



### Program Review Document

**Preparation Program:** Secondary Education for Initial Certification, Master of Arts in Teaching Art, Biology, Chemistry, Business and Marketing Education, Chinese, English/Language Arts, French, German, Mathematics, Music, Physics, Social Studies, or Spanish.

**Date Submitted:** *January, 2018*

<b>Certification Level:</b>	<input type="checkbox"/> B-P <input type="checkbox"/> P-5 <input type="checkbox"/> 5-9 <input checked="" type="checkbox"/> 5-12 <input checked="" type="checkbox"/> 8-12 <input checked="" type="checkbox"/> P-12
<b>Preparation Level:</b>	<input checked="" type="checkbox"/> Initial
<b>Modes of Delivery:</b>	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid
<b>Degree Type:</b>	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate (MAT) <input type="checkbox"/> Undergraduate – Cert Only <input checked="" type="checkbox"/> Option 6
<b>Program Codes:</b>	<b>WKU 0495</b>
<b>University Catalog:</b>	<a href="https://www.wku.edu/undergraduatecatalog/">https://www.wku.edu/undergraduatecatalog/</a> <a href="http://catalog.wku.edu/graduate/">http://catalog.wku.edu/graduate/</a>
<b>WKU Quality Assurance Document:</b>	<a href="http://www.wku.edu/cebs/caep/">http://www.wku.edu/cebs/caep/</a>

**SYLLABI:** All Professional Education, Methods Syllabi, and a Sampling of Content Area Syllabi are available on the WKU website [http://www.wku.edu/cebs/peu/epsb\\_prds.php](http://www.wku.edu/cebs/peu/epsb_prds.php).

### Program Description

**COURSES:** The MAT in Secondary Education for Initial Certification leads to initial teacher certification in Secondary Education (grades P-12; 5-12; and 8-12) for qualified individuals with bachelor’s degrees and content majors or equivalent. Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the 36-hour program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement. Two concentrations are available in this program:

- Alternate Route to Certification Concentration for Art, Biology, Chemistry, Business and Marketing Education, Chinese, English/Language Arts, French, German, Mathematics, Music, Physics, Social Studies, or Spanish.
- Standard Concentration for Art, Biology, Chemistry, Business and Marketing Education, Chinese, English/Language Arts, French, German, Mathematics, Music, Physics, Social Studies, or Spanish.

Students in all concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All

professional education courses in the program require satisfactory completion of critical performance indicators.

The MAT program is a mixed delivery program including courses online and courses face to face for the Standard and Alternate Route concentrations with field experience required within the program and for the capstone internship course. The Residency concentration requires students to be in residence in a specified district with other face-to-face requirements.

- ***Core Education Courses***

**Alternate Route to Certification Concentration in the Disciplines and Standard Concentration for English/Language Arts, Social Studies, Mathematics, and Science (Secondary 8-12)**

**Introduction to Professional Education:**

EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)

**Educational Technology:**

LME 535: Survey of Educational Technology Practices (3 hrs.)

Focus on Instructional Design and communication models appropriate to effective utilization of multimedia for instruction and training. Application of various multimedia to design, produce, and evaluate instructional/training projects.

**Diversity and Classroom Management:**

EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)

Designing a qualitatively difference instruction for students with varying abilities, interests, learning profiles and affect within the regular classroom experience.

**Assessment:**

EDU 570: Educational Assessment for P-12 Learners (3 hrs.)

Best practices for educational assessment for classroom teachers. Designed for graduate students seeking initial teacher certification program.

**Literacy Instruction:**

LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)

Theoretical foundation and current best practices for literacy instruction. Emphasis on literacy lesson and unit planning. Field experiences are required; students are responsible for own transportation.

**Research Skills:**

**3 hours from:**

TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.)

Prerequisites: TCHL 500 or admission to a program that leads to graduate initial teacher certification. Principles of action research as it is applied to educational settings.

OR

EDFN 500: Research Methods (3 hrs.)

An introductory graduate course in methods of educational research. This course develops students' understanding of the conventions of educational research so that they can understand and use published research. Students learn that research is one source of effective educational practice. Research is presented as a type of data-based scientific inquiry and compared to and contrasted with other methods of non-empirical inquiry.

**Internship:**

EDU 589: Advanced Internship for the MAT (6 hours) Must be full semester or equivalent.

Prerequisites/corequisites: Admission to initial certification graduate program or instructor permission, and admission to the professional education unit. Students complete state approved equivalent of a student teaching experience through supervised practice in an appropriate setting. Settings will vary according to the student background, certification goals, and advisor approval. Students are responsible for arranging their own transportation to assigned sites.

- **Core Content Courses**

**Content Methods Course:**

Program-specific content methods course approved by the advisor (3 hrs.)

**Electives:**

Advisor-approved electives from the student's academic discipline selected with advisor approval (6 hours).



**2. KENTUCKY TEACHER PERFORMANCE STANDARDS ALIGNMENT:** The table delineates how the EPP-wide Initial Preparation Key Assessments, aligned to both Kentucky Teacher Performance and InTASC Standards, are embedded in the program.

KEY ASSESSMENTS					
AREA		NAME	STANDARD ALIGNMENT		COLLECTED
			KTS	InTASC	
1	Content Assessment	Praxis II	(1)	(4,5)	Praxis Report
2	Other Content Assessment	Major GPA	(1)	(4)	Prior to Student Teaching
3	Assessment of Professional Capabilities	Praxis PLT	(2-10)	(1-3,6-10)	Praxis Report
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation	1-10	1-10	EDU 589
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	EDU 570
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	EDU 522
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10	EDU 589
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies	1,2,5	1,4-7	LTCY 510
9	Dispositions	Dispositions Form	NA	NA	EDU 520 EDU 522 EDU 589
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	EDU 589



6. Power, Authority, & Government									X
7. Production, Distribution, & Consumption									X
8. Science, Technology, & Society							X		X
9. Global Connections									X
10. Civic Ideals & Practices									X

LEARNED SOCIETY STANDARDS  <i>NSTA Overarching Standards</i>  <i>National Science Teachers Association</i>	EDU 589	EDU 520	LTCY 510	EDU 522	EDU 570	TCHL 520	LME 535	Content Area Electives and Methods Course
	1. Content. Teachers of science understand and can articulate the knowledge and practices of contemporary science; can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations.							
2. Nature of Science. Teachers of science engage students effectively in studies of the history, philosophy, and practice of science; enable students to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.		X		X			X	X
3. Inquiry. Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry; encourage students individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences.		X		X			X	X

<p>4. Issues. Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society; require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values.</p>						X	X	X
<p>5. General Skills of Teaching. Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning; use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies.</p>	X	X	X	X	X			
<p>6. Curriculum. Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards; begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching.</p>	X	X	X	X	X	X		
<p>7. Science in the Community. Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional and natural resources of the community in their teaching; actively engage students in science-related studies or activities related to locally important issues.</p>						X		
<p>8. Assessment. Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development; assess students fairly and equitably, and require that students engage in ongoing self-assessment.</p>		X	X	X				
<p>9. Safety and Welfare. Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things; require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field.</p>		X				X		
<p>10. Professional Growth. Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession; have a desire and disposition for growth and betterment.</p>	X	X				X		



**National Council of Teachers of Mathematics**

LEARNED SOCIETY STANDARDS NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS	EDU 589	EDU 520	LTCY 510	EDU 522	EDU 570	TCHL 520	LME 535	Content Area Electives and Methods Course
Standard 1: Knowledge of Mathematical Problem Solving*		X						
Standard 2: Knowledge of Reasoning and Proof*		X						
Standard 3: Knowledge of Mathematical Communication*	X	X						X
Standard 4: Knowledge of Mathematical Connections*								X
Standard 5: Knowledge of Mathematical Representations*								X
Standard 6: Knowledge of Technology							X	
Standard 7: Dispositions*	X	X		X				
Standard 8: Knowledge of Mathematics Pedagogy*	X	X	X	X	X	X		X
Standard 9: Knowledge of Numbers and Operations*	X							X
Standard 10: Knowledge of Different Perspectives on Algebra**								X
Standard 11: Knowledge of Geometries**								X

Standard 12: Knowledge of Calculus**								X
Standard 13: Knowledge of Discrete Mathematics**								X
Standard 14: Knowledge of Data Analysis, Statistics, and Probability*	X				X		X	
Standard 15: Knowledge of Measurement*	X	X			X			
Standard 16: Field-Based Experience*	X					X		

\*These standards are specifically addressed in Education courses. Please see the link to course syllabi. \*\* No mathematics content area courses are included in the MAT program since the program is a post-baccalaureate teacher certification program leading to initial teacher certification.

**National Art Education Association (NAEA).**

National Art Education Association (NAEA)	EDU 589	EDU 520	LTCY 510	EDU 522	EDU 570	TCHL 520	LME 535	Content Electives and Content Area Methods Course
1.Content				X				X
2. Informed selection of instructional content	X	X		X				X
3. Comprehensive Knowledge of Student Characteristics, abilities, and learning styles.				X				X
4. Sensitive Observers in the Classroom								X
5. Use knowledge of students to plan appropriate instruction	X	X		X	X			X

6. Reflective of the goals and purposes of art education	X	X						X
7. Reflective understanding of the breadth, the depth and the purpose of art.								X
8. Inclusive of the goals, values and purposes of education, the community and society.								X
9. Affect student learning in the content of art	X				X	X		X
10. Create effective instructional environments conducive to student learning.	X	X			X			X
11. Well-Versed in Pedagogy	X	X			X	X		X
12. Inquire into their own practices and the nature of art teaching	X	X			X	X		X
13. Instructional collaboration	X	X			X	X		
14. Conduct meaningful and appropriate assessments of student learning.	X	X			X			
15. Reflect upon their own teaching practice/Continually improve their practice	X	X			X	X		X
16. Assess the entire art program within their school or district for program effectiveness								X
17. Reflect upon their own practice	X	X			X	X		X

18. Recognize their responsibilities to the schools and the community.	X			X				X
19. Contribute to the growth of the profession	X							X

**National Business Education Association (NBEA) standards.**

National Business Education Association (NBEA)	EDU 589	EDU 520	LTCY 510	EDU 522	EDU 570	TCHL 520	LME 535	Content Electives and Content Area Methods Course
1. Facilitates the learning of constantly changing subject matter in a dynamic and diverse learning environment	X	X		X				X
2. Assesses student progress to alter and enhance the learning environment to optimize student success.					X	X		X
3. Practices positive and effective techniques for managing the classroom environment	X	X		X				X
4. Integrates professional organizations into the curriculum								X
5. Individuals, Groups, & Institutions								X
6. Communicate effectively with all publics			X				X	X



National Council of Teachers of English & International Reading Association Standard # and Description	EDU 589	EDU 520	LTCY 510	EDU 522	EDU 570	TCHL 520	LME 535	Content Area Electives and Methods Course
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.								X
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.								X
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).								X
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.								X
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.								X
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.								X
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.								X
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.							X	X
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.				X				X



<p style="text-align: center;"><b>SPA Standard # and Description</b> <b>National Council of Teachers of Mathematics</b></p>	EDU 589	EDU 520	LTCY 510	EDU 522	EDU 570	TCHL 520	LME 535	Content Area Electives and Methods Course
	<p><b>Standard 1: Content Knowledge-</b> Effective teachers of middle grades mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.</p>							
<p><b>Standard 2: Mathematical Practices-</b> Effective teachers of middle grades mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.</p>								<b>X</b>
<p><b>Standard 3: Content Pedagogy -</b> Effective teachers of secondary grades mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.</p>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>				
<p><b>Standard 4: Mathematical Learning Environment -</b> Effective teachers of secondary grades mathematics exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.</p>		<b>X</b>						<b>X</b>
<p><b>Standard 5: Impact on Student Learning -</b> Effective teachers of secondary grades mathematics provide evidence demonstrating that as a result of their instruction, secondary grades students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a positive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require</p>					<b>X</b>			



active engagement, and include mathematics-specific technology in building new knowledge.								
<b>Standard 6: Professional Knowledge and Skills</b> - Effective teachers of secondary grades mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.	X	X						

SPA Standard # and Description National Science Teachers Association	EDU	EDU	LTCY	EDU	EDU	TCHL	LME	Content Area Electives and Methods Course
	589	520	510	522	570	520	535	
<b>Standard 1: Content Knowledge</b> Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure								X
<b>Standard 2: Content Pedagogy</b> Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.	X	X	X	X	X		X	
<b>Standard 3: Learning Environments</b> Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.		X	X	X			X	
<b>Standard 4: Safety</b> Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure								X
<b>Standard 5: Impact on Student Learning</b> Effective teachers of science provide evidence to show that P-12 students’ understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.				X	X			
<b>Standard 6: Professional Knowledge and Skills</b> Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community	X	X						

National Art Education Association Core Arts Standards	EDU	EDU	LTCY	EDU	EDU	TCHL	LME	Content Area Electives and Methods Course
	589	520	510	522	570	520	535	
1. Generate and conceptualize artistic ideas and work.								X
2. Organize and develop artistic ideas and work.								X
3. Refine and complete artistic work.								X
4. Select, analyze, and interpret artistic work for presentation.								
5. Develop and refine artistic techniques and work for presentation								X
6. Convey meaning through the presentation of artistic work								X
7. Perceive and analyze artistic work								X
8. Interpret intent and meaning in artistic work.								X
9. Apply criteria to evaluate artistic work.								X
10. Synthesize and relate knowledge and personal experiences to make art.								X
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.								X

LEARNED SOCIETY STANDARDS National Association for Business Teacher Education (NABTE)	EDU	EDU	LTCY	EDU	EDU	TCHL	LME	Content Area Electives and Methods Course
	589	520	510	522	570	520	535	
<b>Professionalism:</b> The business teacher has an obligation to grow continuously as a professional.								X
<b>Curriculum Development:</b> The business teacher creates, analyzes, revises, and implements curricula to prepare students for a dynamic and rapidly changing world.		X		X				X
<b>Instruction:</b> The business teacher facilitates the learning of constantly changing subject matter in a dynamic and diverse learning environment.				X				X
<b>Assessment:</b> The business teacher assesses student progress to alter and enhance the learning environment to optimize student success.					X			X
<b>Classroom Environment:</b> The business teacher practices positive and effective techniques for managing the classroom environment.	X	X						X



4. CURRICULUM CONTRACT:



**Secondary Education for Initial Certification (P-12; 5-12; and 8-12)  
MASTER OF ARTS IN TEACHING - Standard Concentration**

**Art, Biology, Chemistry, Business and Marketing Education, Chinese, Earth and Space Science, English/Language Arts, French, German, Mathematics, Physical Education, Physics, Social Studies, and Spanish**

**Note:** Candidates seeking Initial Certification and MAT must complete or have completed a teacher certifiable major in order to be recommended for the certification. Successful completion of this program qualifies the candidate for a certification in Secondary Education at the current certification level in the Commonwealth of Kentucky. Standard Concentration is for those individuals with no prior teaching certification who are not employed and do not have verification of intent to employ by a school district as a teacher in their chosen content area. Two hundred hours of clinical experience and student teaching are required to complete this program.

**Admission Requirements:**

To be admitted into a teacher preparation program, candidates must meet all minimal criteria described on the next page under “Transition Point 1: Admission to Education Preparation Programs.”

<p><b>Introduction to Professional Education:</b> EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p><b>Educational Technology:</b> LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p><b>Diversity and Classroom Management:</b> EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p><b>Assessment:</b> EDU 570: Educational Assessment for P-12 Learners (3 hrs.)</p> <p><b>Literacy Instruction:</b> LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p><b>Research Skills:</b> <b>3 hours from:</b> TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) OR EDFN 500: Research Methods (3 hrs)</p> <p><b>Content Methods Course:</b> Program-specific content methods course approved by the advisor (3 hrs.)</p> <p><b>Internship:</b> EDU 589: Advanced Internship for the MAT (6 hours) Must be full semester or equivalent.</p> <p><b>Electives:</b> Advisor-approved electives from the student’s academic discipline selected with advisor approval (6 hours).</p> <p><b>Total Program Hours: 36</b></p>	<p><b>Teacher Certifiable Major</b> <i>Candidate must complete or have completed a teacher certifiable major, or equivalent, at the undergraduate or graduate level in order to be eligible for Secondary Initial Certification.</i></p>
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**Mid-Point Assessment Requirements:**

To be admitted into the Advanced Internship for the MAT, EDU 589, candidates must meet all minimal criteria described on the next page under “Transition Point 2: Admission to Final Experience.”

**Program Completion Requirements:**

1. To complete a teacher preparation program, candidates must meet all minimal criteria described on the next page under “Transition Point 3: Program Exit.”
2. Note that there are additional requirements described on the next page that must be met in order to be recommended for initial certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By signing below, you are acknowledging that you understand and accept responsibility for meeting these requirements.

\_\_\_\_\_  
Candidate’s Name (printed)

\_\_\_\_\_  
Education Advisor’s Signature/Date

\_\_\_\_\_  
Candidate’s Signature/Date

\_\_\_\_\_  
Specialization Advisor’s Signature/Date

**Delineation of Unit/Program Transition Points – Initial Preparation**

<b>Transition Point 1: Admission to MAT Education Program for Initial Certification Preparation Programs</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Admission/Continuation</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>		Each Month	Professional Education Council
<ul style="list-style-type: none"> <li>Admission Application</li> </ul>	<ul style="list-style-type: none"> <li>Completion of application</li> </ul>		
<ul style="list-style-type: none"> <li>Documentation of completion of baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of completion of baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution</li> </ul>		
<ul style="list-style-type: none"> <li>Recommendation for admission following a transcript review by an MAT advisor associated with the certification area sought (deficiencies may require applicant to take additional undergraduate courses)</li> </ul>	<ul style="list-style-type: none"> <li>MAT advisor approval</li> </ul>		
<ul style="list-style-type: none"> <li>Letter of application including professional goals</li> </ul>	<ul style="list-style-type: none"> <li>Completion and submission of letter including professional goals</li> </ul>		
<ul style="list-style-type: none"> <li>GPA</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative grade point average of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all course work, undergraduate and graduate).</li> </ul>		
<ul style="list-style-type: none"> <li>Test Scores – State minimum passing scores for GRE or CASE for admission to the professional education unit</li> </ul>	<ul style="list-style-type: none"> <li>State minimum required for GRE or CASE qualifying scores for admission to the professional education unit.</li> <li>(demonstrates Critical Thinking and Communication Skills)</li> </ul>		
<ul style="list-style-type: none"> <li>Admission requirements for teacher education</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance to graduate studies:</li> <li>3 positive references (demonstrates their dispositions for teaching indicating their Creativity and Collaboration skills)</li> <li>physical (including TB test)</li> <li>successful KY criminal background check,</li> <li>signed code of ethics</li> </ul>		
<b>Transition Point 2: Admission to Final Experience (e.g., Internship, Student Teaching, Clinical Practice, Culminating Assessment)</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Continuation</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>		Each Semester	
<ul style="list-style-type: none"> <li>GPA</li> </ul>	<ul style="list-style-type: none"> <li>3.0 overall as per Graduate Studies Policy for all graduate programs</li> </ul>		

• Completion of required field hours	• At least 200 hours documented based on requirements of 16 KAR 5:040		Professional Education Council
• Semester Hours Completed	• 30 hours		
• Dispositions Scores	• All dispositions average “At Standard” (3+)		
• Key Assessment Scores	• 2.0+ overall • 2.0+ per Kentucky Teacher Standard measured		
• GPA	• 3.0 overall as per Graduate Studies Policy for all graduate programs		
<b>Transition Point 3: Program Exit</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Exit</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>		Each Semester	Office of Teacher Services
• Advanced Internship Grade (EDU 589)	• C or higher - based on Teacher Work Sample holistic score of 2+ and 2.0+ Kentucky Teacher Standard Measured		

**To be recommended for initial certification, an applicant must document:**

- Completion of an approved teacher preparation program in each desired certification area;
- Passing Scores on the appropriate PRAXIS II exams (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 3.0 GPA overall in each major and minor, and in professional education courses;
- Attainment of at least a “C” in all professional education courses, including EDU 589.



**Secondary Education for Initial Certification (P-12; 5-12; and 8-12)**

**MASTER OF ARTS IN TEACHING – Option 6/Alternative Route Concentration**

**Art, Biology, Chemistry, Business and Marketing Education, Chinese, Earth and Space Science, English/Language Arts, French, German, Mathematics, Physical Education, Physics, Social Studies, or Spanish**

**Note:** Candidates seeking Initial Certification and MAT must complete or have completed a teacher certifiable major in order to be recommended for the certification. Successful completion of this program qualifies the candidate for a certification in Secondary Education at the current certification level in the Commonwealth of Kentucky. Option 6/Alternate Route Concentration is for individuals with no prior teaching certification who are employed and have verification of intent to employ by a school district as a teacher in their chosen content area under a temporary provisional teaching certificate.

**Admission Requirements:**

To be admitted into a teacher preparation program, candidates must meet all minimal criteria described on the next page under “Transition Point 1: Admission to Education Preparation Programs.”

<p><b>Introduction to Professional Education:</b> EDU 520: Planning for Instruction (3 hrs.) (Must be taken in the first 6 hours)</p> <p><b>Educational Technology:</b> LME 535: Survey of Educational Technology Practices (3 hrs.)</p> <p><b>Diversity and Classroom Management:</b> EDU 522: Fundamentals of Differentiated Instruction (3 hrs.)</p> <p><b>Assessment:</b> EDU 570: Educational Assessment for P-12 Learners (3 hrs.)</p> <p><b>Literacy Instruction:</b> LTCY 510: Methods of Teaching Literacy to Adolescents (3 hrs.)</p> <p><b>Research Skills:</b> <b>3 hours from:</b> TCHL 520: Principles of Action Research for Teacher Leaders (3 hrs.) OR EDFN 500: Research Methods (3 hrs)</p> <p><b>Content Methods Course:</b> Program-specific content methods course approved by the advisor (3 hrs.)</p> <p><b>Internship:</b> EDU 589: Advanced Internship for the MAT (6 hours) Must be full semester or equivalent.</p> <p><b>Electives:</b> Advisor-approved electives from the student’s academic discipline selected with advisor approval (6 hours).</p> <p><b>Total Program Hours: 36</b></p>	<p><b><u>Teacher Certifiable Major</u></b> <i>Candidate must complete or have completed a teacher certifiable major, or equivalent, at the undergraduate or graduate level in order to be eligible for Secondary Initial Certification.</i></p>
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To be admitted into the Advanced Internship for the MAT, EDU 589, candidates must meet all minimal criteria described on the next page under “Transition Point 2: Admission to Final Experience.”

**Program Completion Requirements:**

4. To complete a teacher preparation program, candidates must meet all minimal criteria described on the next page under “Transition Point 3: Program Exit.”
5. Note that there are additional requirements described on the next page that must be met in order to be recommended for initial certification.
6. Rules and regulations governing the completion of this program of study have been described above and on the next page. By signing below, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Candidate’s Name (printed)	/
/	/
Candidate’s Signature/Date	Specialization Advisor’s Signature/Date

**Delineation of Unit/Program Transition Points – Initial Preparation**

<b>Transition Point 1: Admission to MAT Education Program for Initial Certification Preparation Programs</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Admission/Continuation</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>		Each Month	Professional Education Council
<ul style="list-style-type: none"> <li>Admission Application</li> </ul>	<ul style="list-style-type: none"> <li>Completion of application</li> </ul>		
<ul style="list-style-type: none"> <li>Documentation of completion of baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of completion of baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution</li> </ul>		
<ul style="list-style-type: none"> <li>Letter of employment or verification of intent to employ</li> </ul>	<ul style="list-style-type: none"> <li>Verified letter from</li> </ul>		
<ul style="list-style-type: none"> <li>Recommendation for admission following a transcript review by an MAT advisor associated with the certification area sought (deficiencies may require applicant to take additional undergraduate courses)</li> </ul>	<ul style="list-style-type: none"> <li>MAT advisor approval</li> </ul>		
<ul style="list-style-type: none"> <li>Letter of application including professional goals</li> </ul>	<ul style="list-style-type: none"> <li>Completion and submission of letter including professional goals</li> </ul>		
<ul style="list-style-type: none"> <li>GPA</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative grade point average of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of coursework (counting all course work, undergraduate and graduate).</li> </ul>		
<ul style="list-style-type: none"> <li>Test Scores – State minimum passing scores for GRE or CASE for admission to the professional education unit</li> </ul>	<ul style="list-style-type: none"> <li>State minimum required for GRE or CASE qualifying scores for admission to the professional education unit. (demonstrates Critical Thinking and Communication Skills)</li> </ul>		
<ul style="list-style-type: none"> <li>Admission requirements for teacher education</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance to graduate studies:</li> <li>3 positive references (demonstrates their dispositions for teaching indicating their Creativity and Collaboration skills)</li> <li>physical (including TB test)</li> <li>successful KY criminal background check,</li> <li>signed code of ethics</li> </ul>		
<b>Transition Point 2: Admission to Final Experience (e.g., Internship, Student Teaching, Clinical Practice, Culminating Assessment)</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Continuation</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>			

<ul style="list-style-type: none"> <li>• GPA</li> </ul>	<ul style="list-style-type: none"> <li>• 3.0 overall as per Graduate Studies Policy for all graduate programs</li> </ul>	Each Semester	Professional Education Council
<ul style="list-style-type: none"> <li>• Semester Hours Completed</li> </ul>	<ul style="list-style-type: none"> <li>• 30 hours</li> </ul>		
<ul style="list-style-type: none"> <li>• Dispositions Scores</li> </ul>	<ul style="list-style-type: none"> <li>• All dispositions average “At Standard” (3+)</li> </ul>		
<ul style="list-style-type: none"> <li>• Key Assessment Scores</li> </ul>	<ul style="list-style-type: none"> <li>• 2.0+ overall</li> <li>• 2.0+ per Kentucky Teacher Standard measured</li> </ul>		
<ul style="list-style-type: none"> <li>• GPA</li> </ul>	<ul style="list-style-type: none"> <li>• 3.0 overall as per Graduate Studies Policy for all graduate programs</li> </ul>		
<b>Transition Point 3: Program Exit</b>			
<b>Data Reviewed</b>	<b>Minimal Criteria for Exit</b>	<b>Review Cycle</b>	<b>Reviewed By</b>
<u>Unit Level Data:</u>		Each Semester	Office of Teacher Services
<ul style="list-style-type: none"> <li>• Advanced Internship Grade (EDU 589)</li> </ul>	<ul style="list-style-type: none"> <li>• C or higher - based on Teacher Work Sample holistic score of 2+ and 2.0+ Kentucky Teacher Standard Measured</li> </ul>		

**To be recommended for initial certification, an applicant must document:**

- Completion of an approved teacher preparation program in each desired certification area;
- Passing Scores on the appropriate PRAXIS II exams (e.g., Content, PLT) or other assessments required for each desired certification area;
- Achievement of at least a 3.0 GPA overall in each major and minor, and in professional education courses;
- Attainment of at least a “C” in all professional education courses, including EDU 589.