



Wichita State University Wichita, Kansas

Master of Arts in Teaching

The department of curriculum and instruction offers courses leading to the Master of Arts in Teaching (MAT). The MAT is offered for students seeking initial KSDE license through an alternative licensure program.

Admission Requirements

For entry into Graduate School, and College of Education, candidates must possess a minimum grade point average of 3.00 in the last 60 hours of coursework **OR** a GPA of 2.75 combined with either a Miller Analogies Test score of at least 40 or a Graduate Record Exam total score of at least 917 on any two GRE subtests. Additionally, candidates must pass a basic skills test in reading, mathematics and writing for College of Education admission. To be eligible for a restricted teaching license, KSDE requires a 2.50 overall GPA, at least a 2.50 GPA in the licensure content field, and a signed teaching contract with an accredited school district.

It is recommended that all interested candidates contact the graduate coordinator of this program before applying for admission. Candidates must be eligible to enter the Transition to Teaching program while working on the MAT degree.

Degree Requirements

The graduate level initial licensure program consists of 36 credit hours. The core curriculum consists of 21 hours of child/adolescent development and pedagogy, 11 hours of research and reflection and four hours of internship with university supervisors provided. Candidates in this program, after following an intensive summer of study, will begin teaching in the classroom as the Teacher of Record with a restricted license. Each candidate will be provided with both a mentor from the

employing school district and a university supervisor for the duration of the program. Each semester of two years candidates complete an internship designed to provide direction and support for the candidate learning the art and science of teaching. Coursework, practical application, on-the-job (internships), and a support system through the mentor and university supervisor all serve to ensure candidate success in becoming an effective classroom teacher. The curriculum is designed to equip candidates with the following knowledge and skills:

- Effective classroom management practices and procedures.
- Lesson Planning
- Adapting instructions to meet the needs of all students – diversity and exceptionalities
- Establishing and maintaining the classroom learning environment
- Aligning their instruction with national, state, and local standards
- Cooperative learning and teamwork
- Technology applications for instruction and productivity
- Assessing student learning
- Conducting and understanding educational research
- Effective classroom instructional strategies and practices

Core Courses:

<i>Course</i>	<i>Hrs</i>
CI 760 Creating Effective Classrooms	2
CI 702 Intro to the Exceptional Child	3
CESP 728 Theories of Growth and Development	3
CI 711 Multicultural Education	3
CI 701 Foundations of Education	2

Core Courses: (continued)

<i>Course</i>	<i>Hrs</i>
CI 845 Curriculum Models	2
CI 615 Literacy and Reading	2
CI 761 Instructional Planning	2
CI 769 Instructional Strategies and Assessment	2

Research

<i>Course</i>	<i>Hrs</i>
CESP 701 Intro to Educational Research	3
CI 848 Analysis and Reflection	2
CI 849 Practices and Trends in Action Research	2
CI 860 Seminar in Research Problems	2
CI 862 Professional Research Preparation	1
CI 863 Professional Research Presentation	1

Practica

<i>Course</i>	<i>Hrs</i>
CI 743 Internship 1	1
CI 744 Internship 2	1
CI 748 Internship 3	1
CI 749 Internship 4	1

Total hours: 36

Faculty

Judith L. Hayes, Assistant Professor, Curriculum and Instruction and Director, Transition to Teaching (2005). BS, Friends University, 1995; MEd, Wichita State University, 1997; PhD, Kansas State University, 2004.

Marlene A. Schommer-Aikins, Professor and Chairperson, Counseling, Educational, and School Psychology (1990). BS, University of Wisconsin, 1978; MS, 1984; PhD, University of Illinois-Urbana-Champaign, 1989.

Kay Gibson, Associate Professor, Curriculum and Instruction (1998). BA, Wichita State University, 1970; MS, 1984; PhD, University of New England, 1996.

Johnnie Thompson, Associate Professor, Curriculum and Instruction (1993). BS, University of Kansas, 1968; MS, Central Missouri State University, 1975; EdD, Kansas State University, 1992.

Candace B. Wells, Assistant Professor, Curriculum and Instruction (2004). AB, University of Chicago, 1971; MA, University of Missouri - Kansas City, 1973; EdD, Oklahoma State University, 1980.

Peggy L. Jewell, Assistant Professor, Curriculum and Instruction (2005). BSE, University of Wisconsin, Whitewater, 1976; MEPD, 1985; EdD, Oklahoma State University, 2002.

Jeri A. Carroll, Professor, Curriculum and Instruction (1982). BME, University of Kansas, 1965; MS, 1973; PhD, 1980.

Frances L. Clark, Associate Professor, Curriculum and Instruction and Graduate Coordinator, Special Education Program (1992). BA, Southwestern College, 1966; MEd, University of Kansas, 1971; PhD, 1981.

Anh Tran, Associate Professor, Curriculum and Instruction (2003). BA, Saigon University, 1973; MA, Wichita State University, 1993; PhD, Kansas State University, 2002.

Daniel Bergman, Assistant Professor, Curriculum and Instruction (2007). BS, University of Nebraska – Lincoln, 1999; MA, 2002; MA, University of Nebraska – Kearney, 2004; PhD, Iowa State University, 2007.

For more information

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