

General Master of Arts in Teaching with Special (K-12) Foreign Language Certification
 (designation in French, German, or Spanish)
Recommended Sequence of Courses for Teacher Candidates
with Bachelor's Degrees from Approved Institutions

Advising: Prior to or early during the first semester, meet with the MAT Coordinator and content-area advisor to determine if any additional content-area course work is needed for obtaining a teaching license.

SEMESTER 1: Fall Semester (16 credit hours)

		<u>hours</u>	<u>availability</u>
EDUC 515L	Cross-Cultural Tutoring Practicum	0	Fall, Spring
EDUC 225	Learning and Development	4	Fall, Spring
EDUC 521L	Teacher Aiding Practicum	0	Fall, Spring
EDUC 305	Learning Differences	2	Fall, Spring
EDUC 506	Curriculum Integration and Classroom Communication	4	Fall
EDUC 541	Statistics in Education	2	Fall
FREN/GERM/SPAN 371	Methods of Teaching Foreign Languages	4	Fall

Apply for WheTEP Admission and Student Teaching by 1 December

SEMESTER 2: Spring Semester (12 credit hours)

{	EDUC 505L	Learning Differences Practicum	0	Fall, Spring
	EDUC 527L	Secondary/Middle Education Practicum ¹	0	Fall, Spring
	EDUC 542	Research Methodologies in Education	2	Spring
	EDUC 531	Ethical Perspectives on Teaching	2	Spring
	LING 618	English Language Learning Methods and Materials	2	Spring
	LING 531	Theological Perspectives on Language and International Education	2	Sp (B-Quad)
	BITH Category I course (Select one from BITH 565 Christian Theology, BITH 566 Foundations for Biblical Interpretation, BITH 576 History of Christianity to 1900)		4	Fall, Spring, Summer

Pass ILTS Content-Area Test: Foreign Languages

SEMESTER 3: Fall Semester (16 credit hours)

EDUC 587	Philosophical Foundations of Education	3	Fall, Spring
EDUC 594	Craft of Teaching	2	Fall, Spring
EDUC 596	Student Teaching	9	Fall, Spring
EDUC 597	Scholarly Inquiry Paper	2	Fall, Spring
EDUC 507L	Middle Grade Practicum [<i>required for Middle Grade Endorsement if EDUC 521L was not completed in a Middle School</i>] Must be completed prior to the student teaching semester but included in the course registration for the student teaching semester.	0	Fall, Spring

Pass edTPA (Teacher Performance Assessment)

With the satisfactory completion of student teaching and the State of Illinois examinations, candidates can apply for State of Illinois teacher licensure.

INDUCTION YEAR OF TEACHING--Teacher candidate employed full-time as teacher/scholar

EDUC 599	Final Project Continuation		Fall, Spring, Summer
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After taking EDUC 597, Scholarly Inquiry Paper, MAT students should continue to enroll in EDUC 599, Final Project Continuation in each subsequent semester until their scholarly inquiry paper is finally approved. A \$50.00 fee will be charged for each semester (fall, spring) of Final Project Continuation. M.A.T. course work completers who do not register for each semester of continuation or fail to complete the scholarly inquiry paper within five

¹The methods practicum and the learning differences practicum are combined as one, 60-clock-hour practicum experience. Candidates should plan to be at their placement school on M-F, 7:30 a.m. – 10:30 a.m. for the entire month of April.

years of the first term as a full MAT student will be dropped from the degree program (i.e. fall 2022 graduate course work beginners must fully complete the scholarly inquiry paper by Aug. 31, 2027).

In consultation with the MAT coordinator, an MAT student who wants to conduct a research in an educational setting after completion of the course requirements may petition to switch to EDUC 698, Thesis. Each subsequent semester until the thesis is completed the student must enroll in EDUC 699, Thesis Continuation (\$50 fee). The five-year requirement for thesis completion remains in effect.

When either the scholarly inquiry paper or the thesis is satisfactorily completed and accepted by Buswell Library for the College's archives, the Master of Arts in Teaching degree will be awarded.