Elementary and Secondary Education, M.A.T.

The School of Education offers a 14-month Master of Arts program in Elementary and Secondary Education. The M.A.T. with Single Subject Credential prepares candidates to teach mathematics, social science, English language arts, sciences, art, or world languages at the middle or high school level. The M.A.T. with Multiple Subject Credential prepares students to teach all grade levels and content areas within the elementary school curriculum and includes the option of earning a bilingual authorization. The M.A.T. program provides a rich theoretical and practical framework with a focus on *Learning to Learn from Teaching,* or continuously studying the impact of one's teaching on student learning.

Selection is based on the graduate admission requirements of the UCI Graduate Division, which include the strength of the undergraduate academic record, statement of purpose, and letters of recommendation.

Submit an application through the Graduate Division (http://www.grad.uci.edu/admissions/).

Evidence of Academic Achievement–Transcripts from all post-secondary institutions. Completion of a baccalaureate degree from an accredited institution and a minimum grade point average of 3.0 will support admission to the program.

Written Recommendations. Three letters of recommendation, including at least one from an academic source, from individuals who are familiar with the applicant's (1) ability to pursue graduate study, (2) capacity to work with children, and/or (3) demonstrated fitness for the professional environment of teaching.

Prior to the Start of the Program

- Pass the California Basic Educational Skills Test, or provide evidence of equivalent coursework;
- Pass the required California Subject Matter Tests, equivalent coursework, or complete an approved subject-matter preparation program in the content area;
- Hold a current Certificate of Clearance or Substitute Teaching Permit from the State of California;
- Hold a current TB test with negative results.

Program of Study

Multiple Subject Credential

Summer One – First Session

EDUC 374	Learning and Child Development
EDUC 241	Children's Sense Making in Science
EDUC 230	The History and Culture of Schooling in the United States

Summer One – Second Session

EDUC 202	Outcomes of Schooling/Student Assessment
EDUC 364	Instructional Design and Education Technology for the Elementary Classroom
EDUC 323A	Curriculum Methods in Elementary Science
EDUC 347	Culture, Diversity, and Educational Equity

Fall Quarter

EDUC 301	Directed Elementary Field Experiences in Diverse Schools
EDUC 320	Teaching Physical and Health Education in Elementary School
EDUC 322A	Curriculum and Methods for Elementary School Mathematics I
EDUC 323B	Curriculum Methods in Elementary Science
EDUC 326	Curriculum and Methods for Elementary School Reading
EDUC 362	Curriculum and Methods for Elementary Language Arts and English Language Development

Winter Quarter

EDUC 304	Student Teaching in the Elementary Schools
EDUC 306	Supervised Teaching in Bilingual Education, Elementary
EDUC 348A	Educational Equity and the Exceptional Learner I
EDUC 322B	Curriculum and Methods for Elementary School Mathematics II

EDUC 325	Teaching the Visual and Performing Arts in Elementary School
EDUC 246	Teaching Investigations: Identifying Dilemmas of Practice

Spring Quarter

EDUC 304	Student Teaching in the Elementary Schools
EDUC 306	Supervised Teaching in Bilingual Education, Elementary
EDUC 359	Curriculum and Methods for Elementary Social Science and Information Literacy
EDUC 348B	Educational Equity and the Exceptional Learner II
EDUC 247	Teaching Investigations: Exploring Dilemmas of Practice

Summer Two

EDUC 248	Understanding Teacher Agency
EDUC 243	The Policy Environment of Teaching

Single Subject Credential

Summer One - First Session

EDUC 245	Learning Inside and Outside of School
EDUC 361	The Adolescent Learner
EDUC 230	The History and Culture of Schooling in the United States

Summer One - Second Session

EDUC 243	The Policy Environment of Teaching
EDUC 202	Outcomes of Schooling/Student Assessment
EDUC 348A	Educational Equity and the Exceptional Learner I
EDUC 358	Media and Information Literacy in the Secondary Classroom

Fall Quarter

EDUC 302	Directed Secondary Field Experiences
EDUC 305	Learning to Learn from Teaching in Secondary Schools
EDUC 336	Methods of Teaching Languages other than English in Secondary Schools
EDUC 337	Methods of Teaching Social Science in the Secondary School
EDUC 338	Methods of Teaching English in the Secondary School
EDUC 339	Methods of Teaching Visual Arts in Secondary Schools
EDUC 340	Methods of Teaching Mathematics in Secondary School
EDUC 341	Teaching Science in Secondary School
EDUC 346	Reading and Writing in Middle School and High School Classrooms
EDUC 347	Culture, Diversity, and Educational Equity

Winter Quarter

EDUC 307	Student Teaching in Intermediate/Secondary School
EDUC 342A	Applied Instructional Strategies in Secondary Schools
EDUC 349	Theories and Methods of English Language Development Applied to Secondary Students
EDUC 246	Teaching Investigations: Identifying Dilemmas of Practice

Spring Quarter

EDUC 307	Student Teaching in Intermediate/Secondary School
EDUC 342B	Applied Instructional Strategies in Secondary Schools

EDUC 247	Teaching Investigations: Exploring Dilemmas of Practice
EDUC 348B	Educational Equity and the Exceptional Learner II

Summer Two

EDUC 248	Understanding Teacher Agency
EDUC 206	Design of Learning Environments for Teachers in Secondary School Subjects

A comprehensive examination is completed by M.A.T. candidates during the second summer. The examination is an action research project embedded in EDUC 248 Understanding Teacher Agency.

A grade of B or better is required in all courses and in student teaching for successful completion of the program.

Student teaching for Multiple Subject candidates (grades K–6) is defined as a full day, four days per week during the first quarter of student teaching and a full day, five days per week during the second quarter of student teaching. Assignments will include two grade levels within the K–6 range in elementary schools.

Student teaching for Single Subject candidates (grades 7–12) in the post-baccalaureate program is defined as a full day, five days per week for one public school semester in an appropriate classroom setting in a middle or high school.

Readiness for student teaching shall be determined by, but not be limited to, academic work, professional conduct, and potential for success in teaching. Failure to be advanced to student teaching will be considered good cause for removal and/or a leave of absence from the program.

Applying for a California Credential

In addition to fulfilling all of the above requirements:

- Show evidence a college-level course, or pass an approved examination on the U.S. Constitution;
- Obtain a CPR certificate in Adult, Child, and Infant resuscitation training.
- Pass the Teaching Performance Assessment

Adding Teaching Authorizations. After acquiring a basic credential, it is possible to add further teaching authorizations. Consult an academic counselor in the School of Education Student Affairs office (http://advise.education.uci.edu/contact-us.html) for details.