

# Master of Arts in Teaching (MAT)

## Program Objectives

A Master of Arts in Teaching is a standards-aligned degree program designed for individuals with a completed and accredited bachelor's degree who are seeking Elementary (Type 03) or Secondary (Type 09) teacher certification, both with Middle School Endorsement. Graduate study at Trinity reflects the institution's historic commitment to the life of the mind as a necessary complement to the life of the spirit. The MAT program integrates a biblically based worldview with the theory and practice of education.

## Additional Admissions Requirements

In addition to the General Admissions requirements for all applicants to Trinity's master's programs, prospective MAT candidates should be aware of the following:

- An education advisor will analyze the transcripts of all prospective candidates. It may be necessary to meet with an advisor to develop a personal plan for completion of state standards-aligned certification requirements.
- MAT/Elementary (Type 03) applicants will be required to take the School of Education's proficiency exam in mathematics (score will be used for placement purposes).

## Program Prerequisites

The following are program prerequisites for the MAT.

- All prospective candidates must submit a passing score on the Illinois Test of Basic Skills (096)
- MAT/Secondary (Type 09) applicants must also submit a passing score on the Illinois Subject-Matter Knowledge test in the subject area for which they wish to be certified. Trinity Graduate School offers secondary certification programs in: Biology, English, History and Mathematics.

[Note: The Basic Skills and/or Secondary Subject-Matter Knowledge tests are typically taken prior to the start of the professional education course sequence. In rare cases where this is not possible, students must meet with the Coordinator of Graduate Programs in Education to make alternative arrangements.]

- Students whose undergraduate course work does not fully meet Illinois state standards may be required to take additional courses to augment their content knowledge. These should be determined in consultation with the education advisor at the time of application.

## Candidacy

In addition to candidacy requirements outlined under "Academic Policies" in the TGS catalog, MAT students must be officially admitted into the School of Education. Students will be admitted into the School of Education and accepted for candidacy based on a successful interview with a School of Education faculty representative and completion of all state and institutional requirements as outlined in the Student Academic Handbook.

# Master of Arts in Teaching/Elementary

## Program of Study: 41 hours

### Common Core (6 hours):

IDS 697	Foundations of Integrative Thought	3 hours
IDS 698	Foundations of Cultural Engagement	3 hours

### Foundations Courses (13 hours):

ED 510	Educational Technology	2 hours
ED 540	Foundations of Education	3 hours
ED 560	Advanced Educational Psychology	4 hours
ED 565	Foundations of Special Education	2 hours

ED 585	Teaching in Culturally Diverse Settings I	1 hour
ED 650	Research Methods and Design I	1 hour

**Methods Courses (13 hours):**

ED 586	Teaching in Culturally Diverse Settings II	1 hour
ED 606	Reading and Writing Across the Curriculum	2 hours
ED 640	Integrated Methods of Teaching in the Elementary and Middle School	9 hours
ED 651	Research Methods and Design II	1 hour

**Professional Semester (8 hours):**

ED 690	Student Teaching for Elementary Certification	6 hours
ED 695	Advanced Seminar in Education	2 hours

**Master's Thesis (1 hour)**

ED 652	Research Methods and Design III <i>To be completed in semester following student teaching</i>	1 hour
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## Master of Arts in Teaching/Secondary

**Program of Study: 38 hours**

**Common Core (6 hours):**

IDS 697	Foundations of Integrative Thought	3 hours
IDS 698	Foundations of Cultural Engagement	3 hours

**Foundations Courses (13 hours):**

ED 510	Educational Technology	2 hours
ED 540	Foundations of Education	3 hours
ED 560	Advanced Educational Psychology	4 hours
ED 565	Foundations of Special Education	2 hours
ED 585	Teaching in Culturally Diverse Settings I	1 hour
ED 650	Research Methods and Design I	1 hour

**Methods Courses (10 hours):**

ED 586	Teaching in Culturally Diverse Settings II	1 hour
ED 606	Reading and Writing Across the Curriculum	2 hours
ED 651	Research Methods and Design, II	1 hour
ED 660	Integrated Methods of Teaching in the Secondary and Middle School	4 hours
ED 661	Teaching Biology in Secondary and Middle School	1 hour
ED 662	Teaching Language Arts and Literature in Secondary and Middle School	1 hour
ED 663	Teaching History and Social Studies in Secondary and Middle School	1 hour
ED 664	Teaching Mathematics in Secondary and Middle School	1 hour

*Students take **one** of the above **four** courses 661-664*

**Professional Semester (8 hours):**

ED 693	Student Teaching for Secondary Certification	6 hours
ED 695	Advanced Seminar in Education	2 hours

**Master's Thesis (1 hour):**

ED 652	Research Methods and Design III <i>To be completed in semester following student teaching.</i>	1 hour
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## Course Descriptions

### **ED 510 Educational Technology**

An applied study of educational technology in the school curriculum with an emphasis on individual and cooperative learning, integration of disciplines, and learning styles. Candidates will become familiar with application software and will create lessons and units that integrate technology. Aligned to *the Illinois Core Technology Standards for All Teachers*. A lab fee will be charged. *Two hours*.

### **ED 540 Foundations of Education**

An introduction to teaching, including an overview of the historical, philosophical, and cultural foundations of American education with a focus on current issues of educational reform and debates about “best practice.” Candidates work throughout the course to develop their own educational philosophy. *Three hours*.

### **ED 560 Advanced Educational Psychology**

An integrated examination of learning theory, including the physical, cognitive, social, and psychological development of children and adolescents. *Four hours*.

### **ED 565 Foundations of Special Education**

An exploration of special education, including an overview of the court cases and laws leading to IDEA and discussion of how these laws affect children with disabilities. A study of contemporary issues and practices prepares general education candidates to work effectively with exceptional children. *Two hours*.

### **ED 585 Teaching in Culturally Diverse Settings I**

This course offers the opportunity to connect theory with experience as candidates consider educational practice in culturally diverse settings and consider how prior life experiences contribute to one’s ability to effectively reach and teach *all* students. Candidates learn the basic principles of multicultural education through course reading and discussion and then develop a firsthand awareness of key issues through a combination of field experience and course-specific video footage. *One hour*.

### **ED 586 Teaching in Culturally Diverse Settings II**

A continuation of ED 585. Candidates trace the sociopolitical factors, school structures, and demographic trends that have brought us to our current understanding of multicultural education. After exploring effective and less effective teaching strategies and professional dispositions within under-resourced K-12 settings, candidates consider ways to integrate a culturally relevant and equitable curriculum for *all* students. *One hour*.

### **ED 606 Reading and Writing Across the Curriculum**

An overview of the key issues in reading research and instructional practice with special focus on teaching methods that develop strategic reading of content area texts. This course is designed to give candidates the background needed to develop a comprehensive reading and writing program within specific content areas. This course is aligned to the *Illinois Core Language Arts Standards for All Teachers*. *Two hours*.

### **ED 640 Integrated Methods of Teaching in the Elementary and Middle School**

A research-based study of elementary and middle school methods, including lesson planning, instructional models, middle school philosophy, and interdisciplinary instruction. A major component of this course is a focus on integrated content methods for reading, mathematics, social studies, science and health, physical education, art, and music, with primary attention given to reading and mathematics. Candidates encounter advanced application of the theory and methodology of reading instruction, including literature-based curriculum as well as units on ESL readers, assessment issues, and diagnosis of classroom reading problems. In mathematics methods, candidates learn a diagnostic approach to math instruction and development and a sound theory of the acquisition of mathematical concepts in the early grades. *Nine hours*.

### **ED 650 Research Methods and Design I**

A course that introduces candidates to the use and design educational research, with a special focus on qualitative methodology and teacher action research. Candidates will begin the process of conducting a literature review and developing an annotated bibliography in APA format. *One hour*.

### **ED 651 Research Methods and Design II**

A continuation of ED 650. After a study of seminal and current research on a chosen topic, candidates begin the process of planning their own classroom-based inquiry. Course content includes the major elements of teacher action research: choice of research question, review of professional literature, selection of research

methodologies, collection, organization, and analysis of data, interpretation of data, taking action, and assessing the action. *One hour.*

**ED 652 Research Methods and Design III**

A continuation of ED 651. Taken the semester following student teaching, the course will include instruction in report writing. After completing a teacher action research project during their professional semester, candidates complete a masters' thesis under the supervision of the primary instructor and a committee. *One hour.*

**ED 660 Integrated Methods of Teaching in the Secondary and Middle School**

An orientation to secondary and middle school methods with an emphasis on brain-based and constructivist learning theory, instructional planning and assessment, classroom management, and the development of interdisciplinary thematic units. Special focus is given to the use of active pedagogical strategies for promoting thinking and learning amongst today's adolescents. *Four hours.*

**ED 661 Teaching Biology in the Secondary and Middle School**

A course focusing on standards-aligned biology content being taught in today's secondary and middle schools. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Includes a segment on laboratory safety. Prerequisite ED 660 *Two hours.*

**ED 662 Teaching Language Arts and Literature in the Secondary and Middle School**

A course focusing on standards-aligned language arts and literature content being taught in today's secondary and middle schools. Candidates learn and practice a variety of pedagogical strategies specific to the discipline including the development of lessons, materials, and assessments. Prerequisite ED 660. *Two hours.*

**ED 663 Teaching History and Social Studies in the Secondary and Middle School**

A course focusing on standards-aligned history and social studies content being taught in today's secondary and middle schools. Candidates learn and practice a variety of pedagogical strategies specific to the discipline including the development of lessons, materials, and assessments. Prerequisite ED 660. *Two hours.*

**ED 664 Teaching Mathematics in the Secondary and Middle School**

A course focusing on standards-aligned mathematics content being taught in today's secondary and middle schools. Candidates learn and practice a variety of pedagogical strategies specific to the discipline including the development of lessons, materials, and assessments. Prerequisite ED 660. *Two hours.*

**ED 690 Student Teaching for Elementary Certification**

A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for student teaching as outlined in the School of Education Handbook, which includes passing the Illinois Elementary Subject-Matter Knowledge test. Attendance required at scheduled Professional Week activities. *Six hours.*

**ED 693 Student Teaching for Secondary Certification**

A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for student teaching as outlined in the School of Education Handbook. Attendance required at scheduled Professional Week activities. *Six hours.*

**ED 695 Advanced Seminar in Education**

This course includes discussion of current critical issues in American education and is designed to support the goals of the student teaching experience. The seminar format of the course provides a forum for peer and supervisory support and for the exchange of viewpoints. Scheduled on selected evenings throughout the Professional Semester. *Two hours.*