

MASTER OF ARTS IN TEACHING

Teacher Education

The Master of Arts in Teaching (MAT) program is designed for second-career adults who have previously attained a bachelor's degree in a field other than teaching and would like to become teachers. The program provides an online alternative pathway to teaching at the graduate level for those who live outside a reasonable radius of a teacher preparation program.

Program completers will earn a Master of Arts in Teaching degree upon completion of the necessary undergraduate and graduate endorsement coursework. Additionally, a passing score on the required content examination is required by Nebraska Rule for an initial teacher license in Nebraska.

Since certification requirements of various states differ, a student planning to teach in a state other than Nebraska should inquire about specific requirements for that state.

Online endorsement options for the MAT include:

- Business, Marketing and Information Technology Endorsement (Grades 6-12) (<http://catalog.csc.edu/undergraduate/programs/business/bsed-field-endorsement-business-marketing-information-technology-education-6-12/>)
- Early Childhood Inclusive Education Endorsement (Birth through Grade 3) (<http://catalog.csc.edu/undergraduate/programs/special-education/bs-education-early-childhood-inclusive-field-endorsement-birth-through-grade-3/>)
- Elementary Education Endorsement (Grades K-8) (<http://catalog.csc.edu/undergraduate/programs/education/bsed-field-endorsement-elementary-education-k-8/>)
- English/Language Arts Endorsement (Grades 6-12) (<http://catalog.csc.edu/undergraduate/programs/english/bs-education-field-endorsement-english-language-arts-7-12/>)
- Family and Consumer Sciences Education Endorsement (Grades 6-12) (<http://catalog.csc.edu/undergraduate/programs/family-consumer-sciences/bs-education-field-endorsement-family-consumer-sciences-6-12/>)
- Health Education Endorsement (Grades 7-12) (<http://catalog.csc.edu/undergraduate/programs/health-physical-education-recreation/bs-education-subject-endorsement-health-education-7-12/>)
- Mathematics Endorsement (Grades 6-12) (<http://catalog.csc.edu/undergraduate/programs/mathematics/bs-education-field-endorsement-mathematics-6-12/>)
- Middle-Level Education Endorsements with Core Academic Areas in English/ Language Arts (<http://catalog.csc.edu/undergraduate/programs/english/bs-education-english-language-arts-middle-level-education-academic-area-english-language-arts-grades-5-9/>), Math (<http://catalog.csc.edu/undergraduate/programs/mathematics/bs-education-middle-level-education-academic-area-mathematics-5-9/>), Sciences (<http://catalog.csc.edu/undergraduate/programs/physical-sciences/bs-education-middle-level-education-academic-area-sciences-grades-5-9/>) (Grades 5-9)
- Science Endorsement (Grades 7-12) (<http://catalog.csc.edu/undergraduate/programs/physical-sciences/bs-education-field-endorsement-science-7-12/>)
- Special Education Generalist Endorsement (Grades K-12) (<http://catalog.csc.edu/undergraduate/programs/special-education/bs-education-field-endorsement-special-education-k-12/>)

Student Learning Outcomes

- **CSC/InTASC Standard #1: Learner Development.** The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (*Methodology*)
- **CSC/InTASC Standard #2: Learning Differences.** The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (*Inclusive Learning Environments*)
- **CSC/InTASC Standard #3: Learning Environments.** The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (*Communication*)
- **CSC/InTASC Standard #4: Content Knowledge.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (*Specialty Studies*)
- **CSC/InTASC Standard #5: Application of Content.** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (*Thinking Skills*)
- **CSC/InTASC Standard #6: Assessment.** The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (*Assessment*)
- **CSC/InTASC Standard #7: Planning for Instruction.** The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of learners and the community context. (*Methodology*)
- **CSC/InTASC Standard #8: Instructional Strategies.** The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (*Methodology*)
- **CSC/InTASC Standard #9: Professional Learning and Ethical Practice.** The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (*Professionalism*)
- **CSC/InTASC Standard #10: Leadership and Collaboration.** The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school

professionals, and community members to ensure learner growth, and to advance the profession. (*Leadership*)

As part of the program, candidates complete a 6-credit hour student teaching internship (EDUC 690). This experience is arranged in an accredited school in consultation with the Director of Field Experience.

Courses

Listed below is the coursework required by the Program:

Code	Title	Credits
Core Courses		
EDUC 530	INTEGRATED CLASSROOM METHODOLOGY	3
SPED 532	SURVEY OF SPECIAL EDUCATION	3
EDUC 510	LEARNING THEORIES AND FOSTERING EFFECTIVE EDUCATIONAL ENVIRONMENTS	3
EDUC 542	CLASSROOM MANAGEMENT AND PRACTICUM	3
EDUC 690	STUDENT TEACHING	6
Electives		
Select electives approved by Advisor		18
Total Credits		36