the number of credit hours that can be taken,
- require the use of the university's support services, and
- monitor student's growth during the semester.

PROGRAM PRE OR CO-REQUISITES

- Each specialty area has pre/co-requisites. In addition to the MAT coursework, candidates in:
- The MGE & HPE program must have/complete the content area coursework required for state certification.
- BKE candidates must have or take coursework in child development before taking their specialty area coursework.
- SPE candidates must have or take an Introduction to Special Education before taking their specialty area coursework.

TRANSFER CREDITS

In accordance with the policy of at Winston-Salem State University, and upon the Department of Education's approval, applicants may transfer up to six (6) credits from an accredited graduate education program or from participation in the National Board of Professional Teaching Standards' process recognized by the American Council of Education.

GPA REQUIREMENTS AND TIME LIMIT FOR COMPLETION

MAT Candidates must maintain a 3.0 GPA throughout the program and earn no more than two grades of "C" to remain in good standing. Furthermore, a grade of F in any graduate-level course may be terminated from their program of study.

Candidates have six (6) years to complete the program.

ACADEMIC INTEGRITY

In accordance with the WSSU [Graduate Catalog](#), "Winston-Salem State University puts forth every reasonable effort to maintain academic integrity in the instructional program.

Compromising integrity through acts of academic dishonesty seriously jeopardizes the quality

of instruction and the caliber of education we purport to provide students. Such dishonesty includes:

- Cheating - intentionally and knowingly using unauthorized materials, information, or study aids in any academic exercise or matter.
- Plagiarism - Intentionally and knowingly representing in any academic exercise or matter the words or ideas of another as one's own.
- Fabrication - Intentionally and knowingly falsifying or inventing information or citations in an academic exercise.
- Facilitating Academic Dishonesty - Intentionally and knowingly helping, or attempting to help, another to commit an act of cheating, plagiarism or fabrication."

WSSU Graduate Catalog, pg. 88

PENALTIES FOR ACTS OF ACADEMIC DISHONESTY

"Any respondent who commits an act of academic dishonesty, including a first offense, shall be penalized based on the infractions by the following sanctions. These sanctions are intended to offer guidance to those responsible for recommending penalties. The direction is toward the imposition of more serious disciplinary measures in severe cases.

- Reprimand,
- Reduction in Grade,
- Failing Grade,
- Suspension, or
- Expulsion"

WSSU Graduate Catalog, pg. 90

GRADUATE DEGREE REQUIREMENTS POLICY

Graduate degrees may be conferred upon a student who has successfully completed the plan of study. Persons who wish to graduate must: (1) apply for graduation and (2) complete all graduation requirements by the specified dates for graduation. A graduate student's grade point average cannot be lower than 3.00. No graduate course with a grade lower than "C" will be credited toward a graduate degree. All grades of "F" and "I," which are in the approved graduate plan of study, must be removed before completing a graduation application. For more information on grades, refer to the Grading policy. ([WSSU Graduate Catalog](#))

MASTER OF ARTS IN TEACHING PROGRAM OF STUDY

All MAT specialty area tracks of the MAT are comprised of common MAT courses and discipline-specific courses. There are as follows:

COMMON MAT COURSE

1. EDU 5301: Effective Teaching Skills & Classroom Management
2. EDU 5303: Psychology of Teaching & Learning for Diverse Populations
3. EDU 5347: Building Collaborative Family, School & Community Relationships
4. EDU 6300: MAT Internship Seminar
5. EDU 6323: MAT Internship (Student Teaching)
6. SPE 5310 - Teaching Students with Diverse and Exceptional Learning Needs

SPECIALTY AREA COURSES

BIRTH THROUGH KINDERGARTEN SPECIALTY AREA COURSES

1. BKE 5320: Developmentally Appropriate Instruction and Assessment in Early Childhood Education
2. BKE 5345: Social Justice Advocacy and Public Policy in Early Childhood Education
3. *BKE 6330: Child and Family Observation, Documentation, and Assessment
4. BKE 6335: Advanced Language and Literacy in Early Childhood Education

ELEMENTARY EDUCATION SPECIALTY AREA COURSE

1. EDU 5345: Exploring Theories & Practices in Elementary Mathematics
2. ELE 5310: Teaching & Learning Science & Soc. Studies for Elementary Education
3. ELE 5315: Teaching Literacy and Language Arts in the 21st Century
4. ELE 5320: Research Methodology

MIDDLE GRADES EDUCATION SPECIALTY AREA COURSES

1. EDU 6301 or MGE 6316 or 6317 Middle Grades Methods course
2. MGE 5360: Middle School Philosophy/Organization
3. RED 5311: Teaching Literacy in Middle School
4. *MGE 5370: Early Adolescent Learner

Note: MGE licensure may also require an additional 24 hours of content in the desired certification area (Math, English/Language Arts, or Science).

HEALTH AND PHYSICAL EDUCATION SPECIALTY AREA COURSES

1. PED 5325: Assessment & Supervision in Healthful Living
2. PED 5327: Advanced Teaching Skills in Health and Physical Education
3. PED 5329: cacrse Curriculum Development in Healthful Living
4. PED 5330: Fundamental Concepts of Human Movement

Note: HPE licensure may also require an additional 24 hours of content

SPECIAL EDUCATION SPECIALTY AREA COURSES

1. SPE 5315: Diagnosis and Remediation of Reading Difficulties for Exceptional Students
2. *SPE 5320: Methods for Teaching Mathematics to Students with Special Needs
3. SPE 5322: Instructional Strategies for Teaching Students with High Incidence Disabilities
4. SPE 6310: Assessment and Evaluation of Students with Special Needs

*Denotes courses that are associated with the Preclinical experience.

PRECLINICAL PRACTICUM AND CLINICAL INTERNSHIP REQUIREMENTS

All teacher candidates must complete a year-long supervised field experience as part of their program requirements. Phase one, the preclinical practicum, allows teacher candidates to demonstrate and refine the skills, knowledge, and professional dispositions developed throughout the EPP in preparation for a successful phase two, the clinical internship. During the preclinical practicum, candidates complete a minimum of 90 hours in their assigned preclinical setting(s) with students. (It is preferred that candidates spend a minimum of one day per week for 15 weeks in their clinical setting(s) once P-12 students begin the school year or return after winter break.) The information below serves as an introduction to the preclinical practicum and internship. Candidates should download the *Preclinical Practicum Handbook* and the *Clinical Internship Handbook* from the Office of Field & Clinical Experiences for detailed information regarding these required field experiences.

The preclinical practicum, one component of a program-area course, is carried out under the supervision of a P-12 teacher who serves as the site-based clinical educator and a university supervisor from the candidate's program of study. Both are responsible for guiding the candidate through the experience and evaluating the candidate's performance in the P-12 classroom. The table below lists the preclinical courses by program area.

PRECLINICAL PRACTICUM COURSES BY MAT PROGRAM AREA

Licensure Area	Preclinical Practicum Course
Birth-through-Kindergarten Education	BKE 6330 Child and Family Observation, Documentation, and Assessment
Elementary Education	ELE 5345 Exploring Theories & Practices in Elementary Mathematics
Health and Physical Education	PED 5327 Advanced Teaching Skills in Health and Physical Education
Middle Grades Education	MGE 5370 Early Adolescent Learner
Special Education	SPE 5320 Methods for Teaching Mathematics to Students with Special Needs

THE PRECLINICAL APPLICATION PROCESS & REQUIREMENTS

Candidates must request the link to the web-based *Preclinical and Student Teaching Application/MAT Internship* from their advisor. Once advisors approve candidates for placement, they will be invited to enroll in the Combined Preclinical Practicum Canvas course, where they will upload all required supporting documents. In addition, the Office of Clinical & Field Experiences will hold Information Sessions for candidates to outline the application process and answer questions.

Please Note:

- Candidates employed in settings within their licensure area may request to use their employment site as their preclinical and clinical placement site. A site administrator would approve this request on the *Employment and Placement Confirmation Form* accessed from the Combined Preclinical Canvas course.
- Candidates may not be placed in classrooms or schools where relatives or friends work. If candidates are inadvertently placed in such classrooms, they must promptly notify the director of the Office of Field & Clinical Experiences so that another placement may be secured.
- It is expected that preclinical candidates will transition to the clinical internship the semester following the preclinical practicum. In the event teacher candidates choose to delay their clinical internship, they must notify their advisor and the Office of Field & Clinical Experiences before the end of the preclinical semester. They must also upload a *Delay of Clinical Internship Form* to *Taskstream* with their *Preclinical Checklist* at the end of the preclinical semester. This form may be accessed from the Combined Preclinical Canvas course or the Office of Field & Clinical Experiences webpage.

Application Deadlines

To allow optimal placements, MAT candidates are to apply for the preclinical practicum before moving to the MAT Transition Point #2 (see the WSSU EPP MAT Progression Checklist)

Phase two, the clinical internship, is a semester-long experience completed (by design) in the same classroom(s) as the preclinical practicum. Candidates spend 16 weeks (every day/all day) in their assigned settings for the clinical internship. The overall goal of the clinical internship is for candidates to demonstrate their proficiency in meeting the North Carolina Professional Teaching Standards:

- 1) Teachers demonstrate leadership,
- 2) Teachers establish a respectful environment for a diverse population of students,
- 3) Teachers know the content they teach,
- 4) Teachers facilitate learning for their students,
- 5) Teachers reflect on their practice, and
- 6) Teachers contribute to the academic success of students.

In meeting the North Carolina Professional Teaching Standards, clinical interns demonstrate competence in the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the EPP's Conceptual Framework Core Propositions, and the Charlotte Danielson Framework for Teaching components. Clinical Interns are also expected to adhere to the Code of Ethics for North Carolina Educators. Like the preclinical practicum, the clinical internship is carried out under the supervision of a licensed P-12 teacher who serves as the clinical educator and a university supervisor from the candidate's program of study.

Clinical interns enroll in EDU 6323 MAT Internship and EDU 6300 Graduate Special Issues, attend weekly seminars, and required professional development while completing the requirements for their program.

LICENSURE REQUIREMENTS

All public-school teachers must hold a license for the subject or grade level they teach or for the professional assignment they hold. In addition, before persons can apply for an initial license in North Carolina, they must have received a degree in the relevant subject from a North Carolina accredited teacher education institution or completed a state-approved alternative route to licensure and earned a bachelor's degree from a regionally accredited college.

Upon satisfactory completion of the major requirements and the state-required assessments, candidates will be eligible for initial teaching licensure in North Carolina. Candidates must have the following to be recommended for the North Carolina Initial Professional License:

- a minimum 2.75 cumulative GPA (3.0 preferred),
- a 2.75 GPA (3.0 preferred) in the applicable content area(s), and
- have taken and passed state-required exams,

Please note that the licensing process is separate from your program completion and degree conferral.

EDTPA/SUBJECT AREA TESTING/LICENSURE SUBJECT ASSESSMENTS

EDTPA

The edTPA is a performance-based assessment that is required for all candidates seeking initial licensure in North Carolina. Teaching candidates complete their edTPA assessment during their clinical experience. The edTPA consists of Task 1 – Planning, Task 2 – Instruction, and Task 3 – Assessment.

To complete edTPA, preservice teachers must

- Develop a "learning segment" comprised of a certain number of lessons (Task 1-Planning).
- Instruction videotape and critique themselves teaching part of that learning segment (Task 2-instruction), and
- Analyze their assessments of student learning and critique their feedback to students (Task 3-Assessment).

The Praxis Subject Assessment

- The Praxis Subject Assessments (formally known as Praxis II) measure knowledge of specific subjects that K–12 educators will teach, as well as general and subject-specific teaching skills and knowledge.
- Praxis II Mathematics Exam Option for Elementary Education and Special Education Program Candidates.
 - The North Carolina Board of Education passed an adjustment to policy LICN-003, which allows the use of the Praxis II Elementary Education: Content Knowledge for Teaching Mathematics 7813 test as an option to meet the mathematics requirement for the Elementary Education (K-6) and Special Education license effective April 6, 2019.

NC Foundations of Reading/General Curriculum Mathematics Subtest
(Commonly known as the Pearson Exam)

- Elementary Education and Special Education Program Candidates are required to take the Foundations of Reading/General Curriculum. In addition, special Education Program Candidates are also required to take the Praxis Subject Assessment exam for Exceptional Children: General Curriculum (K-12).
- The Foundations of Reading test for NC assesses proficiency in and depth of understanding of the subject of reading and writing development. The test reflects scientifically based reading research and is aligned with the North Carolina Common Core State Standards.
- The General Curriculum Mathematics subtest for NC assesses proficiency in and depth of understanding mathematics.
- In the final year of entering the Educator Preparation Program, the Candidate will register, take, and successfully pass the NC Foundations of Reading and either the General Curriculum Math Pearson or the Praxis II Elementary Education: Content Knowledge for Teaching Mathematics.

North Carolina State Board of Education Approved Testing Requirements

Important licensure testing registration note: You must designate Winston-Salem State University (code 5909) and the North Carolina of Public Instruction (NCDPI) as the score recipient (code 7846).

Licensure Area	Required Test	Test Code	Required Score
Elementary Education (K-6) <i>The North Carolina Board of Education passed an adjustment to policy LICN-003, which allows the use of the Elementary Education: Content Knowledge for Teaching Mathematics CKT test as an option to meet the mathematics requirement for the Elementary Education (K-6) license effective April 6, 2019.</i>	NC Foundations of Reading	090	229
	General Curriculum Mathematics subtest	203	227
	<i>In lieu of the General Curriculum Mathematics subtest</i> Praxis Licensure Subject Assessment Elementary Education: Mathematics— CKT subtest	7813	150
Health and Physical Education (K-12)	Health and Physical Education: Content Knowledge	5857	160
Middle Grades Education-	Middle School English Language Arts	5047	164

(Language Arts, Mathematics, Science and Social Studies)	Middle School Mathematics (On-screen graphing calculator provided.)	5169	165
	Middle School Science	5440 (Effective until Aug 2021) OR 5442 (Effective Sept 2020)	150
	Middle School Social Studies	5089	149
Music Education (K–12)	Music: Content and Instruction	5114	162
Secondary English Education (9-12)	English Language Arts: Content Knowledge	5038	167
Secondary Mathematics Education (9-12)	Mathematics: Content Knowledge (On-screen graphing calculator provided.)	5161	160
Special Education: General Curriculum (K–12)	Special Education: Core Knowledge and Mild to Moderate Applications	5543	158
	NC Foundations of Reading	090	229
	General Curriculum Mathematics subtest	203	227
	<i>In lieu of the General Curriculum Mathematics subtest</i> Praxis Licensure Subject Assessment Elementary Education: Mathematics— CKT subtest	7813	150

RAM RESIDENCY LICENSE PATHWAY INFORMATION

The North Carolina Residency License (RL) is a teaching licensure pathway, replacing what was previously known as lateral entry. The Residency License is a one-year pathway, renewable up to two times for a total of three years. Individuals who wish to pursue North Carolina Residency License may apply for enrollment through the Winston-Salem State University (WSSU) Master of Arts in Teaching (MAT) Program. To qualify for Residency License status, the individual must have the following:

- a baccalaureate degree from a regionally accredited institution
- a cumulative GPA of 2.75 minimum, 3.0 or higher preferred and
- completed 24 hours of coursework in the requested licensure area or passed the North Carolina State Board of Education (NCSBE) required content area examination(s) for the requested licensure area, and
- fulfill the WSSU MAT Educator Preparation Program (EPP) admission requirements.

RAM RESIDENCY LICENSE PATHWAYS

The WSSU MAT Program offers the following concentrations for RAM Residency:

- Birth-Kindergarten Education (B-K)
- Elementary Education (K-6)
- Health and Physical Education (K-12)
- Middle Grades Education (6-9)
 - o English Language Arts
 - o Mathematics
 - o Science
- Special Education: General Curriculum (K-12)

RAM RESIDENCY LICENSE PROCEDURE

Once the applicant is affiliated with the WSSU EPP MAT Program and fulfilled all MAT EPP admissions requirements in addition to meeting all other requirements established by the NC State Board of Education, including completing preservice requirements prior to teaching, a plan of study will be developed by the coordinator of the appropriate Educator Preparation Program licensure area of study following receipt of the WSSU Graduate Admissions application. The applicant must obtain the signature from the LEA on the Residency License Verification form before forwarding the form to the WSSU EPP Licensure Officer.

Please complete the following steps to become a RAM Resident.

- Step 1: Complete the application to the Winston-Salem State University Graduate and Professional Programs and be accepted to the Master of Arts in Teaching (MAT) EPP Program.
- Step 2: [Complete an EPP RAM Residency Application](#).
- Step 3: Meet with the Program Coordinator of the chosen licensure area to receive a program of study.
- Step 4: Receive signature on the [Residency License Verification/Certification of Supervision Form](#)

MASTER OF ARTS IN TEACHING (MAT) ADVISEMENT FORM

	Semester taken	Grade
Required MAT Courses		
EDU 5301: Effective Teaching Skills and Classroom Management		
EDU 5303: Psychology of Teaching and Learning for Diverse Populations		
EDU 5343: Building Collaborative Family, School, & Community Relationships		
SPE 5310: Teaching Students with Diverse and Exceptional Learning Needs		
EDU 6323: MAT Internship		
EDU 6300: MAT Internship Seminar		
Birth through Kindergarten Specialty Area Courses		
BKE 5320: Developmentally Appropriate Instruction and Assessment in Early Childhood Education		
BKE 5345: Social Justice Advocacy and Public Policy in Early Childhood Education		
BKE 6330: Child and Family Observation, Documentation, and Assessment		
BKE 6335: Advanced Language and Literacy in Early Childhood Education		
Elementary Education Specialty Area Courses		
EDU 5345: Exploring Theories & Practices in Elementary Mathematics		
ELE 5310: Teaching & Learning Science & Soc. Studies for Elementary Education		
ELE 5315: Teaching Literacy and Language Arts in the 21st Century		
ELE 5320: Research Methodology		
Health and Physical Education Specialty Area Courses		
PED 5325: Assessment & Supervision in Healthful Living		
PED 5327: Advanced Teaching Skills in Health and Physical Education		
PED 5329: cacrse Curriculum Development in Healthful Living		
PED 5330: Fundamental Concepts of Human Movement		
Students seeking HPE teacher licensure are required to have a minimum of 24 credit hours in the content area or pass the Praxis II content area exam		
Middle Grades Education (MGE) Specialty Area Courses		
EDU 6301, or MGE 6316 or MGE 6317-Middle Grades methods course		
MGE 5360: Middle School Phil/Organization		
RED 5311: Teach Literacy in Middle School		
MGE 5370: Early Adolescent Learner		
Students seeking MGE teacher licensure are required to have a minimum of 24 credit hours in the content area of their desired certification area or pass the Praxis II content area exam		
Special Education Specialty Area Courses		
SPE 5315: Diagnosis and Remediation of Reading Difficulties for Exceptional Students		
SPE 5320: Methods for Teaching Mathematics to Students with Special Needs		
SPE 5322: Instructional Strategies for Teaching Students with High Incidence Disabilities		
SPE 6310: Assessment and Evaluation of Students with Special Needs		

A grade of F in any graduate-level course is cause for termination from the MAT program of study.



Name: _____

Date: Click or tap to enter a date.

Program Area: Choose an item.

Program Area Coordinator: Choose an item.

Transition Point #1

- Fully admitted into the MAT program
- Completed the first 12 hours of MAT coursework
- Maintained at least a GPA of 3.0 with no more than two grades of C, and no grades below C on required coursework
- Completed and uploaded to TaskStream mock edTPA task 1 assignment in EDU 5301
- Completed and uploaded to TaskStream mock edTPA Task 2 assignment in EDU 5303
- Working towards the completion of 20 community service hours

Transition Point #2

- Completed or in the process of completing 21 credit hours of MAT coursework
- Maintained at least a GPA of 3.0 with no more than two grades of C, and no grades below C on required coursework
- Completed a mock edTPA Task 3 assignment in Choose an item.
- Completed preclinical hours
- Demonstrated or submitted evidence of competency in the use of educational technology
- Working towards the completion of 20 community service hours

Program Completion

- Completed all required MAT coursework with a minimal GPA of 3.0 with no more than two grades of C, and no grades below C on required coursework. Additionally, a grade of F in any graduate-level course is cause for termination from the MAT program of study.
- Received a passing score edTPA
- Completed a total of 20 community service hours
- Taken all state-required teacher licensure exams
- Completed MAT Internship
- Completed WSSU Exit Survey
- Submitted all required forms to the licensure officer

COURSE DESCRIPTIONS

BKE 5320 - Developmentally Appropriate Instruction and Assessment in Early Childhood

In this course, participants will examine developmentally appropriate instruction and assessment, keeping an eye on the atypical and typical development of young children. Participants will learn how to use what they know about child development to make thoughtful and appropriate decision for instruction and assessment. A 10-hour field experience is required in which students observe and participate in reflective analysis.

BKE 5345 - Social Justice Advocacy and Public Policy in Early Childhood Education

The field of Early Care and Education (ECE) is expanding rapidly in line with increasing knowledge about the importance of early brain development and the potential impact of Adverse Childhood Experiences. This course provides students with an understanding of the roles for social justice and public policy in ECE systems and settings. The roles of educators are also expanding; practitioners are now teaming with other professionals from child development, education, and behavioral health to support families in creating brighter futures for all children. This course for BKE students is designed to highlight the multiple roles of early childhood educators in a variety of ECE settings and to integrate and enhance micro, mezzo and macro skills for social justice and public policy initiatives in this complex field. ECE settings include community-based early childhood education programs, schools, early intervention programs, as well as programs in child welfare, mental health, and healthcare systems. Just as the scope of services offered in such programs varies, the roles and skills of educators employed in these programs vary. We will focus on parent education, school readiness, family engagement and support, multi-disciplinary collaboration, social justice, quality improvement, policy advocacy and fund development.

BKE 6330 - Child and Family Observation, Documentation, and Assessment

This course provides students with an understanding of the forms, functions, methods, and roles of assessment for planning and implementing effective early childhood programs for young children from diverse cultures and with varied learning needs. The students will explore both quantitative and qualitative approaches to evaluation and assessment. They will learn about technological adaptations to enhance the assessment process. Students will gain an understanding of appropriate strategies for conducting, reporting, and decision making related to specific functions of assessment. They will learn about assessment strategies necessary for second language learners and about adaptations for children with disabilities. They will use selected assessment strategies with young children in their field placements and are expected to become competent in the use of authentic assessment strategies to describe a child's learning strengths and instructional needs.

BKE 6335 - Language and Literacy in Early Childhood

This course is designed to teach graduate students how to recognize and implement appropriate environmental strategies that support early literacy development and appropriate early experiences with books and writing. Emphasis is placed on speaking and listening, as well as reading and writing readiness. Upon completion of the course, students will be able to select, plan, implement, and evaluate appropriate early literacy experiences.

EDU 5301 - Effective Teaching Skills and Classroom Management

This course combines effective teaching skills and classroom management into one comprehensive course. It is designed to provide basic pedagogical tools necessary for creating effective teaching, learning and classroom management environments. Students are required to demonstrate: Critical teaching skills, multiple assessment strategies, micro-teaching, and other instructional models. It also incorporates current research on effective strategies for improving classroom discipline, motivation, and interpersonal relationships. Students will create a classroom management plan, research best practices in classroom management and prepare presentations of effective discipline strategies, classroom management techniques and discipline models.

EDU 5303 - Psychology of Teaching & Learning for Diverse Populations

This course examines theories of teaching and learning as they relate to the social, affective, cognitive, and physical development of children. The course includes a review of child development and learning theories, with special consideration of issues of gender, culture, class, and ethnicity. These factors are analyzed within the psychological, social, and cultural contexts of the family, community, and school. The focus will be on the relationships between the developing child and the contexts in which he/she lives. The course also provides an introduction to the selection, planning and evaluation of instructional strategies based on an awareness of their developmental and cultural appropriateness.

EDU 5345 - Exploring Theories and Practices in Elementary Mathematics

This course is designed to provide candidates with the mathematical grounding in current theories and practices while introducing them to the mathematical knowledge and rigor needed to develop, implement, and appropriately assess effective methods for teaching mathematics to elementary school students. Candidates will use the NC Common Core Standards as the basis; yet innovative applications of the required content are encouraged to stimulate young learners. Candidates will complete the required edTPA in this course and submit for national scoring.

EDU 5347 - Building Collaborative Family, School & Community Relationships

This course is designed to provide students with theory, general principles, and procedures for fostering collaborative partnerships with culturally and linguistically diverse families, educational professionals, and other community stakeholders that lead to learning and empowerment outcomes. It also emphasizes how parents and teachers may use community agencies whose activities may benefit children's development. This course emphasizes techniques used in interviews, conferences, and referrals by school personnel with parents of children with and without disabilities, and strategies practiced by agency professionals who work with families.

EDU 6300 - MAT Internship Seminar

In conjunction with the MAT Internship, this course is the capstone experience where students bridge the gap between theory and practice. The course focuses on culturally responsive pedagogies, professional knowledge, and positive dispositions. Additionally, in unison with the MAT Internship, students complete various activities necessary for obtaining an NC teaching license. During the MAT Internship Seminar, Interns have an opportunity to share, support, and reflect on their developing teaching competencies

EDU 6323 - MAT Internship

This course provides supervised, field-based experiences in observation, instruction, and administration of programs for students in education. It provides structure and practice for teachers who want to strengthen the implementation of advanced instructional competencies through collaborative, reflective practice. Teaching experiences focus on building advanced content knowledge and pedagogical skills, conducting research, and providing collaborative leadership to other teachers. Also, this course will assist participants in the translation of theories of instruction and research into effective practice and help participants. Building on the candidate's solid bachelor's degree, the M.A.T. focuses primarily on developing and extending the pedagogical, leadership, and research skills needed by teachers.

ELE 5310 - Teaching and Learning Science and Social Studies Content with Elementary Learners

This course emphasizes the integration of concepts of both elementary science and social studies content within an increasingly multicultural classroom/community environment. Candidates experience various means of developing, implementing, and assessing both curricula in innovative methods that encourage engagement and motivate the learner.

ELE 5315 - Teaching Literacy and Language in the 21st Century

This course provides a framework for the development of literacy and language in children. It emphasizes the importance of the science of reading as it integrates the concepts of language and vocabulary uses in the elementary setting. It is designed to help candidates acquire the

knowledge to build on what children bring to oral language, reading and writing, while creating developmentally appropriate language and literacy activities.

ELE 5320 - Research Methodology

Educational research methods are constructed to assist candidates in their growth and expansion as independent researchers. Through practical experiences and exposure to research literature, terminology, and methods/practices, the course seeks to develop candidates' ability to locate, analyze, and interpret research data, thus candidates will select a research topic and complete research in a field of education

MGE 5360 - Middle School Phil/Organization

According to *This We Believe* published by the National Middle School Association in 1982 and revised in 1995, and *This We Believe: Successful Schools for Young Adolescents* (2003) the middle school is an educational response to the needs and characteristics of youngsters during early adolescence and, as such, deals with the full range of intellectual and developmental needs. In addition, the developmental diversity of this age group makes it especially difficult to organize an educational program that adequately meets the needs of all.

This course provides an opportunity for students to analyze essential characteristics of the middle school including the following: curriculum designs appropriate for students at this age level, alternative designs for teacher-student guidance programs, interdisciplinary team organizations for student grouping, developmentally appropriate assessment strategies, diversity issues and organizational features of the effective middle school.

MGE 5370 - Early Adolescent Learner

This course is designed to develop an understanding of the major concepts, theories, and research related to the intellectual, physical, social, emotional, and moral development of early adolescents. The course also analyzes the role that the classroom, family, peer group, community, and society have on the development of young adolescents. The above knowledge is intended to lay the foundation for teachers of middle and high school students so they may maximize learning opportunities for middle and secondary school-age students. Provisions are made in this course to complete 12 clock hours of field experience.

MGE 6301 - Integrative Teaching Middle School

This course teaches the principles and methods of teaching English/Language Arts to middle grade learners through content integration. Students will plan interdisciplinary and integrative study units, work in teams and focus teaching on the development of the emergent adolescent. Practices such as individualized skill development, uses of technology, democratic process, writing across the curriculum, problem solving, creativity, in-depth explorations, and guidance

will be studied. Integrative approaches will include infusing reading and literacy skills in the middle school core using a teaming approach.

PED 5325 - Assessment & Supervision in Healthful Living

This course is designed to increase knowledge of the current theory and practice of testing, evaluation, and research in physical education, with emphasis on the methods and tools of research. Measurement and evaluation principles including basic statistical techniques will be applied to research problems in health and physical education. Emphasis will be placed on concepts such as authentic assessment, competency-based evaluation, portfolio assessment, needs assessment and program evaluation.

PED 5327 - Advanced Teaching Skills in Health and Physical Education

This course is designed to enhance the knowledge, skills, and concepts of health and physical education pertinent to health and secondary physical education. The course identifies appropriate teaching sequences, assessment strategies, and developmentally appropriate modifications to enhance student learning in health and secondary physical education. Content focus will be on activities involving individual and group skills to diversify movement efficiency for health and secondary physical education. Strategies for integrating classroom concepts and fitness concepts into these activities will be addressed.

PED 5329 - Course Curriculum Development in Healthful Living

This course is designed to provide knowledge of the curriculum-development process in Healthful Living; plans and regulations for the conduct of the curriculum in physical education; and the formulation of a curriculum outline for elementary, junior high, and senior high schools. It addresses curriculum adolescents' needs and interests. This course will also help students understand strategies for implementing literacy in physical education. Emphasis is placed on the understanding of the national (NASPE Standards for Physical Education and Health Teachers), State and local standards.

PED 5330 - Fundamental Concepts of Human Movement

This course will examine principles of physical education based upon physiology, psychology, and motor development. It will include analysis of these areas as they relate to plans and regulations for the conduct of the curriculum in physical education; criteria for the evaluation and selection of activities; and evaluation and measurement.

RED 5311 - Teaching Literacy across the Curriculum

Teaching Literacy in the Middle School is a graduate-level course developed for middle school teachers. This three-hour course explores methods for teaching middle school students to read, write, think, and learn in ways that allow them to master the subject matter and meaningfully

apply their understanding. Candidates are introduced to and engaged in the use of a wide range of research-based instructional practices and approaches. Teacher candidates learn to plan lessons that teach content and nurture greater literacy use in the content areas. Pre-, during-, and post-reading strategies are explored, along with assessment strategies that give middle grades students a continuous view of their literacy progress and achievement in the content areas. Also introduced are methods of teaching writing that enlarge and deepen students' understanding of subject matter. Teacher candidates will be introduced in this course to the use of technology in teaching literacy in the content areas. (Field work will be required)

SPE 5310 - Teaching Students with Diverse and Exceptional Learning Needs

This course is designed to give prospective teachers foundational knowledge and the basic understandings needed to work with students with exceptionalities and learners from culturally and linguistically diverse backgrounds. The course covers a range of topics, such as the characteristics of, and research validated teaching strategies for students with exceptionalities, inclusive practices Multi-Tiered Systems of Supports (MTSS), co-teaching and collaboration, working with students at risk for school failure, and students from culturally and linguistically diverse backgrounds. The course addresses strategies for the development, implementation, and monitoring of Individualized Education Program (IEPs) and related instructional planning for exceptional students within the general curriculum.

SPE 5315 - Diagnosis and Remediation of Reading Difficulties for Exceptional Students

This course is designed to meet the needs of teachers working with students with special needs. An in-depth study of the causes of reading difficulties will be made. Both formal and informal instruments for diagnosis of these difficulties will be analyzed, evaluated, and administered. Emphasis will be placed on constructing and using these diagnostic instruments. Tests that schools are required to administer in the regular classroom will be studied, administered and evaluated. Equipment, materials, and methods of remediation of reading difficulties will be highlighted and evaluated. Students will use assessment materials and plan for remediation of students through the WSSU Literacy Assessment Project.

SPE 5320 – Methods for Teaching Mathematics to Students with Special Needs

This graduate level course is designed for individuals preparing to teach in the area of special education (K-12). Teacher candidates will explore a variety of teaching techniques for teaching students with special needs. With special emphasis placed on assisting the struggling student develop both conceptual and procedure knowledge in the area of mathematics. Field placement hours connected to your preclinical experience are required.

SPE 5322 – Instructional Strategies for Students with High Incident Disabilities

This graduate level course is designed for candidates seeking a Mastered degree in education with a concentration in Special Education: General Curriculum. This course will enable graduate students to further develop their own understanding of the field of mental, learning, and emotional disabilities. This understanding will expand upon the theoretical models utilized, as well as the implications for developing strategies and techniques for classroom use.

SPE 6310 – Assessment and Measurement of Exceptional Student

This graduate level course is designed to provide teacher candidates with an understanding of the process of collecting, analyzing, and interpreting data from a variety of relevant sources use for educational and instructional decisions regarding individuals with special needs. The course will cover the appropriate selection, administration, and interpretation of measures to identify students for special education. Additionally, it will familiarize the teacher candidate with basic assessment terminologies and principles as well as various tests measuring achievement, aptitude, behavior, and social skills. Current issues in assessment will also be cover, such as response to intervention (RTI) and Curriculum-Based Assessment (CBM), will be covered. Students will administer, score, and report the results of assessment measures as well as develop an instructional unit based on the results of their assessment.