

Graduate Program

Graduate Program

Graduate Program Degrees

Master of Arts in Teaching (MAT)

The Master of Arts in Teaching (MAT) offers an alternative pathway to Arkansas teacher licensure for those who have earned a bachelor's degree from an accredited institution of higher education and who wish to pursue a career in the teaching profession. The degree provides a firm foundation of professional knowledge, skills, and dispositions through challenging coursework and professional mentoring in conjunction with intensive classroom experience in a year-long teaching residency. Teacher candidates may pursue teacher licensure in the following content areas and levels:

- Elementary Education K-6
- Middle Childhood 4-8 in English language arts, mathematics, science, and social studies
- Secondary 4-12 in computer science
- Secondary 7-12 in English/Language arts, biology/life science, chemistry, mathematics, and social studies
- Broad Range K-12 in art, foreign languages (French or Spanish), physical education, and music (vocal and/or instrumental)

The MAT degree consists of 36 credit hours and is designed to prepare candidates using a hybrid teaching model that blends online coursework with weekly face-to-face meetings offered either remotely or in person. Candidates beginning the program in a summer term can complete the degree in fifteen months, while those beginning in the fall semester will be able to finish in less than two years. The program offers two pathways to complete the Residency requirements:

Pathway 1: Teaching Residency

In Pathway 1, teacher candidates may complete the residency requirement by teaching full-time in the subject area and grade level(s) for which they are seeking licensure. In order to follow this pathway, candidates must be working as teacher of record under the Rules Governing Educator Licensure in Arkansas and meet all other requirements for admission to the program. Candidates will be awarded six credit hours in each of two semesters for their full-time work in the classroom.

Pathway 2: Traditional Residency

In Pathway 2, teacher candidates who are not employed as teacher of record will be placed in a two-semester, half-day residency where they will complete the field experience requirements for the degree in conjunction with their coursework.

Program Admissions

To be unconditionally admitted to the MAT program, candidates must meet the following requirements:

1. Submit a completed graduate student application form.

2. Provide an official transcript demonstrating the completion of an undergraduate degree in an eligible discipline from an accredited college or university with a cumulative GPA of 2.75 or higher on a four-point scale or a GPA of 3.0 in the last 60 hours of coursework. If applicable, candidates must also submit official transcripts for any graduate coursework completed.
3. Submit passing scores on the Praxis subject area exam for the desired teaching license.
4. Provide three references. Two references must be professional in nature.
5. Provide a professional goals statement and rationale for seeking admission to the program.
6. Sit for an interview (virtual or in-person) with the admissions committee.

Candidates may be conditionally admitted under the following conditions:

- The cumulative undergraduate GPA is 2.5 or higher with a GPA of 3.0 or higher on at least 30 credit hours of coursework in the intended teaching discipline.
- Praxis subject area scores provided are near passing [within two Standard Errors of Measurement (SEM) of the state-required cut score]. Candidates must submit passing scores on all required testing prior to recommendation for licensure.

Background Checks

Prior to placement in a residency classroom, candidates must submit to a criminal history check (ASP & FBI) and an Arkansas Child Maltreatment Central Registry check. Information on background check requirements and processes can be found on the Department of Education website [here](#).

Please note: Candidates should be aware that the Arkansas Department of Education has access to and must consider any background check reflecting a conviction (pleading guilty or no contest or being found guilty by a jury or judge) for any offense listed in Arkansas Code Ann. §§ 6-17- 410 and 6-17-414 as well as any felony involving physical or sexual injury, mistreatment, or abuse against another, including records that have been expunged, sealed, or subject to a pardon. The discovery of a record of conviction for any felony/non-felony offense could result in the applicant being ineligible for an Arkansas educator's license. See [Disqualifying Offenses for Licensure or Employment in Arkansas Public Schools \(PDF\)](#).

Additional Licensure Requirements

- **Candidates completing programs in elementary K-6, social studies 4-8, or social studies 7-12 must complete three college credit hours in Arkansas History at an accredited institution of higher education or the 45-hour professional development course in Arkansas History offered through Arkansas IDEAS.**
- **All candidates must complete required professional development in family and community engagement, child maltreatment training, teen suicide awareness and prevention, dyslexia awareness, and human trafficking awareness. These trainings may be obtained on Arkansas IDEAS.**

MAT Course Descriptions

EDU 505 Foundations of Effective Teaching & Learning (3 credits)

This course focuses on the foundational skills required for early success in the classroom. Topics will include the TESS domains (from Danielson's Framework for Teaching), principles of classroom management, teacher collaboration, and professional dispositions and ethics. Course content will focus on organizing content knowledge for student learning, creating environments that are conducive to student learning, developing the instructional skills necessary for guiding student learning, and demonstrating growth within the profession. Candidates should

complete this course in the summer prior to field placement or employment on a provisional license.

EDU 510 Science-based Reading and Literacy Instruction (3 credits)

This course focuses on preparing pre-service teachers to effectively teach reading and literacy skills based on the science of reading. Course topics include the science of reading research as well as concepts of print, phonological and phonemic awareness, phonics and word study, development of reading comprehension, and reading assessment and instruction.

EDU 515 Disciplinary Literacy & Pedagogy (3 credits)

This course focuses on developing teacher candidate awareness of the foundational principles of the science of reading as it pertains to literacy instruction in the content areas, as well as their knowledge and skills related to content-area instructional methods and strategies.

EDU 520 Child & Adolescent Development (3 credits)

The purpose of this course is to provide students with a graduate-level introduction to theory, empirical research, and practical educational applications of child and adolescent development. Topics will include biological, cognitive, linguistic, social, affective, and personality development. The focus will almost exclusively be on typical development. As such, the course will not focus on therapeutic approaches, interventions, or clinical populations (except in rare and limited instances). Material will be covered through instructor and student presentations and seminar discussions.

EDU 525 Learning & Cognition (3 credits)

The emphasis of this course is on how humans learn. The purpose is to provide students with a graduate-level introduction to theory, empirical research, and practical educational applications of learning and cognition. The course will also give students hands-on experience with learning and memory principles, describing these in relation education and provide students with useful tools in understanding thinking, learning, and teaching; as such the areas of memory, learning styles, motivation, and knowledge transfer will be specifically addressed.

EDU 530 Models & Methods for Quality Instruction (3 credits)

This course focuses on the knowledge, skills, and dispositions necessary for high quality, authentic instructional practice. Topics will include instruction using interdisciplinary teaching and learning, instructional models for a variety of teaching purposes, and pedagogical practices that support student learning. Students will design an interdisciplinary thematic unit that incorporates content from a variety of disciplines including the humanities, fine arts, social sciences, mathematics, and sciences as appropriate. Prerequisite/Corequisite: EDU 505 Foundations of Effective Teaching and Learning

EDU 535 Integrating Technology into the K-12 Classroom (3 credits)

Designed to prepare teacher candidates to effectively integrate technology into classroom practice, this course focuses on using technological resources and tools to enhance learning through standards-based content instruction and pedagogical best practice. The course explores how technology may be leveraged as a tool to facilitate changes in the way teachers teach and students learn, and ultimately to stimulate positive changes in education both locally and globally. It also examines how educators can increase their own productivity by using technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. Students will examine the benefits and possible drawbacks of technology use in their classrooms and learn how to integrate technology effectively into their teaching to promote student learning. Course topics align with the International Society for Technology in Education (ISTE) standards for students and teachers.

EDU 605 Culture, Equity, and Engagement in Educational Settings (3 credits)

This course explores diversity, equity, and engagement in educational settings within the sociopolitical context of the present day. Readings and discussions will focus on how societal and educational systems impact student learning and how culturally responsive educators can provide high quality instruction to a diverse student population.

EDU 610 Education Law, Ethics, and Advocacy (3 credits)

This course focuses on foundational legal and ethical principles upon which school leaders should base their decisions in their work as educators and as advocates for their students, their colleagues, their communities, and the teaching profession.

EDU 615 Residency & Seminar I (6 credits)

The student teaching residency is designed to provide the pre-service teacher with a realistic mentored experience in planning, managing, and teaching in a public-school classroom. The seminar is designed to both enable the intern to integrate theory and practice and to find professional support from peers and faculty. The seminar itself will be process-oriented, with weekly topics determined collaboratively between the instructor and the students. Interns who are employed by a school district as teacher of record will complete the residency in their district-assigned classrooms. Interns who are not employed by a school district will be placed in a classroom with a mentor teacher.

EDU 620 Residency & Seminar I (6 credits)

The student teaching residency is designed to provide the pre-service teacher with a realistic mentored experience in planning, managing, and teaching in a public-school classroom. The seminar is designed to both enable the intern to integrate theory and practice and to find professional support from peers and faculty. The seminar itself will be process-oriented, with weekly topics determined collaboratively between the instructor and the students. Interns who are employed by a school district on a provisional license will complete the residency in their district-assigned classrooms. Interns who are not employed by a school district will be placed in a classroom with a mentor teacher.

Summary of Requirements for a Masters of Arts in Teaching [Elementary K-6]

Item #	Title	Credits
EDU 505	Foundations of Effective Teaching and Learning	3
EDU 510	Science-based Reading and Literacy Instruction	3
EDU 520	Child & Adolescent Development	3
EDU 525	Learning & Cognition	3
EDU 530	Models & Methods for Quality Instruction	3
EDU 535	Integrating Technology into the K-12 Classroom	3
EDU 605	Culture, Equity, and Engagement in Educational Settings	3
EDU 610	Education Law, Ethics, and Advocacy	3
EDU 615	Residency & Seminar I	6
EDU 620	Residency & Seminar II	6

Summary of Requirements for a Masters of Arts in Teaching [4th-8th, 4th-12th, 7th-12th, & K-12]

Item #	Title	Credits
EDU 505	Foundations of Effective Teaching and Learning	3
EDU 515	Disciplinary Literacy & Pedagogy	3
EDU 520	Child & Adolescent Development	3
EDU 525	Learning & Cognition	3
EDU 530	Models & Methods for Quality Instruction	3
EDU 535	Integrating Technology into the K-12 Classroom	3
EDU 605	Culture, Equity, and Engagement in Educational Settings	3
EDU 610	Education Law, Ethics, and Advocacy	3
EDU 615	Residency & Seminar I	6
EDU 620	Residency & Seminar II	6

Graduate Program (MAT) Courses

EDU 505: Foundations of Effective Teaching and Learning

This course focuses on the foundational skills required for early success in the classroom. Topics will include the TESS domains (from Danielson's Framework for Teaching), principles of classroom management, teacher collaboration, and professional dispositions and ethics. Course content will focus on organizing content knowledge for student learning, creating environments that are conducive to student learning, developing the instructional skills necessary for guiding student learning, and demonstrating growth within the profession. Candidates should complete this course in the summer prior to field placement or employment on a provisional license.

Credits 3

EDU 510: Science-based Reading and Literacy Instruction

This course focuses on preparing pre-service teachers to effectively teach reading and literacy skills based on the science of reading. Course topics include the science of reading research as well as concepts of print, phonological and phonemic awareness, phonics and word study, development of reading comprehension, and reading assessment and instruction.

Credits 3

EDU 515: Disciplinary Literacy & Pedagogy

This course focuses on developing teacher candidate awareness of the foundational principles of the science of reading as it pertains to literacy instruction in the content areas, as well as their knowledge and skills related to content-area instructional methods and strategies.

Credits 3

EDU 520: Child & Adolescent Development

The purpose of this course is to provide students with a graduate-level introduction to theory, empirical research, and practical educational applications of child and adolescent development. Topics will include biological,

cognitive, linguistic, social, affective, and personality development. The focus will almost exclusively be on typical development. As such, the course will not focus on therapeutic approaches, interventions, or clinical populations (except in rare and limited instances). Material will be covered through instructor and student presentations and seminar discussions.

Credits 3

EDU 525: Learning & Cognition

The emphasis of this course is on how humans learn. The purpose is to provide students with a graduate-level introduction to theory, empirical research, and practical educational applications of learning and cognition. The course will also give students hands-on experience with learning and memory principles, describing these in relation education and provide students with useful tools in understanding thinking, learning, and teaching; as such the areas of memory, learning styles, motivation, and knowledge transfer will be specifically addressed.

Credits 3

EDU 530: Models & Methods for Quality Instruction

This course focuses on the knowledge, skills, and dispositions necessary for high quality, authentic instructional practice. Topics will include instruction using interdisciplinary teaching and learning, instructional models for a variety of teaching purposes, and pedagogical practices that support student learning. Students will design an interdisciplinary thematic unit that incorporates content from a variety of disciplines including the humanities, fine arts, social sciences, mathematics, and sciences as appropriate.

Credits 3

Prerequisites

EDU 505

EDU 535: Integrating Technology into the K-12 Classroom

Designed to prepare teacher candidates to effectively integrate technology into classroom practice, this course focuses on using technological resources and tools to enhance learning through standards-based content instruction and pedagogical best practices. The course explores how technology may be leveraged as a tool to facilitate changes in the way teachers teach and students learn, and ultimately to stimulate positive changes in education both locally and globally. It also examines how educators can increase their own productivity by using technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. Students will examine the benefits and possible drawbacks of technology use in their classrooms and learn how to integrate technology effectively into their teaching to promote student learning. Course topics align with the International Society for Technology in Education (ISTE) standards for students and teachers.

Credits 3

EDU 605: Culture, Equity, and Engagement in Educational Settings

This course explores diversity, equity, and engagement in educational settings within the sociopolitical context of the present day. Readings and discussions will focus on how societal and educational systems impact student learning and how culturally responsive educators can provide high quality instruction to a diverse student population.

Credits 3

EDU 610: Education Law, Ethics, and Advocacy

This course focuses on foundational legal and ethical principles upon which school leaders should base their decisions in their work as educators and as advocates for their students, their colleagues, their communities, and the teaching profession.

Credits 3

EDU 615: Residency & Seminar I

The student teaching residency is designed to provide the pre-service teacher with a realistic mentored experience in planning, managing, and teaching in a public-school classroom. The seminar is designed to both enable the intern to integrate theory and practice and to find professional support from peers and faculty. The seminar itself will be process-oriented, with weekly topics determined collaboratively between the instructor and the students. Interns who are employed by a school district as teacher of record will complete the residency in their district-assigned classrooms. Interns who are not employed by a school district will be placed in a classroom with a mentor teacher.

Credits 6

EDU 620: Residency & Seminar II

The student teaching residency is designed to provide the pre-service teacher with a realistic mentored experience in planning, managing, and teaching in a public-school classroom. The seminar is designed to both enable the intern to integrate theory and practice and to find professional support from peers and faculty. The seminar itself will be process-oriented, with weekly topics determined collaboratively between the instructor and the students. Interns who are employed by a school district on a provisional license will complete the residency in their district-assigned classrooms. Interns who are not employed by a school district will be placed in a classroom with a mentor teacher.

Credits 6