

## GRADUATE EDUCATION PROGRAMS

The mission of Bethel College graduate degree programs in education is to prepare wise leaders for our nation's schools. The graduate program prepares teachers and school administrators to be wise leaders in their classrooms, in their schools and in their communities. Candidates will be enabled to competently perform the roles associated with excellence in teaching and with effective, ethical school leadership. Candidates view their own development (intellectual, social, physical, spiritual and professional) as a life long process.

Program completers will be educators who remain aware of current developments in education and in their field of specialization, model a spirit of inquiry, provide an atmosphere for the development of the whole person, make wise leadership decisions and who are professional in their approach to and attitude about teaching and school leadership.

### Graduate Programs in Education

Graduate study in education at Bethel College can lead to a Master of Arts in Teaching (MAT) degree or a Master of Education (M.Ed.) degree. The MAT program is for individuals who want to earn an initial teaching license, and the M.Ed. program offers several options for individuals who already have a teaching license.

### Description of Master of Arts in Teaching (MAT) Program

The MAT program is designed for candidates who are seeking initial teacher certification. The MAT program begins with the Bethel College graduate level Transition to Teaching program (18-24 credit hours) leading to an Indiana teaching license. Transition to Teaching is a one-year cohort program beginning each May. The Bethel College Transition to Teaching program is designed for individuals who have completed a bachelor's degree and want to become licensed teachers. Upon completion of the Transition to Teaching component and passing scores on all required licensure tests, candidates are eligible for an Indiana Teaching license. Transition to Teaching program completers are able to earn the Master of Arts in Teaching degree by taking an additional 12-18 credit hours, for a total of 36 credit hours of graduate study.

### Curriculum for Master of Arts in Teaching

#### Transition to Teaching - Elementary License

Candidates seeking an elementary teaching license will complete the following 24 credit hours.

		HOURS
<b>BLOCK 1</b>	<b>SUMMER</b>	<b>9</b>
EDTR 501	Teaching in the 21st Century	
EDTR 520	Reading Foundations	
<b>BLOCK 2</b>	<b>FALL SEMESTER</b>	<b>9</b>
EDTR 512	Field Placement – 120 hrs of participation in school	
EDTR 521	Advanced Reading & Lang. Arts Methods	
EDTR 522	Methods of Teaching – Elementary Mathematics, Social Studies, Science	
<b>BLOCK 3</b>	<b>SPRING SEMESTER</b>	<b>6</b>
EDTR 502	Classroom Environment (Block course)	
EDTR 590	Student Teaching Full-time, semester-long	

#### Transition to Teaching - Secondary License

Candidates seeking a secondary teaching license will complete the following 18 credit hours.

		<b>HOURS</b>
<b>BLOCK 1</b>	<b>SUMMER</b>	<b>6</b>
EDTR 501	Teaching in the 21st Century	
<b>BLOCK 2</b>	<b>FALL SEMESTER</b>	<b>6</b>
EDTR 511	Field Placement - 80 hours of participation in school	
EDTR 528	Reading & Writing Across the Curriculum	
EDTR 5XX	Methods of Teaching – Secondary	
<b>BLOCK 3</b>	<b>SPRING SEMESTER</b>	<b>6</b>
EDTR 502	Classroom Environment (Block course)	
EDTR 590	Student Teaching Full-time, semester-long	

## Completion of the MAT

The candidate for the Bethel College MAT is required to earn an additional 12-18 hours (depending on Elementary or Secondary) from among the following courses.

### Required Core - 6 credits hrs.

EDUC 500 Introduction to Professional Development & Leadership	1
EDUC 555 Educational Research	3
EDUC 690 Professional Development & Leadership - Capstone	2

### Electives to complete the degree selected from the following:

EDUC 521 Curriculum Development and School Improvement	3
EDUC 531 Effective Instruction and Assessment	3
EDUC 541 Meeting the Needs of Diverse Learners	3
Approved Seminars or other courses	1-3

## MAT and Transition to Teaching Admission, Retention and Exit Policies

### Transition to Teaching Admission Requirements

- Official transcripts - A bachelor's or master's degree from an accredited institution
- State-mandated minimum GPA in undergraduate program (3.0 or 2.5 exception for professional experience) or a Graduate Degree
- Content knowledge through undergraduate and/or graduate coursework
- Satisfactory criminal history search
- Satisfactory sexual offender screening
- Praxis I: Passing scores on all three components – mathematics, reading, writing
- Praxis II: Passing scores on all required tests for licensure in the appropriate content area. (secondary only)
- Recommendation letters (two)
- Personal essay relating graduate study to professional goals as an educator
- Qualified applicants will be interviewed by a panel of Bethel College faculty members. An on-demand writing sample is also required at the time of the interview.

### MAT Admission Requirements

Individuals who have successfully completed the Bethel College Transition to Teaching program and have a valid teaching license with at least one year of teaching experience will be eligible to complete an application form and submit three recommendation letters to be approved to continue in the MAT program.

### **MAT Graduation Requirements and Program Completion**

- Successful completion of graduate course work, including any required internships.
- Candidates must maintain a minimum GPA of 3.0 in all coursework required.
- Minimum of C- in all completed coursework.
- Content knowledge in the cognate area will be assessed by a complete or partial comprehensive exam near the end of the candidate's program.
  - If a candidate fails the comprehensive exam, a re-take may be scheduled.
  - Candidates will be required to complete a review project/assignment prior to re-taking the comprehensive exam.
  - Minimum of C- in all completed coursework.
- Candidates will develop and present a professional portfolio to document knowledge, skills and dispositions characteristic of a wise leader.
  - Formative assessment of the portfolio will be conducted throughout the program as part of course requirements.
  - The summative assessment of the portfolio will be conducted during the Capstone course, or for the school administration candidates, near the end of the Internship. For candidates who take the Capstone course prior to the final semester of coursework, a summative portfolio assessment will be scheduled during the final semester of courses.
  - Candidates who submit an unacceptable portfolio will be required to schedule a meeting with the graduate program director or a faculty member appointed by the director to assist the candidate with portfolio development. The portfolio must be re-submitted according to the remediation plan and schedule established.

### **Description of Master of Education (M.Ed.) Program**

The M.Ed. program is designed for candidates who already have a valid teaching license, and, in most cases, who have completed an undergraduate degree in education. The M.Ed. program will help candidates meet professional development goals and assist the candidates to bring current research into practice in their schools. To earn the M.Ed., a candidate must complete 36 credit hours. The M.Ed. program affords the candidate a choice of three cognate areas: Literacy, School Leadership or a Generalist option. In addition to the three cognate options, candidates interested in becoming a school building principal may select the School Administration Licensure option leading to the Indiana K-12 Building Level Administrator License.

**NOTE:** Individuals who already have a master's degree, a valid teaching license and three years of successful teaching experience may complete the School Administrator Licensure coursework (20 hours) to be eligible for the Indiana K-12 Building Level Administrator license.

### **Format of the M.Ed. Program**

The M.Ed. program can be completed in two years or longer if candidates take only one course per semester or sit out for a term. Candidates can begin the program during any term, but they are required to take the Professional Development and Leadership Introduction course within the first nine hours of coursework. The Professional Development and Leadership Capstone course, if required, must be taken within nine hours of program completion.

**Curriculum for Master of Education (M.Ed.) Program**

<b>M.Ed.</b>			<b>HOURS</b>
<b>Required Core</b>			<b>18</b>
EDUC	500	Professional Development & Leadership (Intro)	1
EDUC	521	Curriculum Development & School Improvement	3
EDUC	531	Effective Instruction & Assessment	3
EDUC	535	Mentoring and Supervision of Instruction	3
EDUC	541	Meeting the Needs of Diverse Learners	3
EDUC	555	Educational Research	3
EDUC	690	Professional Development & Leadership (Capstone)	2
<b>Cognate Area: Leadership/Literacy/Generalist</b>			9-12
<b>Electives (or 2nd Cognate)</b>			<u>6-9</u>
			<b>36</b>

**M.Ed. Cognate Areas****Literacy**

EDLT	501	Folklore, Children's & Adolescent Literature	3
EDLT	521	English Language Learning	3
EDLT	631	Writing Process	3
EDLT	641	Reading & Writing Difficulties: Assessment and Intervention	3

**Leadership**

EDAD	501	Current Issues in Educational Leadership	3
EDAD	541	School-Community Relations & Accountability	3
EDAD	685	Ethics of School Leadership	3
		Leadership course elective or Seminars	3

**Generalist**

The candidate designs a purposeful concentration of courses selected from other cognate areas, elective offerings and seminars

**M.Ed. in School Administration  
Licensure Program for K-12 Building Level Administrators**

<b>M.Ed.</b>			<b>HOURS</b>
<b>Required Core</b>			<b>16</b>
EDUC	500	Professional Development & Leadership (Intro)	1
EDUC	521	Curriculum Development & School Improvement	3
EDUC	531	Effective Instruction & Assessment	3
EDUC	535	Mentoring and Supervision of Instruction	3
EDUC	541	Meeting the Needs of Diverse Learners	3
EDUC	555	Educational Research	3
<b>School Administrator Licensure</b>			<b>20</b>
EDAD	501	Current Issues in Educational Leadership	3
EDAD	541	School-Community Relations & Accountability	3
EDAD	651	Personnel & Staff Development	2
EDAD	661	School Finance & Budgeting	3
EDAD	681	Educational Policy & Legal Perspectives	3
EDAD	685	Ethics of School Leadership	3
EDAD	690	Internship in School Administration	<u>3</u>
			<b>36</b>

Upon completion of the licensure program, candidates must also achieve a qualifying score on the ETS Leaders Licensure Assessment to be eligible for the Indiana K-12 Building Level Administrator license.

### **M.Ed. Admission Requirements**

- Official Transcripts - A bachelor's degree from an accredited institution
- Undergraduate GPA: Minimum 2.75
- Current teaching certification
- Three years successful teaching experience
- Recommendation letters (three)
- Personal essay relating graduate study to professional goals as an educator
- Qualified applicants will be interviewed by the Bethel College graduate program director or representative.

### **M.Ed. Retention**

- Maintain a minimum 3.0 GPA
- Minimum of a C- in all completed coursework
- Successful formative portfolio assessments
- Favorable assessments by graduate faculty members throughout the program
- Candidates whose GPA falls below 3.0, or those receiving unfavorable assessment from faculty members, or those making unsatisfactory progress on the professional portfolio will be required to meet with the graduate program director or a faculty member appointed by the director. A plan for remediation will be established. A candidate who is unable to meet the remediation plan may be required to drop out of the program.

### **M.Ed. Graduation Requirements and Program Completion**

- Successful completion of graduate course work, including any required internships
- Candidates must maintain a minimum GPA of 3.0 in all coursework required in the degree program.
- Content knowledge in the cognate area will be assessed by a comprehensive exam near the end of the candidate's program.
  - o If a candidate fails the comprehensive exam, a complete or partial re-take may be scheduled.
  - o Candidates will be required to complete a review project/assignment prior to re-taking the comprehensive exam.
- Candidates will develop and present a professional portfolio to document knowledge, skills and dispositions characteristic of a wise school leader.
  - o Formative assessment of the portfolio will be conducted throughout the program as part of course requirements.
  - o The summative assessment of the portfolio will be conducted during the Capstone course, or for the school administration candidates, near the end of the Internship. For candidates who take the Capstone course prior to the final semester of course work, a summative portfolio assessment will be scheduled during the final semester of courses.
  - o Candidates who submit an unacceptable portfolio will be required to schedule a meeting with the graduate program director or a faculty member appointed by the director to assist the candidate with portfolio development. The portfolio must be re-submitted according to the remediation plan and schedule established.