**MASTER OF ARTS IN TEACHING**

**Description and Outcomes**

The Master of Arts in Teaching program is designed to help you become proficient in nine program competencies, which are based upon national and state professional standards for beginning teachers. Each course requires you to gain knowledge and experience in relation to one or more of the program competencies.

The Master of Arts in Teaching is a noncertification program designed for professionals from all 50 states and abroad who desire a fundamental understanding of secondary teaching practices. This program does not include field experiences or student teaching and, therefore, will not lead to a teaching license. This program is also not an advanced teacher preparation track; therefore, if any of the following apply to you, you will not be eligible to enroll:

- If you have ever held a prekindergarten through 12th grade teaching license; or
- If you are currently or have ever been the Teacher of Record/Classroom Teacher

If you would like to become a certified teacher on your own, you should:

- Ask your University representative about our partnership with American Board.
- Use our certification map to find one of your state’s alternative certification programs: [https://www.purdueglobal.edu/degree-programs/education/teacher-certification-requirements/](https://www.purdueglobal.edu/degree-programs/education/teacher-certification-requirements/). You must check your state’s undergraduate transcript requirements to ensure eligibility, as many alternative certification programs require transcripts from regionally accredited institutions only.

Purdue Global cannot recommend candidates for licensure.

Refer to the Certification, State Board, and National Board Exams (p. 2) section for important program disclosure information.

**Program Length**

The program consists of a minimum of 45 quarter credit hours. Upon successful completion of the program, you will be awarded a master of arts degree.

**Program Outcomes**

1. Graduates will explain how students learn and develop, and support student academic growth through developmentally appropriate learning experiences.
2. Graduates will plan and provide equitable learning opportunities for all students and create instructional opportunities to meet the needs of diverse students.
3. Graduates will plan instruction based upon knowledge of subject matter, students, curriculum goals, research-based strategies, and the school/community context.
4. Graduates will select and implement effective communication techniques and instructional technology to enrich student learning and academic performance.
5. Graduates will integrate understandings of individual and group motivation and behavior to establish and manage a positive learning environment that supports inquiry and active engagement in learning.
6. Graduates will select and implement appropriate formal and informal assessment strategies to evaluate and ensure students’ continuous academic, social, and physical development including the facilitation of transition for students with exceptional learning needs.
7. Graduates will pursue and integrate new personal and professional knowledge, contribute to the knowledge base of the profession, and display ethical and professional behavior.
8. Graduates will develop a habit of reflection through which they continually evaluate the effects of their choices and actions on students, parents/caregivers, and other professionals in the learning community.
9. Graduates will foster positive relationships with colleagues, school administrators, other professionals, parents/caregivers, and community agencies to support student learning.

**Professional Competencies**

In addition to the discipline-specific outcomes, professional competencies are integrated throughout your academic program. You can review the professional competencies associated with your academic program in the graduate School of General Education (https://catalog.purdueglobal.edu/graduate/general-education) section of this Catalog.

**Program Availability**

For program availability, please refer to the U.S. State and Other Approvals (https://catalog.purdueglobal.edu/policy-information/university-information/accreditation-approvals-memberships) section and Program Availability Information (https://www.purdueglobal.edu/catalog-program-availability-info.pdf).

**Policies**

**Admissions Requirements**

You must meet the below admissions requirements in addition to Purdue Global’s general requirements (https://catalog.purdueglobal.edu/policy-information/admissions/requirements).

If you enroll in the Master of Arts in Teaching Classroom Pathways Bundle (South Carolina only), you must submit an unofficial transcript indicating receipt of a bachelor’s degree from a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education. You must submit an official copy to the Office of the Registrar by the last day of the first term.

To enroll in the Master of Arts in Teaching, you:

- Must not hold or ever have held a prekindergarten through 12th grade teaching license; or
- Cannot be a current or former Teacher of Record/Classroom Teacher.

**Master of Arts in Teaching Classroom Pathways Bundle**

The Master of Arts in Teaching Classroom Pathways Bundle is an enrollment package that combines Purdue Global’s Master of Arts in Teaching with the American Board for Certification of Teacher Excellence (American Board) Plus+ Program. American Board’s Plus+ Program is a state-approved route to teacher certification in several states. The Dean will provide a current list of states. Prior to enrolling, you must confirm your eligibility for a state alternative certification program. You are also
encouraged to confirm costs, deadlines, and continuing requirements with American Board.

**Progression Requirements**

1. The grade of "C" is the minimum acceptable score for courses in the Master of Arts in Teaching program. If you earn a grade of "F" in a course, you must immediately retake the course. You may only take a course twice and must earn the required grade of "C" or higher. Failure to earn the required grade will result in dismissal from Purdue Global after the second attempt.

2. You will be placed on immediate probation if your cumulative GPA has fallen below 3.0.

3. You can enroll in no more than one course per term without written permission from the Dean of the College of Social and Behavioral Sciences.

4. You may not transfer credits to the Master of Science in Education program, except for ED503 Educational Psychology. Other exceptions may be approved by the Dean of the College of Social and Behavioral Sciences on an individual basis.

**Graduation Requirements**

In addition to Purdue Global’s general requirements (https://catalog.purdueglobal.edu/graduate/policy-information), you must successfully complete the E-Portfolio prior to graduation.

**Certification, State Board, and National Board Exams**

Certain state certification and licensure boards have specific educational requirements for programs to lead to a license or nongovernmental certification that is a precondition for employment in a recognized occupation.

Unless otherwise specified, Purdue Global's programs are not designed to meet any specific state's licensure or certification requirements. If certain licensed occupations, vocations, or professions are not explicitly listed, Purdue Global has not made a determination with respect to the licensure or certification requirements of those occupations, vocations, or professions. Licensure-track programs may limit enrollment to students in certain states; please see Purdue Global’s Program Availability Information (https://www.purdueglobal.edu/catalog-program-availability-info.pdf) to determine enrollment eligibility.

You are responsible for understanding the requirements of optional certification exams. Such requirements may change during the course of your program. You are not automatically certified in any way upon program completion. Although certain programs are designed to prepare you to take various optional certification exams, Purdue Global cannot guarantee you will be eligible to take these exams or become certified. Your eligibility may depend on your work experience, completion of education and/or degree requirements, not having a criminal record, meeting other certification requirements, or the program or the University itself having appropriate accreditation or licensure.

Purdue Global cannot recommend candidates who complete the noncertification program for licensure.

The Master of Arts in Teaching program and curriculum are designed to provide you with the background and practical experience that meet nationally recognized standards for such a degree. However, individual state licensing or certification requirements vary and may change from time to time. Thus, the University makes no representations or warranties as to whether the program meets the specific educational licensing or certification requirements for any individual state. If you are enrolled in the program and are interested in state certification, you are encouraged to independently research the requirements in any state in which you intend to seek licensure or certification. Purdue Global’s Master of Arts in Teaching program is not accredited by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP), which may be a requirement of certification or licensure in some states.

**Degree Plan**

The icon appears in the title of traditional courses that are also available as a set of module courses. Module course availability may be limited to certain academic calendars. See Course Types (https://catalog.purdueglobal.edu/policy-information/university-information/approach-to-learning) for information about module courses.

**Program Requirements**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>ED503</td>
<td>Educational Psychology</td>
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<tr>
<td>ED511</td>
<td>Teaching Methods Through Differentiated Instruction</td>
<td>4</td>
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<tr>
<td>ED513</td>
<td>Child and Adolescent Development</td>
<td>4</td>
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<td>ED521</td>
<td>Reading in the Content Areas</td>
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<td>ED523</td>
<td>Research on Effective Teaching</td>
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<td>ED531</td>
<td>Secondary Student Assessment</td>
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<td>ED533</td>
<td>Perspectives on Diversity</td>
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<td>ED543</td>
<td>Education and Psychology of Exceptional Children</td>
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<td>ED552</td>
<td>Educational Leadership</td>
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<td>ED553</td>
<td>History and Philosophy of Education</td>
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<td>ED581</td>
<td>Secondary Classroom Management</td>
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<tr>
<td><strong>Total Core Requirements</strong></td>
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**TOTAL CREDITS** 45