

# SECONDARY EDUCATION (M.A.T.)

<https://cola.unh.edu/education/program/mat/secondary-education>

## Description

The Secondary Education program culminates in a recommendation for a license and an M.A.T. degree for those who wish to teach in secondary schools.

What is the difference between an M.Ed. and the M.A.T in Secondary Education? The M.A.T. requires that at least three graduate-level courses (9-12 graduate credits) be in an area of subject matter concentration rather than in education. UNH undergraduates completing a baccalaureate degree outside of education who are interested in the M.Ed. or M.A.T. in Secondary Education can begin preparation for teaching at the undergraduate level with a semester of field experience and professional course work in education. In their second semester junior year or first semester senior year, qualified students can apply to the [Accelerated Master's Program](#). If accepted, they can potentially complete both their bachelor's and master's degrees in as few as five years. Students who have previously completed a baccalaureate degree at UNH or another institution may also apply to the teacher preparation program at the graduate level. Without prior course work in education, these programs will normally require two years to achieve licensure and a degree.

## Admission Criteria

In determining admission of students to teacher education graduate programs, several criteria are used:

1. Undergraduate record and GPA
2. Recommendations
3. Basic Academic Skills Assessment
4. Clearance on a Criminal History Records Check
5. Additional required application materials can be found at the [Graduate School website](#) under programs.

## Requirements

## Degree Requirements

The M.A.T. degree requires a minimum of 32 hours of graduate-level credits. The exact number of credit hours will depend on the student's academic background, competencies, and professional goals, and will be determined by the adviser.

Any Education course taken for a teacher licensure requirement must be completed with a grade of **B-** or better. This applies to any courses from other departments that have been designated as equivalent to an Education course.

Code	Title	Credits
<b>Core Requirements (may be taken at the undergraduate or graduate level).</b>		
EDUC 500 or EDUC 935A	Exploring Teaching Seminar and Practicum in Teaching	4
EDUC 605 or EDUC 959	Educational Perspectives in Critical Times Issues in Education	4

EDUC 801	Human Development & Learning: Cultural Perspectives	4
EDUC 807	Teaching Reading through the Content Areas (Required for licensure in Art, Biology, and Social Studies.)	2
EDUC 851B	Methods of Inclusive Secondary Education: Literacies, Learning, and Transitions	4
Methods Courses required for Secondary Licensure (See list below)		
EDUC 900A	Internship and Seminar in Teaching (Fall semester) <sup>1</sup>	3 or 6
EDUC 901A	Internship and Seminar in Teaching (Spring semester) <sup>2</sup>	3 or 6

- <sup>1</sup>
- In addition to the 12 credit internship, three graduate level courses (9-12 credits) must in the subject area concentration. The remaining credits can in Education or another department.
  - The number of credits for EDUC 900A and EDUC 901A will be determined by the advisor based on professional goals

- <sup>2</sup> A Master's Inquiry Project is required during the internship year.
- <sup>3</sup> Students need to have completed at least 12 graduate level credits by the start of their internship year.
- Students wishing to seek an exception to this policy need to 1) meet with their advisor to outline a plan of study that is feasible to balance coursework and the full time teaching internship; and 2) meet with the Director of Educator Preparation for approval

Code	Title	Credits
<b>Methods Courses Required for Secondary Licensure</b>		
Recommended methods courses be completed before the internship.		
<b>Art K-12</b>		
ARTS 791	Art Education (Elementary)	4
ARTS 792	Art Education (Secondary)	4
<b>Biology</b>		
EDUC 703F	Teaching Elementary School Science	4
<b>English</b>		
ENGL 892 & ENGL 810 or ENGL 726 & ENGL 725	Teaching Literature and Literacy: Seminar in English Teaching and Teaching Writing: Seminar in English Teaching Teaching Literature and Literacy: Seminar in English Teaching and Teaching Writing: Seminar in English Teaching	5-10
<b>English as a Second Language</b>		
ENGL 815/715	Teaching English as a Second Language: Theory and Methods	4
<b>Health Education</b>		
KIN 848	Skill Development and Assessment in Health Education	4
KIN 871 or KIN 910		4
<b>Mathematics High School</b>		
MATH 709	Teaching of Mathematics in Grades 6-12	4
<b>Mathematics Middle School</b>		
MATH 703 or MATH 709	Teaching of Mathematics in Grades K-5 Teaching of Mathematics in Grades 6-12	4
<b>Music Requirements - A course in teaching methods for elementary grades and a course in teaching methods for secondary grades.</b>		
One course in teaching music in elementary grades, to be selected in consultation with an advisor.		
MUED 891	Teaching Secondary School Music	3
<b>Physical Education</b>		
HPE 610	Elementary Physical Education Pedagogy	4
HPE 655	Middle School and Secondary Physical Education Pedagogy	4
<b>Social Studies</b>		
EDUC 803D/703D	Social Studies Methods for Middle and High School Teachers	4
<b>Theatre</b>		
THDA 727	Methods of Teaching Theatre	4

## Accelerated Master's

This graduate program is approved to be taken on an accelerated basis in articulation with certain undergraduate degree programs.

General Accelerated Master's policy, note that some programs have additional requirements (e.g. higher grade expectations) compared to the policy.

Please see the [Graduate School website](#) and contact the department directly for more information.

In order to be eligible for an internship the following Fall, students must be admitted by November 1st to the Graduate School.

## Student Learning Outcomes

### Program Learning Outcomes

#### **Goal One: Our graduates are knowledgeable in the subjects they teach. Our graduates:**

- demonstrate depth of knowledge in their subjects.
- recognize how knowledge in their subjects is created, organized, and linked to other disciplines.
- identify the organizing themes and central concepts necessary for understanding a subject.
- identify associated content necessary for students to understand these themes and concepts.

#### **Goal Two: Our graduates are committed to knowing their students and cultivating a community of learners. Our graduates:**

- understand how students develop and learn.
- treat students equitably and work diligently to help each student reach his or her potential.
- create and maintain an atmosphere conducive to learning.
- recognize diversity among their students and adjust their practice accordingly.
- create and maintain an atmosphere fostering mutual respect and caring.
- cultivate within their own students a recognition and valuing of diversity.

#### **Goal Three: Our graduates know how to teach subject matter to students. Our graduates:**

- demonstrate specialized knowledge of how to teach subject matter to their students.
- use multiple approaches to facilitate student learning.
- create lessons that are engaging and motivating for students.
- create learning experiences that are appropriately challenging for all students.
- involve students in thoughtful inquiry and reflection.
- ensure that students understand the purpose of activities within and across lessons and units.

#### **Goal Four: Our graduates effectively monitor student learning. Our graduates:**

- use multiple strategies to assess students.
- regularly assess student progress using appropriate measures.
- demonstrate the ability to make informed decisions about students and their learning based on classroom, district, and state assessments.

#### **Goal Five: Our graduates are thoughtful and reflective practitioners who learn from experience. Our graduates:**

- make well-reasoned choices and decisions within the complex and demanding conditions of teaching.
- analyze the effects of their actions and make appropriate changes.
- take into account the moral and philosophical implications of educational decisions.
- improve their practice by reflecting on their own experience, observing others, seeking advice, and drawing upon educational research and scholarship.

#### **Goal Six: Our graduates understand the nature of school reform and their roles as agents of change. Our graduates:**

- assess the relative merits of educational reform efforts and determine their appropriateness to the classroom, school, and broader societal contexts in which teaching and learning occur.
- develop and articulate their own conceptual and philosophical perspective on teaching and learning based on professional experience and current theories and research in education.
- develop an understanding of how leadership is informed by varied perspectives on the structure of public education, the nature of educational change, and the teacher's role in the change process.
- are willing to take risks as advocates for the benefit of students, teachers, and the profession.

#### **Goal Seven: Our graduates are active members of learning and professional communities. Our graduates:**

- work with colleagues to enhance their own teaching, learning, and professional development.
- work collaboratively with students, peers, and community members to create and contribute to effective learning environments.
- participate in professional organizations.
- continue to pursue avenues of inquiry into the teaching and learning process through study, research, and dialogue.

## Disclosures

### Professional Licensure/Certification Disclosures

The University of New Hampshire offers a number of academic programs designed to lead to professional licensure or certification in

New Hampshire. However, completing a UNH degree/program does not guarantee professional licensure or certification. Eligibility may also depend on factors like years of work experience, professional examinations, passing a background check, and other criteria.

UNH does not guarantee that its professional licensure programs will satisfy the criteria of professional licensure boards in other states. Some states maintain different requirements for professional licensure or certification and requirements can change frequently. Federal regulations require the University to make public disclosure of certain information regarding professional licensure or certification programs, regardless of the modality the program is offered (i.e., in-person or online). The University provides guidance below but recommends students contact their state/territory licensing or certification board to ensure a program meets specific state/territory requirements.

Visit the Office of the Registrar's [website](#) for information about whether this program meets professional licensure requirements in your state.