Master of Arts in Teaching Degree Program
Alternative Pathway to Certification
GRADES 1-5

STUDENT HANDBOOK
2017-2018

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

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MASTER OF ARTS IN TEACHING

1. Introduction

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

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

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

1.1 Purpose

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

1.2 Requirements for Admissions

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

- Meet all university admission requirements. In addition, submission of the following: an application for admission; prior to the established deadlines, an online immunization form or a waiver, and official copies of transcripts to the Office of Graduate Admissions.
- Possess a Bachelor’s degree with a 2.5 cumulative GPA or a Master’s degree with a cumulative GPA of 3.0 from a regionally accredited university.
- Achieve passing scores on the Praxis I PPST (Reading, Writing, and Mathematics) or a 22 composite on the ACT (test numbers 5712 passing score 156, 5722 passing score 162, 5732 passing score 150).
- Achieve a passing score on the Praxis II content specialty examination (5018 with a score of 163).
- Score at least 520 based on the formula of (GPA x 87) +Verbal Graduate Record Examination + Quantitative Graduate Record Examination for regular admission status.
- Preference will be given to applicants with a minimum of three years of successful work experience in a related career area.
- Participate in a mandatory admissions interview and initial orientation.

Application deadline is March 31, 2017

All admission requirements must be met before a student will be enrolled in coursework

1.3 Retention in Teacher Education (SARTE) Policies and Procedures

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

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

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

2. Admission to the Program

2.1 Admission Procedures
Candidates will be admitted to the Teaching and Learning, Graduate Coordinator and to the MAT degree program enter with regular status.

3. Courses in the MAT Program
### 3.1 Course Delivery
Candidates participating in the MAT program are admitted as a cohort each summer and must commit to attending full time for one academic year (Summer I – 12 hours; Fall I – 9 hours; Spring I – 9 hours); Summer II will be the completion of the research project and Fall II will be student teaching or the 1st semester of the internship. The courses are delivered on campus with field experiences during the day. Departmental consent is required for each semester prior to enrolling in classes. SPED 600 may be scheduled prior to admission in the spring semester preceding the summer cohort. The completion of SPED 600 does not insure the acceptance into the cohort group.

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 610</td>
<td>Fundamentals I: Teaching and Learning for General Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPED 600</td>
<td>Introduction to the Education of Individuals with Exceptionalities</td>
<td>3 hours</td>
</tr>
<tr>
<td>MAT 620</td>
<td>Learning and Behavior Theories in Inclusive Elementary Classrooms</td>
<td>3 hours</td>
</tr>
<tr>
<td>MAT 622</td>
<td>Classroom Management and Organization for Inclusive Elementary Classrooms</td>
<td>3 hours</td>
</tr>
<tr>
<td>MAT 630</td>
<td>Assessment I: Inclusive Elementary Classroom Education</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 631</td>
<td>Assessment II: Inclusive Elementary Classroom Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>MAT 640</td>
<td>Introduction to Reading and Language Arts in Inclusive Elementary Classrooms</td>
<td>3 hours</td>
</tr>
<tr>
<td>MAT 650</td>
<td>Integrated Learning Methods: Math, Physical Science, and Information Literacy</td>
<td>3 hours</td>
</tr>
<tr>
<td>MAT 651</td>
<td>Integrated Learning Methods: Life Sciences, Health and P.E., and Information Literacy</td>
<td>3 hours</td>
</tr>
<tr>
<td>MAT 652</td>
<td>Integrated Learning Methods: Social Studies, Arts, Music, and Information Literacy</td>
<td>3 hours</td>
</tr>
<tr>
<td>MAT 670</td>
<td>Research Design for Inclusive Elementary Classroom Education</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 689</td>
<td>Student Teaching in Elementary Education</td>
<td>6 hours</td>
</tr>
<tr>
<td>OR</td>
<td>Internship in Elementary Education</td>
<td>6 hours</td>
</tr>
<tr>
<td></td>
<td>(2 consecutive semesters – 3 hours each semester)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>39 hours</td>
</tr>
</tbody>
</table>
### 3.3 Course Sequence

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>Term I</th>
<th>Term II</th>
<th>Full Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MAT 610</td>
<td>MAT 630</td>
<td>SPED 600 (100% Internet)</td>
</tr>
<tr>
<td></td>
<td>(100% online)</td>
<td>(50% online)</td>
<td>MAT 620 (50% Internet)</td>
</tr>
</tbody>
</table>

- Must attend the orientation session for PassPort.
- Use of the Internet and Moodle are required.

<table>
<thead>
<tr>
<th>FALL I</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 622 - 50% online</td>
</tr>
<tr>
<td>MAT 631 - 50% online Action Research project begins</td>
</tr>
<tr>
<td>MAT 640</td>
</tr>
</tbody>
</table>

- Introductory Portfolio due at the end of the Fall semester

<table>
<thead>
<tr>
<th>SPRING I</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 650</td>
</tr>
<tr>
<td>MAT 651</td>
</tr>
<tr>
<td>MAT 652</td>
</tr>
</tbody>
</table>

- Data for Action Research collected during this semester
- Developing Portfolio due at the end of the Spring semester

<table>
<thead>
<tr>
<th>SUMMER II</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 670</td>
</tr>
</tbody>
</table>

- Action Research completed
- PLT passed and scores received by the Dean’s Office prior to the beginning of the fall semester. Required for Student Teaching.

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

### 3.4 Professional Development Hours

Each candidate is required to complete 5 hours of professional development for the Intro Portal Folio and 10 additional hours for the Developing and Competency Portal Folio. There will be opportunities throughout the semester for these hours.

Professional development opportunities planned by faculty and other professionals are offered through the Teacher Development Program. A variety of topics support teacher candidates’ knowledge, skills, and dispositions with regard to impact on student learning, working with diverse student populations, and professionalism, among others are regularly offered.
3.5 Field Experiences
The number and type of specific field experience hours will be determined in each course by the course instructor. During the degree program, candidates are expected to work with diverse student populations in diverse settings. Field experience placement is made through the Office of Field Experiences by the Coordinator, Dr. Heloise Aucoin, in coordination with course instructors. A minimum number of 120 field experience hours is required before student teaching or internship.

4. Advising & Mentoring
After admission to the program, candidates will be assigned the MAT Graduate Program Advisor, Dr. John Trowbridge, for the duration of their degree program. Initial contact with the advisor should be made in person. Official contact is through the University e-mail system. Advising may be completed on line, or a student may prefer to meet with his/her advisor by making an appointment. The advisor provides guidance on MAT program matters such as completing program requirements (e.g., portfolios).

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

5. Portfolios
Dr. Gerlinde Beckers will be evaluating all PASSPORT and Portfolios submissions.

PASSPORT Portfolios will be explained in an orientation session, but for help files related to PASSPORT and Portfolios you may go to the SLU PASSPORT help page found

http://www.southeastern.edu/acad_research/colleges/edu_hd/passport/index.html

As part of the Department of Teaching and Learning’s focus on performance-based outcomes, portfolios are incorporated into the assessment system for students enrolled in an approved Teacher Education Program. Your faculty advisor will assist you through this process.

The portfolio will allow the students to demonstrate, through reflections, their understanding of how the artifacts contained in the portfolio meet the program outcomes; provide a process by which a student can become a reflective practitioner to foster continuous improvement; and document a student’s growth in the program. The portfolio will consist of artifacts, documents, and evidence that demonstrate that the knowledge, skills, and dispositions as indicated in the Louisiana Components of Effective Teaching and the program’s Conceptual Framework have been met. Students will submit an Introductory Level Portfolio after successful completion of MAT 610, SPED 600, MAT 620, and MAT 630. The Developing Level Portfolio will be submitted prior to student teaching or internship. The Competency Level Portfolio is submitted at the end of student teaching or internship.
6. MAT Oral Defense

Each candidate enrolled in the Master of Arts in Teaching program is required to formally present an oral reflection of their program of study to a faculty committee comprised of three professors from the Department of Teaching and Learning. The Oral Defense will be scheduled on the Southeastern campus after midterm of the semester of student teaching or 2nd semester of internship. Dr. John Trowbridge will provide the oral defense teams and candidate presentation times.

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

1. State your philosophy and explain how it was your philosophy of education re-shaped by the Introductory Level courses (MAT 610, SPED 600, MAT 620, MAT 630).

2. How would you define standards based instruction and what is the relationship to the components of effective teaching?

3. How did Developmental Level courses (MAT 622, MAT 631, MAT 640, MAT 650/651/652) increase your knowledge of the learner and prepare you to use best pedagogical practices in your subsequent methods courses?

4. Cite a course in the Developmental Level (MAT 622, MAT 631, MAT 640, MAT 650/651/652) where you increased your content knowledge based on your construction of a lesson plan? Give specific examples of resources used to increase your content knowledge.

5. Cite accommodations and modifications you have made that addressed diversity among your students, and what technology was used (if any) to accomplish this.

6. Briefly discuss your Action Research project, relating the concepts of research in the classroom to what you perceive as best pedagogical practices in education today.

7. What is meant by a comprehensive literacy program and what types of materials would you use to implement such a program? (Be sure to also explain how writing would be incorporated into your program.)

8. What professional attributes and characteristics have you developed that would be beneficial to you as an educator?

At the conclusion of the Candidate’s Oral Reflection, the MAT Graduate Committee will ask questions of the Candidate related to effective education and may address topics such as technology, CCSS, Student Learning Targets (SLTs), diversity, accommodations and modifications, literacy, the Conceptual Framework, professional attributes and other topics as determined appropriate by the Committee. The Candidate will be excused and the MAT Graduate Committee will determine pass/fail for the Candidate. The Candidate will be informed of the Committee’s decision. If the Candidate does not pass, the Candidate will be referred to a committee for remediation. The Candidate may re-defend in the next semester on the same timeline as other defending Candidates or at the discretion of the Committee in scheduling. No further opportunities for re-defense will be allowed.
The Oral Defense may be attended by any faculty member and if a MAT Graduate Committee member cannot be present, he or she will name a replacement to attend the defense in one’s place. There must be three faculty members present to conduct the Oral Defense. The Teaching and Learning Department Head will form MAT Graduate Committees (including at least one MAT faculty member but not limited to MAT faculty) to evaluate portfolios and participate in the Oral Defense.

7. SARTE Status

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

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

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

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

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

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

8. Student Teaching and Internship

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

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

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

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

To qualify for an internship, a student must provide:

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

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

9. Requirements to Receive the MAT Degree

To receive the Master of Arts in Teaching degree, a student must:
• Maintain a cumulative 3.0 GPA with no grade below ‘C’ and not more than one “C” grade on graduate work
• Not enroll in any MAT course only twice (withdrawing counts).
• May not repeat only two MAT courses.
• Be recommended for the degree by the student’s MAT Advisor upon completion of all requirements stated in the degree plan.
• Satisfactorily complete 39 semester hours of graduate work for the concentration in elementary for Grades 1-5.
• Satisfactorily complete and defend the program portfolio.
• Pass all required PRAXIS examinations.

10. Requirements for Certification

Southeastern Louisiana University will submit signed statements to the Louisiana Department of Education which indicate that the student completing the Master of Arts in Teaching degree alternative certification path has met the following requirements:
• Pass the PPST/CBPPST components of Praxis I;
• Complete all coursework (master’s program) with an overall 3.0 or higher GPA;
• Pass the specialty examination (Praxis II) for the student’s area of certification.
  For certification in elementary education pass the Elementary Education: Content Knowledge exam #5018.
• Pass the Praxis II examination in Principles of Learning and Teaching appropriate for the grade level of certification before student teaching or internship.

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

11. General Information

11.1 How to Drop or Add Courses

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

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

Drop: to withdraw from the course during the registration period (check dates on calendar)
Add: to add a course during the registration period
Withdraw: to leave the course after classes begin, but be sure to check the date after which withdrawal is not allowed
Resign: to withdraw from all classes after classes begin. Refund of tuition is given if the resignation occurs before classes start. After classes start up to the 14th day of class, pro-rated tuition refunds are given.

11.2 Textbooks
Prices of textbooks will vary as may the use of retail or rental textbook services as determined by the course instructor. Students may purchase textbooks online using Southeastern’s online bookstore through the Texas Book Company, 
http://www.southeastern.edu/admin/tb_rental/index.html
or on-campus at the retail bookstore. The bookstore will mail textbooks to you for a fee. Contact the retail bookstore at 985-549-5393.

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

12. Financial Aid and Scholarships

12.1 Financial Aid Federal Programs
The following Federal Financial Aid Programs are available to graduate students:
Federal Work-Study Program at:
http://www2.ed.gov/programs/fws/index.html
Federal Perkins Loans Program at:
http://www2.ed.gov/programs/fpl/index.html
Subsidized and Unsubsidized Federal Stafford Loans Programs:
Free Application for Federal Student Aid (FAFSA) Program at: http://www.fafsa.ed.gov/
For additional information about financial aid contact Southeastern’s Office of Financial Aid at:
http://www.selu.edu/admin/fin_aid/index.html Tel. 1-800-222-7358 or 1-985-549-2244.

12.2 Scholarship Information
For information about scholarship opportunities at Southeastern contact the Office of Financial Aid, Scholarship Services, at (504) 549-2245 or 1-800-222-SELU. It is located on North Campus Building A, Room 120. Information about scholarships can also be found on the Internet at:
- FinAid at: http://www.finaid.org/scholarships
- PLATO at: http://www.plato.org
- College Board Online at: http://www.collegeboard.com
- FastWeb at: http://www.fastweb.com/

12.3 Graduate Assistantships
Graduate assistantships may be available in the Department of Teaching and Learning and other departments on campus. Please contact the Human Resources for an application.

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

http://www.selu.edu/acad_research/programs/service_learning/students_in_service/index.html

APPENDIX A

Master of Arts in Teaching Degree Program
CHECKLIST OF REQUIREMENTS

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

1. APPLICATION PROCESS

___ Submitted application to Enrollment Services
___ Submitted official transcripts to the Teaching and Learning Graduate Coordinator to verify degree and GPA. (Please have another official copy mailed to the Department of Teaching and Learning to apply for your teaching certificate upon graduation).
___ Submitted online immunization form or waiver to Enrollment Services
___ Passed Praxis I – Pre-professional Skills Test (PPST)
___ Passed Praxis II – Specialty Area Test
___ Received passing scores on the GRE
___ Invited to and participated in the Admissions Interview
___ Received notification/letter of admission to the MAT program from the Teaching and Learning Graduate Coordinator

Date: ___

2. REGULAR ADMISSION REQUIREMENTS

___ Applied for admission for full SARTE status.
___ Made a grade of B or better in the MAT 610 course.
___ Maintained a B or better in the first 12 hours of course work (only one C is allowed).
___ Signed and submitted a degree plan in the Summer I.

Date: ___

3. COURSE WORK AND PRAXIS II REQUIREMENTS
_____ For elementary education majors - Passed PLT Grades K-6 (#5622) Date: ___

4. PORTFOLIO REQUIREMENTS

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

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

_____ Completed and submitted the application for internship. Date: ___
_____ Submitted official transcripts from all previous universities to the Department of Teaching and Learning to process teaching certificate Date: ___
_____ Received notification that my internship application was approved. Date: ___
_____ Registered for MAT 688 course (if elementary) after approval Date: ___
_____ Identified external assessor. Date: ___
_____ Completed internship Fall semester: ____________Spring semester: __________

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

_____ Completed and submitted application for student teaching. Date: ___
_____ Submitted official transcripts from all previous universities to the Department of Teaching and Learning to process teaching certificate Date: ___
_____ Registered for MAT 689 course (if elementary) Date: ___
_____ Completed student teaching Semester: ____________

7. COMPLETION OF MAT PROGRAM

_____ Applied for graduation Date: ___
_____ Applied for certification Date: ___
PRE-PROFESSIONAL SKILLS TESTS

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

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

<table>
<thead>
<tr>
<th>PRE-PROFESSIONAL SKILLS TEST</th>
<th>Test #</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis I PPST:</td>
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<td></td>
</tr>
<tr>
<td>Computer-Based Tests:</td>
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<td></td>
</tr>
<tr>
<td>CBT Reading</td>
<td>5712</td>
<td>156</td>
</tr>
<tr>
<td>CBT Writing</td>
<td>5722</td>
<td>162</td>
</tr>
<tr>
<td>CBT Mathematics</td>
<td>5732</td>
<td>150</td>
</tr>
<tr>
<td>Praxis II: Elementary Content Knowledge</td>
<td>5018</td>
<td>163</td>
</tr>
<tr>
<td>PLT (before student teaching)</td>
<td>5622</td>
<td>160</td>
</tr>
</tbody>
</table>

All Praxis scores used for certification must be sent directly from ETS to the State Department of Education electronically, or the original Praxis score report from ETS must be submitted with candidate’s application.
APPENDIX C
APPLICATION FOR SARTE IN THE MAT 1-5 DEGREE AND ALTERNATIVE CERTIFICATION PROGRAM

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

<table>
<thead>
<tr>
<th>MAT 610 Grade (B minimum):</th>
<th>PPST/CBT Writing (162):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Interview:</td>
<td>PPST/CBT Math (150):</td>
</tr>
<tr>
<td>GPA:</td>
<td>Principles Learn/Tch (160):</td>
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<tr>
<td>Sem. Added in SARTE:</td>
<td>Specialty Area: Elem Content (1163)</td>
</tr>
<tr>
<td>STATUS:</td>
<td>Provisional Full Ineligible</td>
</tr>
</tbody>
</table>

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

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

Name: ____________________________________________

Social Security Number: ____________________________

Date of Birth: ____________________________

Gender: ___M ___F

Ethnic Background: _____ White _____Black _____ Hispanic _____ Asian _____ Pacific Islander _____Other

Permanent Mailing Address: _______________________________________________________________________

Home Telephone Number: (_____) ___________

Alternative Telephone Number: (____) ___________

E-Mail Address: ________________________________________________________________________________

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

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

Signature of Applicant ____________________________ Date ____________

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

Signature of Applicant ____________________________ Date ____________

Updated Jan. 18, 2017

Master of Arts in Teaching Program 17
<table>
<thead>
<tr>
<th>Signature of Instructor(s)</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dean, Dept. of Teaching and Learning</th>
<th>Date</th>
</tr>
</thead>
</table>

Approved: ____________________

Disapproved: ______________
APPENDIX D - COURSE DESCRIPTIONS

MAT 610. Fundamentals I: Teaching and Learning for General Education. Credit 3 hours. Prerequisite: Provisional SARTE Status and concurrent enrollment in SPED 600, MAT 620, and MAT 630. An introduction to general education. Topics include contemporary issues such as the effective educator, school law, rights and responsibilities, educational foundations and philosophies, and best practices including self-assessment. Field experience is required.

MAT 615. Introduction to the Education of Individuals with Exceptionalities. Credit 3 hours. Prerequisites: Provisional SARTE Status and concurrent enrollment in MAT 610, MAT 620, and MAT 630. An introduction to children with exceptionalities. Topics include physical, mental, emotional and social traits of individuals with exceptionalities, legal issues related to special education, and current trends. Field experience is required.

MAT 620. Learning and Behavior Theories in Inclusive Elementary Classrooms. Credit 3 hours. Prerequisites: Provisional SARTE Status and concurrent enrollment in MAT 610 and MAT 630. The study and application of learning and behavioral theories including taxonomies of learning, pedagogical principles, child and adolescent development, and teaching and managing diverse populations. Field experience is required.

MAT 622. Classroom Management and Organization for Inclusive Elementary Classrooms. Credit 3 hours. Prerequisites: Full SARTE Status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630, and concurrent enrollment in with MAT 631 and MAT 640. The study and application of behavioral and humanistic approaches to classroom management and motivation with an emphasis on process, principles, and theories related to changing inappropriate behaviors. This course includes group management, behavior modification, conflict resolution, assertiveness, responsibility training, anti-social behavior and youth at risk, aggression and mistaken goals and preventive discipline techniques. Field experience will be required.

MAT 630. Assessment I: Inclusive Elementary Classroom Education. Credit 3 hours. Prerequisites: Full SARTE Status and successful completion of MAT 610, MAT 615, and MAT 620. Use of assessment in the modern school program. Topics will include lesson plan development, matching objectives to assessment, informal teacher-made tests and performance-based assessment as well as an introduction to case study design, standardized tests, and curriculum-based assessment. Field experience is required.

MAT 631. Assessment II: Inclusive Elementary Classroom Education. Credit 3 hours. Prerequisites: Full SARTE Status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630. Concurrent enrollment in MAT 622 and MAT 640. Continuation and application of Assessment I (MAT 630). Topics will include reading diagnostics as well as advanced case study design, standardized tests, and curriculum-based assessment. Students will begin to explore topics for their action research projects. Field experience is required.

MAT 640. Introduction to Reading and Language Arts in Inclusive Elementary Classrooms. Credit 3 hours. Prerequisite: Full SARTE Status and successful completion of MAT 610, MAT 615, MAT 620, and MAT 630. Concurrent enrollment in MAT 622 and MAT 631. A study of the reading, writing, and language processes as a fundamental aspect of the elementary and special education curriculum. Special attention will be given to the basic reading skills and strategies needed by mature readers. The latest in theories, methods, and materials will be appraised through study, observations, and demonstrations in classrooms. Field experience is required.

MAT 650. Integrated Learning Methods: Math, Physical Science, and Information Literacy. Credit 3 hours. Prerequisites: Full SARTE Status and successful completion of MAT 610, SPED 600, MAT 620, MAT 622, MAT 630, MAT 630, MAT 640. Concurrent enrollment in MAT 651 and MAT
652. Integrated course in methodology for teaching math, physical sciences, and information literacy to diverse groups of learners in elementary and special education classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children’s literature are also integrated into instructional planning, teaching, and assessment. Field experience is required. Professional development hours are required.

MAT 651. Integrated Learning Methods: Life Sciences, Health and P. E., and Information Literacy. Credit 3 hours. Prerequisites: Full SARTE Status and successful completion of MAT 610, SPED 600, MAT 620, MAT 622 MAT 630, MAT 631 and MAT 640. Concurrent enrollment in MAT 651 and MAT 652. Integrated course in methodology for teaching life sciences, health, and physical education to diverse groups of learners in elementary and special education classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children’s literature are also integrated into instructional planning, teaching, and assessment. Field experience is required. Professional development hours are required.

MAT 652. Integrated Learning Methods: Social Studies, Arts, Music, and Information Literacy. Credit 3 hours. Prerequisites: Full SARTE Status and successful completion of MAT 610, SPED 600, MAT 620, MAT 622, MAT 630, MAT 631 and MAT 640. Concurrent enrollment in MAT 650 and MAT 651. Integrated course in methodology for teaching social studies, arts, music, and information literacy to diverse groups of learners in elementary and special education classes. Thematic units will be designed to include integrated content from the three subject areas. Development of literacy competencies for informational text and children’s literature are also integrated into instructional planning, teaching, and assessment. Field experience is required. Professional development hours are required.

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

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

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

SPED 600. Introduction to the Education of Individuals with Exceptionalities. Credit 3 hours. A course for educators, students in behavioral sciences and students beginning graduate study in education. Study of relevant research dealing with physical, mental, emotional, and social traits of individuals with exceptionalities. Current issues in the development of educational programs for individuals with special needs will be addressed.