

Master of Arts in Teaching Program Handbook

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The Master of Arts in Teaching (MAT) program is designed for bachelor's degree holders who are knowledgeable in their content area and who wish to earn teacher certification at the same time as earning a master's degree. The MAT is a 36-39 hour degree designed to develop the knowledge, skills, and dispositions necessary to engage students in meaningful learning, build positive relationships with students and families, and continuously improve as an educator.

Upon completion of the Master of Arts in Teaching program, students will:

- 1) Understand the dynamics and vicissitudes of modern students, including the developmental, cultural, social, emotional and physical influences on their learning.
- 2) Understand that schooling occurs within a social and political context, and is subject to local, state, national and global influences.
- 3) Recognize various factors that influence students' motivation, and appropriately adjust such factors to improve students' motivation to meet high standards of learning.
- 4) Design, plan and deliver instruction that is relevant to students, addresses learning objectives for all students, and facilitates multiple levels of learning.
- 5) Utilize content knowledge to design, plan and deliver lessons/units that are accessible and meaningful for learners.
- 6) Utilize content knowledge to engage learners in critical thinking, creativity and collaborative problem solving.
- 7) Apply a variety of classroom management theories and techniques that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation.
- 8) Use multiple methods of formative and summative assessment to evaluate students' performance and inform instruction.
- 9) Thoughtfully demonstrate habits of a lifelong devotion to learning through engagement in professional development and reflection.
- 10) Initiate collaborations with colleagues, families, other school professionals and community agencies to enhance student learning.
- 11) Use technology to plan and deliver and differentiate instruction that addresses learning objectives for all students, and facilitates multiple levels of learning.

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The primary reference for rules, policies, and procedures concerning graduate education at Northern Kentucky University is the [Graduate Catalog](#) published by the Graduate School. The policies detailed in this program handbook are specific to MAT students, but MAT students must also comply with the same policies that apply to all graduate students.

University mentor: a person selected by the university and named in a candidate's Option 6

Candidates progress through the MAT program in a planned program, laid out in a curriculum contract. Your curriculum contract lays out which courses to take in each term. Do not deviate from this sequence without first consulting with the MAT program facilitator.

To earn the MAT degree, candidates are required to complete a core curriculum of 19 credit hours, methods courses of between 3-6 credit hours (depending on area of certification), and field and clinical or professional lab experiences totaling 14 credit hours, for a total of 36-39 credit hours.

Core curriculum (19 credit hours):

- EDMT 610 Foundation of American Schooling (2 credits)
- EDMT 611 Studies of the Learners (2 credits)
- EDMT 612 Classroom Management (2 credits)
- EDMT 621 Students with Exceptionalities in the Middle/Secondary Classrooms (3 credits)
- EDMT 622 Cultural Identity in Schooling (2 credits)
- EDMT 632 Curriculum Design and Assessment (3 credits)
- EDMT 641 Technology in Middle/Secondary Classrooms (2 credits)
- EDU 530 Reading in Junior and Senior High School (3 credits)

Methods courses (3-6 credit hours):

Candidates seeking certification in any certification area except secondary English must take one 3-credit hour methods course.
Secondary English candidates are required to take two 3-credit hour methods courses.
Candidates pursuing two content areas are required to take a methods course in each area.

Field and clinical experiences (14 credit hours):

- EDMT 693 Field Experience (5 credits total; taken across multiple semesters)
Either
 - o EDMT 695 and EDMT 697 Clinical Experience (9 credits) OR
 - o EDMT 696 and EDMT 698 Professional Lab Experience (9 credits)

Total hours: 36-39

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Whether accomplished through placement in a certified teacher's classroom or in your own

students since the PK-12 CE will also be supporting the growth and development of the candidate.

The PK-12 CE provides supervision to the candidate and agrees to host the candidate for the amount of time required by the field or clinical experience. Specific duties include:

- becoming acquainted with the background, special interests, and educational experiences of the candidate.

- Preparing the students in advance so they will view the candidate as a co-teacher whose decisions will be supported by the PK-12 CE.

- orienting the candidate to school and classroom procedures and policies.

- making the candidate feel useful, comfortable, and an integral part of the school staff.

- providing the candidate with instructional materials and resources.

The candidate must demonstrate respect for all students, parents, colleagues, supervisors, and

Several opinions have been issued by the Attorney General regarding the legal status of

If challenges arise in a field, clinical, or professional lab experience, face-to-face discussion between the involved parties (PK-12 CE, UCE, and/or the candidate) should take place within two business days of the challenge. The MAT program facilitator should be notified via email by all involved parties of the conflict and discussion within 24 hours of the discussion. Upon notification, the MAT program facilitator can make one of three decisions:

1. no further intervention is needed at this time;
2. a written remediation plan is needed at this time;
3. the placement needs to be immediately terminated.

Written remediation plan

In consultation with the PK-12 CE, UCE and/or school principal, the MAT program facilitator may create a written remediation plan for the candidate. The remediation plan will include specific outcomes the candidate must achieve and deadlines by which those outcomes must be achieved. The remediation plan will be signed by the candidate, PK-12 CE, UCE, and MAT program facilitator. The candidate, PK-12 CE, UCE, and MAT program facilitator will receive a copy.

The plan will be monitored by the UCE who will send notifications of progress to the MAT program facilitator on a regular basis.

If the outcomes of the remediation plan are achieved by the deadlines established on the remediation plan, the UCE will formally close the remediation plan by sending an email to the candidate, PK-12 CE, and MAT program facilitator.

If the outcomes of the remediation plan are not achieved by the deadlines established on the remediation plan, within two business days of the outcomes not being achieved by the stated deadlines, the UCE will formally notify the candidate, PK-12 CE, and MAT program facilitator via email that the remediation plan has not been met.

Upon receiving notification that a remediation plan has not been met, the MAT program facilitator will schedule a meeting with the candidate. This meeting will occur within 3 business days of the notification. Prior to this meeting, the MAT program facilitator may gather additional information from the candidate, PK-12 CE, UCE, other faculty, and/or other school personnel. At this meeting, the MAT program facilitator may choose one or more of the following options:

- remove the candidate from the field, clinical, or professional lab placement (note: in cases where the candidate is employed on an Option 6 certificate, the MAT program facilitator cannot terminate employment but may decide that the candidate may not continue using their own classroom for field, clinical, or professional lab experience).
- attempt to locate an alternative field, clinical, or professional lab experience placement for the remainder of the term.

not attempt to locate an alternative field, clinical, or professional lab experience placement for the remainder of the term.
assign a grade of F for the field, clinical, or professional lab experience.
recommend the dismissal of the candidate from the MAT program.

Immediate termination of the placement

Upon the written recommendation of the PK-12 CE, UCE, or principal, and acceptance of that recommendation by the MAT program facilitator, a candidate's placement may be terminated without a remediation plan. Upon receiving notification of such a request, the MAT program facilitator will schedule a meeting with the candidate. This meeting will occur within 3 business days of the notification. Prior to this meeting, the MAT program facilitator may gather additional information from the candidate, PK-12 CE, UCE, other faculty, and/or other school personnel. At this meeting, the MAT program facilitator may choose one or more of the following options:

- remove the candidate from the field, clinical, or professional lab placement (note: in cases where the candidate is employed on an Option 6 certificate, the MAT program facilitator cannot terminate employment but may decide that the candidate may not continue using their own classroom for field, clinical, or professional lab experience).
- attempt to locate an alternative field, clinical, or professional lab experience placement for the remainder of the term.
- not attempt to locate an alternative field, clinical, or professional lab experience placement for the remainder of the term.
- assign a grade of F for the field, clinical, or professional lab experience.
- recommend the dismissal of the candidate from the MAT program.

If a candidate quits, walks out, or leaves a placement on their own decision, they will not be given an alternative placement for that te

Candidates make progress through the MAT program by earning passing grades in their core and methods courses, field experience courses, and clinical or professional lab experience courses. Core and methods courses are passed based on the individual course syllabi established by individual course instructors. Field, clinical, and professional lab experience courses are passed based on their syllabi and also meeting minimum standards in dispositions and professional behaviors, lesson planning, and reflection.

Click on the title below to learn more about the minimum standards in each area:

[dispositions and professional behaviors](#)

[lesson planning](#)

[field, clinical, and professional lab reflection](#)

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As candidates proceed through the MAT program, there is an increasing expectation of their ability to plan, conduct, assess, and reflect upon instruction. Candidates will be instructed in these abilities through the program core and methods courses as well as field experience courses.

Candidates will be expected to demonstrate proficiency in specific areas of planning, conducting, assessing, and reflecting upon instruction associated with each of the 1st through 4th hours of field experience. Candidates who do not demonstrate proficiency on the specific areas of a given hour of field experience may not be able to progress to further hours of field experience at the discretion of the MAT program facilitator or their designee.

Candidates will be expected to demonstrate proficiency in all areas of planning, conducting, assessing, and reflecting upon instruction in the 5th hour of field experience. Candidates who do not demonstrate proficiency in all areas in the 5th hour of field experience may not be able to progress to clinical or professional lab experience coursework at the discretion of the MAT program facilitator or their designee.

A candidate's abilities to plan, conduct, assess, and reflect upon instruction are assessed during each field, clinical, and professional lab experience course through formal observations by both PK-12 CEs and UCEs. These abilities may also be evaluated in coursework by their course instructors.

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At the end of each field experience course, candidates will be asked to submit a reflection documenting their growth and proficiency over the past term. Specific expectations are given for each hour of field experience. In a term where a candidate completes multiple hours of field experience concurrently, that candidate will need to demonstrate the expectations for the more advanced of the hours in which they are enrolled. Candidates must achieve a score of met in 3 or fewer attempts using the Foliotek rubric. Candidates who do not achieve a score of met in 3 or fewer attempts will not pass the given field experience and may not be able to progress to further hours of field experience at the discretion of the MAT program facilitator or their designee. Please see the Field Experience Reflection template available on Foliotek and Canvas for specific expectations.

At the end of clinical and professional lab experience, candidates will be asked to submit a reflection documenting their proficiency over the full clinical or professional lab experience. Candidates must achieve a score of met in 3 or fewer attempts using the Foliotek rubric. Candidates who do not achieve a score of met in 3 or fewer attempts will not pass the clinical or professional lab experience course.

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