

MASTER OF ARTS IN TEACHING  
STUDENT HANDBOOK  
2017-2018



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## TABLE OF CONTENTS

Graduate Committee Members.....	3
Introduction .....	4
Degree Options.....	4
Certification.....	5
Admission Information.....	5
Post Baccalaureate (PB) Admission .....	6
Scholarship Funds .....	7
Graduate Director and Advisor .....	7
Course Schedule Rotations for MAT Degrees .....	8
MAT Curriculum and Instruction, Fall Start.....	8
MAT Curriculum and Instruction, Spring Start .....	9
MAT with EC-6, 4-8, or Secondary Certification, Fall Start .....	10
MAT with EC-6, 4-8, or Secondary Certification, Spring Start.....	11
MAT Capstone Project Guidelines.....	12
Time Limit.....	15
Transfer Credits .....	15
Academic Standards .....	15
Academic Honesty Policy .....	16
Academic Modification for Students with Disabilities .....	17
Graduation .....	17

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## INTRODUCTION

The Master of Arts in Teaching (MAT) is available to certified and uncertified teachers in urban classrooms. The emphasis on urban teaching makes this degree truly unique. To meet the special needs of children in urban classrooms, students completing the MAT degree will demonstrate competency in the following areas of knowledge:

- Characteristics and needs of learners in a multicultural setting;
- Effective teaching practices that enhance student achievement for all students regardless of socioeconomic status, ethnicity, or language spoken;
- Factors related to the development of effective environments in urban classrooms;
- Classroom-based research methodology to support “best” instructional practices; and
- Enriched understanding of academic content areas of language arts, social studies, mathematics, natural sciences, bilingual education, English as a Second Language, or advanced instructional technology.

In congruence with state certification requirements, students seeking certification through the MAT degree will demonstrate the following professional development skills:

- Designing instruction appropriate for all students that reflects an understanding of relevant content based on continuous and appropriate assessment;
- Creating a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence;
- Promoting student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that engage students in the learning process, and timely, high-quality feedback;
- Fulfilling professional roles and responsibilities and adhering to legal and ethical requirements of the profession (SBEC Professional Development Standards, 2000).

*International Students Note: Since the delivery of our MAT programs can be hybrid, online, and face-to-face, international students on an F1 visa should note that they can only complete one online course in a semester. The format of our degree recommends students to enroll in an average of 6 hours (2 online, graduate courses) per semester in order to complete the degree within the required number of years (6 years being the maximum).*

## DEGREE OPTIONS

There are two types of programs with the MAT degree, which can be delivered in multiple formats (online, face-to-face, and hybrid):

- MAT Curriculum & Instruction (C&I), with area of expertise
- MAT with Certification (EC-6 Generalist, 4-8 Generalist, or Secondary).

Degreed and certified teachers, take 36 hours online and work toward:

- Master of Arts in Teaching in Curriculum and Instruction with an area of expertise in
  - advanced early childhood studies,
  - advanced English Language Arts and Reading
  - advanced TESOL, **OR**
  - advanced technology
  - **advanced Mathematic Certificate**
  - **advanced History Education**

For individuals seeking certification (see “Certification Note” below) with the Master of Arts in Teaching degree, take 30 hours online or face-to-face and complete 6 credit hours of full-time student teaching (see the “Student Teaching Note” below) in an approved school and work toward:

- Master of Arts in Teaching with EC-6 Generalist certification

**OR**

- Master of Arts in with 4-8 Generalist certification

**OR**

- Master of Arts in Teaching with Secondary certification

*Certification Note:*

1. *The certification requires passing the Texas Examinations of Educator Standards (TExES) exams and results in a Texas teaching certificate. No other general teaching certifications will be granted through this program.*
2. *All MAT with Certification students must pass the TExES exams, which will be taken in Texas. Please contact the Director of Graduate Programs for further clarification and for approved test administration sites.*
3. *All MAT with Certification students must complete all program requirements in order to receive final confirmation of certification from this department.*
4. *Students seeking MAT with Certification for other states should check for reciprocity/application of a Texas certification to other states.*

*Student Teaching Note:*

*For students not residing in the Greater Houston area, those students must either:*

- *make arrangements to complete the student teaching component through UHD in an approved Houston (or surrounding area) school*

**OR**

- *make arrangements and pay all applicable fees for student teaching, with an accredited university in the area where they live. For those students outside of the Houston area who choose this option, please contact the Director of Graduate Programs before beginning the process of arranging for student teaching in your area. For students living outside the state and wishing to complete their student teaching in their area of residence, students must select a TEA approved institution for that state.*

## **CERTIFICATION**

The Department of Urban Education (UE) Teacher Education and Certification programs are governed by regulations from the Texas State Legislature, the Texas State Board of Educator Certification (SBEC), the Texas Higher Education Coordinating Board (THECB), and the University of Houston Downtown (UHD). Any new rulings or changes made by any of these entities in interpreting the rulings on educator certification may supersede the requirements of a student’s existing certification plan or deficiency plan (Urban Education (UE) Department Policy, 2001).

## **ADMISSION INFORMATION**

All applicants submit materials via Apply Texas, [www.applytexas.org](http://www.applytexas.org), or to Mr. Reubenjack Long, Coordinator of Graduate Admissions, at UHD Office of Admissions (Office N-353, [longr@uhd.edu](mailto:longr@uhd.edu), 713-221-7935). All students must meet the application deadlines in full in order to be considered and accepted for the following admissions cycle.

### **Application Deadlines**

Submit all requested documents/information to the UHD Office of Admissions—Graduate Admissions on or before the following due dates:

- To begin classes in the *Fall Semester*, completed applications are due on or before July 15.

- To begin classes in the *Spring Semester*, completed applications are due on or before November 15.

Office of Admissions—Graduate Admissions  
University of Houston-Downtown  
One Main Street, Suite 325-North  
Houston, Texas 77002-1001,  
713-221-8093

### **Admission Requirements**

- Minimum GPA of 2.5 (Note: Applicants with a GPA of 3.0 or higher are exempt from the GRE requirement)
- Official transcript which depicts an earned baccalaureate degree from an accredited university and any graduate credit earned (Note: Applicants with 10 or more years since enrollment since earning a undergraduate degree are required to take and submit GRE scores)
- Minimum GRE scores, if required (Quantitative and Verbal: 150 or higher for each section; Analytical Writing: 4 or higher)
- Completed professional recommendation forms (3)
- Written personal statement
- Submitted TOEFL scores (if applicable for international students)
- If not pursuing the MAT with Certification, degreed and certified teachers need to submit a copy of their state certification.
- Applicants seeking secondary certification must meet content-area coursework requirements.
- All applicants seeking teaching certification must submit passing scores for [TExES Pre-Admission Content Test \(PACT\)](#). (Effective for applicants seeking admission starting Fall 2018; applicants admitted for the spring semester 2018 must submit PACT scores before or by the end of their first semester)
- Applicants for MAT with Certification must complete the [application for teacher candidacy](#) upon admission into the program.

### **Admission Status**

Complete applications submitted by the deadline are reviewed by members of the Graduate Committee and the Director of Graduate Programs for UE. Students will be notified of their acceptance or denial to the program within six to eight weeks of the application deadline by mail and email.

*Note: Satisfying admission requirements is not a guarantee of admission. Final decision rests at the discretion of the Graduate Committee and Director of Graduate Programs.*

### **POST-BACCALAUREATE (PB) ADMISSION**

PB students may take no more than 6 hours of Urban Education graduate course work without applying to the program. The 6 hours will transfer into the program as long as the courses are in the UHD Urban Education course rotation plan, taken from UHD, and meet the grade requirements (final grades of C, D, or F in PB courses will not be accepted). PB students must follow either the Fall or Spring Start course rotation schedule.

PB students may apply to the MAT Curriculum & Instruction programs at any time during their first six hours of course work. It would be to their advantage to begin the application process as soon as they think they might be interested.

*Note: PB applicants who have taken graduate courses in the program will be held to the same application standards as first-time students.*

Post-baccalaureate courses can be selected from the MAT course rotation schedules and must be approved by the Graduate Advisor. The following cannot be taken as post-baccalaureate courses:

For MAT

MAT 6315 Introduction to Educational Research

MAT 6317 Classroom-Based Research (prerequisite: MAT 6315)

MAT 6380 Practicum for Urban Teachers

MAT 6390 Directed Study in Urban Education (prerequisites: MAT 6316, MAT 6317, & MAT 6318)

For MAT with Certification:

MAT 6315 Introduction to Educational Research

MAT 6317 Classroom-Based Research (prerequisite: MAT 6315)

MAT 6380 Practicum for Urban Teachers

MAT 6390 Directed Study in Urban Education (prerequisites: MAT 6316, MAT 6317, & MAT 6318)

MAT 6601 Student Teaching (6 credit hours; ## clock hours)

## **SCHOLARSHIP FUNDS**

Acceptance into this program is truly an honor. Every applicant enrolled in the Master of Arts Teaching Programs has the opportunity to be considered for an academic scholarship funded through the Gordon and Mary Cain Foundation, the amount of which will be determined by the current rate of funding. Interested students are encouraged to apply.

## **GRADUATE DIRECTOR AND ADVISOR**

The Graduate Advisor, College of Public Service will assist MAT students in selecting courses and advise them on their progress and requirements. All MAT students must meet with the Graduate Advisor before beginning course work to discuss academic goals and complete a degree plan. After completing the first semester, MAT students should meet with the Graduate Advisor at least once an academic year to review degree progress. The Director of Graduate Programs will review graduate transfer hours and address prerequisites for the MAT degree, as needed. Students are strongly advised to follow the suggested course order, completing 6 hours (2 courses) each semester. The offerings are on a planned rotation and organized so that the majority of students can complete their graduate degree within 2 years.

## COURSE SCHEDULE ROTATIONS FOR MAT DEGREES

### MAT Curriculum & Instruction with Area of Expertise, 36 hours

*Note: Estimated 2 years for completion. If a course is missed, a student must wait for it to recycle in the next fall or spring semester. The 1 and 2 refer the 1<sup>st</sup> and 2<sup>nd</sup> of these semesters for students.*

#### **TWO YEAR OVERVIEW – FALL START**

<b>FALL 1 (6 Hours Total)</b>
MAT 6310 Reading in a Multicultural Classroom MAT 6315 Introduction to Educational Research
<b>SPRING 1 (6 Hours of Selected Advanced Study)</b> <i>Note: Students must take courses with the same Advanced Study area in Spring 1 and Summer 1</i>
<u>Advanced Early Childhood Studies, EC-6</u> ECH 6303 Play Based Curriculum: Inquiry & Instructional Strategies ECH 6301 Using Best Practices to Support Intentional Teaching of Young Learners <b>OR</b> <u>Advanced Teaching English to Speakers of Other Languages (TESOL), EC-12</u> ESL 5334 Foundations of ESL Education MAT 6319 Teaching the Language Minority Child <b>OR</b> <u>Advanced Technology, EC-12</u> MAT 6324 Innovative Teaching Applications Using Technology MAT 6325 Advanced Multimedia for Teachers
<b>SUMMER 1 (12 Hours Total Over 2 Summer Sessions)</b> <i>Note: Students must take courses with the same Advanced Study area in Spring 1 and Summer 1</i>
MAT 6311 Advanced Study of Developmental Psychology and Diversity ETC 5301 Technology Application for Curriculum Development & Instruction <b>AND</b> <b>6 Hours of Selected Advanced Study</b> <u>Advanced Early Childhood Studies, EC-6</u> ECH 6302 Trends & Issues in Early Childhood Research & Practice ECH 6304 Observation, Assessment & Analysis <b>OR</b> <u>Advanced Teaching English to Speakers of Other Languages (TESOL), EC-12</u> ESL 5333 ESL Instruction/Assessment and the Acquisition of Language Concepts MAT 5317 Reading Curriculum, Methods, Assessment, and Diagnosis for Special Populations <b>OR</b> <u>Advanced Technology, EC-12</u> MAT 6326 Electronic Publishing for Teachers MAT 6313 Principles and Practice of Distance Education
<b>FALL 2 (3 Hours Total)</b>
MAT 6316 Advanced Methods for the Culturally Diverse Classroom
<b>SPRING 2 (6 Hours Total)</b>
MAT 6317 Classroom-Based Research (prerequisite: MAT 6315) MAT 6380 Practicum for Urban Teachers
<b>SUMMER 2 (3 Hours Total)</b>
MAT 6390 Directed Study in Urban Education (prerequisites: MAT 6316, MAT 6317, & MAT 6318)



**MAT Curriculum & Instruction with Area of Expertise, 36 hours**

*Note: Estimated 2 years for completion. If a course is missed, a student must wait for it to recycle in the next fall or spring semester. The 1 and 2 refer the 1<sup>st</sup> and 2<sup>nd</sup> of these semesters for students.*

**TWO YEAR OVERVIEW - SPRING START**

<b>SPRING 1 (6 Hours of Selected Advanced Study Total)</b>
<p><u>Advanced Early Childhood Studies, EC-6</u> <b>ECH 6303</b> Play Based Curriculum: Inquiry &amp; Instructional Strategies <b>ECH 6301</b> Using Best Practices to Support Intentional Teaching of Young Learners <b>OR</b> <u>Advanced Teaching English to Speakers of Other Languages (TESOL), EC-12</u> <b>ESL 5334</b> Foundations of ESL Education <b>MAT 6319</b> Teaching the Language Minority Child <b>OR</b> <u>Advanced Technology, EC-12</u> <b>MAT 6324</b> Innovative Teaching Applications Using Technology <b>MAT 6325</b> Advanced Multimedia for Teachers</p>
<b>SUMMER 1 (12 Hours of Selected Advanced Study)</b>
<p><i>Note: Students must take courses with the same Advanced Study area in Spring 1 and Summer 1</i></p> <p><b>MAT 6311</b> Advanced Study of Developmental Psychology and Diversity <b>ETC 5301</b> Technology Application for Curriculum Development &amp; Instruction <b>AND</b> <b>6 Hours of Selected Advanced Study</b> <u>Advanced Early Childhood Studies, EC-6</u> <b>ECH 6302</b> Trends &amp; Issues in Early Childhood Research &amp; Practice <b>ECH 6304</b> Observation, Assessment &amp; Analysis <b>OR</b> <u>Advanced Teaching English to Speakers of Other Languages (TESOL), EC-12</u> <b>ESL 5333</b> ESL Instruction/Assessment and the Acquisition of Language Concepts <b>MAT 5317</b> Reading Curriculum, Methods, Assessment, and Diagnosis for Special Populations <b>OR</b> <u>Advanced Technology, EC-12</u> <b>MAT 6326</b> Electronic Publishing for Teachers <b>MAT 6313</b> Principles and Practice of Distance Education</p>
<b>FALL 1 (6 Hours Total)</b>
<p><i>Note: Students must take courses with the same Advanced Study area in Spring 1 and Summer 1</i></p> <p><b>MAT 6310</b> Reading in a Multicultural Classroom <b>MAT 6315</b> Introduction to Educational Research <b>MAT 6316</b> Advanced Methods for the Culturally Diverse Classroom</p>
<b>SPRING 2 (6 Hours Total)</b>
<p><b>MAT 6317</b> Classroom-Based Research (prerequisite: MAT 6315) <b>MAT 6380</b> Practicum for Urban Teachers</p>
<b>SUMMER 2 (3 Hours Total)</b>
<p><b>MAT 6390</b> Directed Study in Urban Education (prerequisites: MAT 6316, MAT 6317, &amp; MAT 6318)</p>

**MAT with Certification, 36 hours**

*Note: Estimated 2 years for completion. If a course is missed, a student must wait for it to recycle in the next fall or spring semester. The 1 and 2 refer the 1<sup>st</sup> and 2<sup>nd</sup> of these semesters for students. Also, see the “Certification Note” and the “Student Teaching Note” on p. 5 of this handbook.*

**TWO YEAR OVERVIEW - FALL START**

<b>FALL 1 (6 Hours Total)</b>
<b>MAT 6310</b> Reading in a Multicultural Classroom <b>MAT 6315</b> Introduction to Educational Research
<b>SPRING 1 (9 Hours Total)</b>
<u>EC-6</u> <b>MAT 5311</b> Mathematics <b>MAT 5314</b> Science <b>MAT 5319</b> Social Studies <b>OR</b>
<u>4-8</u> <b>MAT 5316</b> Mathematics <b>MAT 5318</b> Science <b>MAT 5319</b> Social Studies <b>OR</b>
<u>Secondary</u> <b>MAT 5302</b> Curriculum, Instruction, & Evaluation in Secondary Classroom <b>MAT 5312</b> Managing the Secondary Environment for Student Success <b>MAT 5305</b> Professional Roles & Responsibilities for Secondary Teachers
<b>SUMMER 1 (6 Hours Total)</b>
<b>MAT 6311</b> Advanced Study of Developmental Psychology and Diversity <b>ETC 5301</b> Technology Application for Curriculum Development & Instruction
<b>FALL 2 (9 Hours Total)</b>
<b>MAT 6601</b> Student Teaching Traditional Track <b>MAT 6316</b> Advanced Methods for the Culturally Diverse Classroom
<b>SPRING 2 (3 Hours Total)</b>
<b>MAT 6317</b> Classroom-Based Research (prerequisite: MAT 6315)
<b>SUMMER 2 (3 Hours Total)</b>
<b>MAT 6390</b> Directed Study in Urban Education (prerequisites: MAT 6316, MAT 6317, & MAT 6318)

**MAT with Certification, 36 hours**

*\*Estimated 1/2 - 2 years for completion*

*Note: Estimated 2 years for completion. If a course is missed, a student must wait for it to recycle in the next fall or spring semester. The 1 and 2 refer the 1<sup>st</sup> and 2<sup>nd</sup> of these semesters for students. Also, see the "Certification Note" and the "Student Teaching Note" on p. 5 of this handbook.*

**TWO YEAR OVERVIEW - SPRING START**

<b>SPRING 1 (9 Hours Total)</b>	
<u>EC-6</u>	MAT 5311 Mathematics MAT 5314 Science <b>MAT</b> 5319 Social Studies <b>OR</b>
<u>4-8</u>	MAT 5316 Math MAT 5318 Science <b>MAT</b> 5319 Social Studies <b>OR</b>
<u>Secondary</u>	MAT 5302 Curriculum, Instruction, & Evaluation in Secondary Classroom MAT 5312 Managing the Secondary Environment for Student Success MAT 5305 Professional Roles & Responsibilities for Secondary Teachers
<b>SUMMER 1 (6 Hours of Selected Advanced Study)</b>	
MAT 6311 Advanced Study of Developmental Psychology and Diversity ETC 5301 Technology Application for Curriculum Development & Instruction	
<b>FALL 1 (9 Hours Total)</b>	
MAT 6310 Reading in a Multicultural Classroom MAT 6315 Introduction to Educational Research MAT 6316 Advanced Methods for the Culturally Diverse Classroom	
<b>SPRING 2 (9 Hours Total)</b>	
MAT 6317 Classroom-Based Research (prerequisite: MAT 6315) MAT 6601 Student Teaching Traditional Track (6 credit hours, ## clock hours)	
<b>SUMMER 2 (3 Hours Total)</b>	
MAT 6390 Directed Study in Urban Education (prerequisites: MAT 6316, MAT 6317, & MAT 6318)	

## MAT CAPSTONE PROJECT GUIDELINES

All students enrolled in the Master of Arts in Teaching (MAT) are required to complete a capstone project during their course of studies. At the conclusion of the MAT 6390 capstone course, students will create two products depicting the work of the capstone project: 1) students will share the findings of their projects in an exhibition of public presentations near the end of the semester and 2) students will submit an article manuscript OR a grant proposal to the professor of record and to the Director of Graduate Programs. Submission of the capstone project for publication and/or funding is encouraged.

*Article Manuscript Option:* The possible formats for the research-based projects to be considered by students and currently approved by the department are as follows: empirical study, position paper, curriculum study or revision, curriculum critique, advanced technology project, or curriculum evaluation. (See the detailed explanations of these products below). Students should seek the guidance of their professors for potential journals where the article may be published. Journals of statewide professional organizations or regional organizations, as well as national journals that may be represented in their literature review, should be considered.

*Grant Proposal Option:* With assistance from professors, potential funding source(s) should be identified. The guidelines of the chosen funding source should be the driving force for the final product. The standard proposal format (as outlined in the grant proposal guidelines below) will be developed as support for the students' subsequent funding proposal submission to ensure quality preparation for the grant. Because funding cycles may not match the timetable for the capstone project, submission for funding is encouraged but not required.

The *article manuscripts* or the *grant proposals* will be evaluated according to the target journal or funding source criteria. In addition, all submissions should meet the following three quality criteria:

- 1) *Originality:* The research has not been done before in the same way. It is rare to find a topic that has not been researched before to some extent and by some procedure; therefore, originality does not mean that the paper/project's hypotheses are entirely new. Instead, the "originality" criterion is met if the student continues to study or examine a problem in a way that is substantially different and updated or that continues prior approaches and that has a reasonable prospect of adding to an understanding of the problem.
- 2) *Individuality:* The study is conceived, conducted, and reported primarily by the student. Faculty advisors, specialization-area-mentors, and others may suggest topics and help students in thinking through the concepts and procedures to be used; however, the chief decisions about whether to study the topic, how to study it, and how to report it must be made, rationalized, and defended by the student.
- 3) *Rigor:* The project is characterized by strict accuracy and scrupulous honesty and makes precise distinctions among facts, implications, and suppositions. Rigor is achieved by adhering to demonstrable facts when reporting procedures and results, by building on a foundation of facts when drawing conclusions, by specifying links to facts when inferring implications, by always bringing forward *all* relevant data, and by being both self-critical and logical in reporting and when projecting needed research.

Prior to beginning a capstone course, a student should submit the proposed activity on the Directed Studies form (available on the Urban Education website) to the Director of Graduate Programs.

Below are the specific topics or products that are currently approved for development (other projects may be considered by the MAT Committee at the *beginning* of the semester *prior to* enrolling in the capstone course):

### 1. *Position Paper*

The research paper must be an in-depth inquiry into a topic in education related to students' field of study. The following components of the position paper will be required and evaluated:

- Topic—The topic of research must be reasonably narrow and clearly defined in order to be thoroughly investigated.
- Literature Review—Students must show evidence of sufficient investigation into the background of the topic by writing a comprehensive literature review that summarizes previous research on the topic.
- Thesis or position taken—Students must show evidence of critical analysis of the topic by formulating a clearly defined thesis or position statement that provides the paper's focus and direction.
- Writing/APA Format—Students must demonstrate competence in research techniques by presenting a clearly written final paper that adheres to APA documentation style and procedures.

### 2. *Grant Proposal*

The proposal development research project requires that students establish an idea for a proposal, identify possible funding sources, outline the goals of the project, and describe how these goals will be achieved. The following components of the grant proposal research project will be required and evaluated:

- Background/Narrative—The narrative should describe the nature of the problem and cite appropriate literature to give credibility to the problem.
- Objectives—The expected outcomes should be stated in measurable terms.
- Establish Significance—The proposal should state why funding should be provided to the project. Emphasis should be placed on the benefit to the public school students.
- Methods of Achieving Goals—Procedures and activities should be described which will be implemented to meet the stated objectives.
- Evaluation—The proposal should state how the methods of achieving the project goals will be evaluated.
- Personnel—The proposal should describe the qualifications and past work experience of the personnel needed to implement the project.
- Equipment/Facilities—A complete description of the equipment and facilities needed to implement the project should be included.
- Budget—The proposal should describe the costs proposed to be incurred during the project.

### 3. *Empirical Study*

The prevailing focus of research is to expand the teacher's role as inquirer about teaching and learning. Teachers' research questions emerge from areas they consider problematic or from discrepancies between what is intended and what actually occurs in the classroom. Such research is a deliberate, solution-oriented investigation that is conducted by the classroom teacher.

Students will first formulate a research question and then concentrate on methods of classroom inquiry research and the application of those methods in an original research project. Students

will synthesize previous research on the topic, collect data from their research setting and participants, analyze the data, then develop and report the research findings for implications and practice. The following components of the research study project will be required and evaluated:

- Problem Identification—Students must...
- Literature Review—Students must show evidence of sufficient investigation into the background of the topic by writing a comprehensive literature review that summarizes previous research on the topic.
- Hypothesis or Research Questions—Students must...
- Systematic Data Collection—Students must...
- Reflection/Analysis/Results—Students must...
- Discussion of Findings—Students must...

#### 4. *Curriculum Development/Revision*

Students may choose to develop or revise curriculum for their classes/subjects. Some examples are: revising lesson plans to incorporate active learning strategies to teach a series of units, designing lesson plans (and objectives) with TEKS, and so forth. Students may also choose to develop lesson plans/curriculum for an upcoming year. As part of the research component, students would be expected to field test the plans and evaluate the results or develop a rationale based on theoretical foundations.

#### 5. *Advanced Technology Project*

These projects may involve providing instructional support using the web and/or software evaluation, identifying technology resources for students, creating electronic portfolios to assess K-12 learners, and so forth. As part of the research component, students would be expected to field test the project and evaluate the results or develop a rationale based on theoretical foundations.

#### 6. *Evaluation of Curriculum and Instruction*

Examining the structure of the curriculum that teachers implement encourages understanding the goals and aims of curricula. Examining the goals and aims of existing curricula permits the teacher to see links between the needs of society and its citizens and how schools mediate between the two. It also allows the teacher to trace trends and subsequent reform movements in subject-matter, leadership, teacher training, teaching and learning strategies, school cultures, what policies were in place, who were the policy makers, how were decisions made, who made the decisions, and so forth.

This project is similar to a research paper; however, it contextualizes the curriculum that the investigator examines. It answers questions such as: What educational purposes should the school seek to attain? What educational experiences can be provided that are likely to attain these purposes? How can these educational experiences be effectively organized? How can we determine whether and to what extent these purposes are being attained?

## TIME LIMIT

The time limit for this degree is six years from the beginning of the first semester in which credit was earned toward the degree. The degree for both programs is organized to support completion with or without certification within 2 years from the starting semester, under the condition that students enroll in the suggested courses for each semester.

## TRANSFER CREDITS

No more than six hours of equivalent graduate coursework may be transferred from other accredited universities. **A minimum grade of B is required** in any completed courses that students wish to transfer. Petition for transfer credit is required to be submitted for review by the graduate student and approval comes from the Director of Graduate Programs and the Graduate Committee's review of the course equivalency. Transfer credit is by permission only and is not a right of the student. The following courses cannot be substituted with transfer credits and must be taken at UHD:

### For MAT

MAT 6315 Introduction to Educational Research

MAT 6317 Classroom-Based Research (prerequisite: MAT 6315)

MAT 6380 Practicum for Urban Teachers

MAT 6390 Directed Study in Urban Education (prerequisites: MAT 6316, MAT 6317, & MAT 6318)

### For MAT with Certification:

MAT 6315 Introduction to Educational Research

MAT 6317 Classroom-Based Research (prerequisite: MAT 6315)

MAT 6380 Practicum for Urban Teachers

MAT 6390 Directed Study in Urban Education (prerequisites: MAT 6316, MAT 6317, & MAT 6318)

MAT 6601 Student Teaching (6 credit hours; ## clock hours)

## ACADEMIC STANDARDS

### Minimum Grades

A graduate student who receives a grade of "C" in 6 semester hours (2 courses) attempted at this university for graduate credit or for application toward the Master of Arts in Teaching degree, whether or not in repeated courses, will be placed on academic probation.

A graduate student who receives a grade of "C" in 9 semester hours (3 courses) attempted at this university for graduate credit or for application toward the Master of Arts in Teaching degree, whether or not in repeated courses, is ineligible for the Master of Arts in Teaching degree and will not be permitted to re-enroll for graduate study.

Students who receive a grade of one "D" or "F" in a graduate class will also become ineligible for a Master of Arts in Teaching degree and will not be permitted to re-enroll.

Students will be notified of their removal from the program once final grades are posted at the end of the semester. If a student intends to contest a grade or complete additional work with the approval of the course instructor, he or she must provide written notice to the Director of Graduate Programs, as well as the Graduate Advisor and the course professor within two weeks of the semester's closing and posted grades.

### **3.0 GPA Rule**

A minimum of a 3.0 cumulative grade point average is required to graduate. In order to remain in good academic standing during your graduate course work, you must maintain a 3.0 grade point average. All credit hours attempted, whether or not in repeated courses, will be calculated in the GPA and used in determining academic standing. Grades earned at other institutions and transferred into your graduate degree program at UHD are not included in the calculation when determining whether you are in good academic standing.

- “A”—the grade earned for demonstrating *exceptional* scholarship.
- “B”—the grade earned for demonstrating *competent* scholarship.
- “C”—the grade earned for demonstrating *acceptable* scholarship.

### **Incomplete Grade**

An incomplete grade (“I”) is given only when an unforeseen emergency prevents a student from completing the course work and only with the instructor’s approval. An incomplete grade will be changed to a passing grade if the missing work is completed satisfactorily within the long semester immediately following the semester in which the grade of “I” was received. An incomplete grade that is not removed by this deadline becomes an “F.” A grade of “F” resulting from failure to complete the work required to remove a grade of “I” has the same effect as an “F.” Repetition of a course for which an incomplete grade was received does not affect resolution of the original grade. An incomplete grade earned in a student’s graduating semester is computed as an “F” in determining grade point average.

### **Stop Out and Re-Admittance into the Program**

To stop out (sit out) for a semester of taking courses, you must fill out an MAT Drop/Stop-Out Form found on the College of Public Service website and notify the Graduate Advisor. Following this visit, you must formally withdraw from your course work at the University of Houston–Downtown.

As you consider your return to complete the program, please remember this statement from the “Time Limit” section on p. 15 of this handbook: “The time limit for this degree is six years from the beginning of the first semester in which credit was earned toward the degree.”

When students wish to re-enter the program the following semester, they need to visit the UHD website and complete the Application for Re-Admission. This should be done well in advance of the beginning of the semester in which you would like to return. The application for Re-Admission should be sent to the University of Houston—Downtown Office of Admissions. The Director of Graduate Programs, along with the Graduate Committee if necessary, will review your application and complete a Decision Sheet for Graduate Readmission. Upon acceptance of your application for re-admittance, you would then register and pay for your semester courses.

Please make note that courses are on a set rotation of offerings, so be aware of how stopping out a semester may impact your ability to take classes that have prerequisites that were offered when you were not enrolled.

## **ACADEMIC HONESTY**

The academic honesty code is the university’s standard of honesty. The code states, “Students must be honest in all academic activities and must not tolerate dishonesty.” It is each student’s responsibility to read and understand the University of Houston-Downtown Academic Honesty Policy found in the Student Handbook, pp. 18 and 19.



### 2.1.1 Academic Honesty Code

The Academic Honesty Code is the University's standard of honesty. The code states, "Students must be honest in all academic activities and must not tolerate dishonesty."

### 2.1.3 Student Responsibility

Students are responsible for maintaining the academic integrity of the University by following the Academic Honesty Policy. Students are responsible for doing their own work and avoiding all forms of academic dishonesty. *Students are expected to do original work, including class assignments, etc. Students are expected to cite references for work used during any assignment.*

Should a student be suspected, or found to have violated the academic honesty code, he or she will be required to meet with the professor to complete a required form detailing the accusations. Students can contest these accusations in writing. All forms should be copied after signatures are received and placed in the student folder in the advising office, as well as submitted to the chair of the department and Director of Graduate Programs.

Penalties for violations of the policy include failure of the entire assignment, course and/or referral to the department chair for consideration of additional action. The professor will make suggestions to the violations in their written form submission to the chair and Director of Graduate Programs. Students will be notified in writing as to their consequences as a result of their academic policy violation. Students should become familiar with example violations of this policy.

## **ACADEMIC MODIFICATION FOR STUDENTS WITH DISABILITIES**

The University of Houston-Downtown complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, UHD strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a documented disability requiring academic adjustments/auxiliary aids, please contact the Office of Disability Services, One Main St., Suite 409-South, Houston, TX 77002. (Office) 713-226-5227 (Website) [www.uhd.edu/disability/](http://www.uhd.edu/disability/) (Email) [disabilityservices@uhd.edu](mailto:disabilityservices@uhd.edu)

## **GRADUATION**

One semester prior to anticipated graduation, students must visit the College of Public Service advising website to complete the application for graduation. The student's file will be assessed by the Graduate Advisor and forwarded to the Director of Graduate Studies for approval. Should students not be able to complete the necessary coursework after approval, the application must be resubmitted the following semester. Students may not graduate or walk for graduation with any Incompletes on their transcript.