

MAT with Licensure

Program Advisor: Robert Johnston, johnstol@uic.edu, UH 930
Consult with your program advisor at least once a semester.

Program Pre-requisites:

- Students must have taken and passed the Test of Academic Proficiency (TAP) prior to admission. Information and registration is available at www.icts.nesinc.com. You may also submit ACT scores if you scored above a 22, including the written portion, and the exam was taking within the last 10 years.
- Students need at least 16 semester hours of history prior to taking 500-level classes, and upon completion of the program, will need to have a minimum of 32 hours of history with a minimum of 6 hours in World history (African, Asian, Latin American & Middle Eastern), 6 hours in European history, and 12 hours in American history, including a survey course in American history.
- Students need at least 9 hours in social sciences to take HIST 420, a required course for all programs. If students have not previously taken coursework in these areas, they will be required to take a minimum of 9 hours as part of their program. These areas include: Economics, Geography, Psychology, Political Science, Sociology, and Anthropology.
- Students must have completed the general education requirements from an accredited college or university as part of their undergraduate degree.
- Students will need to demonstrate competence in Illinois history and may be advised to take HIST 255 or HIST 257 to address this content area.

Program Requirements (Suggested Course Outline):

First Year - Fall Semester	First Year - Spring Semester
<ul style="list-style-type: none"> • Major Field Colloquium (4) • HIST 500 Teaching of History (4) (Fall only course, requires 10 hours in schools.) • ED 402 Philosophy of Education or ED 403 History of Education (3) • ED 421 Advanced Ed Psych or ED 445 Adolescence and the Schools (3) 	<ul style="list-style-type: none"> • Major Field Colloquium (4)¹ • SPED 410 Survey of Characteristics of Learners with Disabilities (3) (Requires 30 hours in schools.)³ • World, U.S. or European 500-level Readings Course (4)² • CI 504, Advanced Foundations in Secondary Literacy (4)
<i>Apply for Candidacy. (See below for details.)</i>	<i>Apply for Student Teaching. (See below for details.) Apply for Ed 432. (See below for details.) Take the Content Area Test(s). (See below for details.)</i>
Second Year - Fall Semester	Second Year - Spring Semester
<ul style="list-style-type: none"> • HIST 420: Teaching the Social Sciences (4) • World, U.S. or European 500-level Readings Course (4)² • ED 432 Instruction and Evaluation in Secondary Schools (5) (Requires 70 hours in schools.)³ 	<ul style="list-style-type: none"> • HIST 475 & 476 - Student Teaching Seminar (12)
	<i>Complete EdTPA. (See below for details.) Apply for Certification. (See below for details.)</i>

¹ When there is only one history colloquium offered in the major field, students will be required to take an elective in their major field. **Prior written approval from the program advisor is required.**

² Students will need to take readings courses in each of the two fields not chosen for the major. For example, a student who has chosen an American history major will need to take one course in world history and one course in European history, both at the graduate level. These courses include HIST 503, 511, 551, 561, 594, and 594. Please consult your advisor before registering for these courses.

³ Students must complete 100 clinical hours in schools prior to student teaching.

Illinois Certification Testing: Registration and information is available at: www.icts.nesinc.com.

All teacher candidates must pass the required tests for certification Illinois. This includes the following:

- Content Area Test #114—Must be passed for admission to student teaching.
- EdTPA must be passed prior to certification. Details available at a late date.

Required GPAs: Students need the following minimum grade point averages for admission to Candidacy and for admission to student teaching: 3.0 GPA in history (undergraduate and graduate courses in history combined), 3.0 GPA in education, and a 2.5 cumulative GPA.

Application to Candidacy: Students must apply to Candidacy, which indicates that students wish to seek certification upon completion of their degree program. Graduate students must apply in their first semester of attendance. The fall deadline is October 1st and the spring deadline is May 1st. Applications are available at: www.uic.edu/educ/cte.

Application to Ed 432: Students must apply for admission into Ed 432. Applications are due by March 15 for fall registration and October 15 for spring registration. Applications are available at: www.uic.edu/educ/cte.

Application to Student Teaching: Students must apply for student teaching. Applications are due two semesters prior to student teaching. The deadline for fall student teaching is the first Friday in March and the deadline for spring student teaching is the first Friday in May. Applications are available at: www.uic.edu/educ/cte. **Students must meet with Julie Peters (jlpeters@uic.edu) at least one month prior to the application deadline.**

Application for Licensure: Students apply for licensure at the end of the student teaching experience. This application process is managed through your student teaching seminar.

Graduation: Submit your intent to graduate to LAS by the first week of the semester you plan to graduate.

Candidates should be familiar with the UIC Conceptual Framework Executive Summary:

- **UIC Educators are Committed.** UIC educators are committed to the democratic ideal of developing each student's full human potential. They dedicate themselves to the continuing development of their own abilities to educate all students in the face of social and educational inequalities rooted in race, class, language, gender, disability, and other social differences. They understand and value the cultural and linguistic wealth of each student's community; collaborate with other professionals and community members to support student success; and assess their own growth in achieving the highest goals of the profession.
- **UIC Educators are Knowledgeable.** UIC educators are knowledgeable about the content of their field, human growth and development, and the creation of rich learning environments. They understand as well how these elements intersect to support student learning. But knowledge alone is not sufficient. UIC educators also reflect critically on what they know, questioning common assumptions, taking into account competing perspectives, and remaining open to growth and change.
- **UIC Educators are Effective.** UIC educators are competent practitioners who demonstrate the complex skills of professionals in their fields. This competence is developed as candidates work collaboratively with more experienced mentors who help them reflect on and refine their practice in intensive, school-based experiences. As candidates assume increasingly greater responsibility in these practical settings, they come to understand that they are learning a craft that can never be mastered.

Candidates are expected to demonstrate the following Dispositions:

UIC Educators:

1. Commit to the democratic ideal of developing all students' potential
2. Seek remedies to educational inequalities
3. Recognize and make use of the human and cultural resources of communities
4. Create collaborative environments that foster mutual learning and growth
5. Critically reflect on all aspects of professional practice
6. Continually seek and critically examine knowledge, understand and respect different and competing perspectives within and across knowledge domains, and question assumptions about what is known
7. Respect and adapt to the complexities of educational practice
8. Display and model maturity through the qualities of compassion, justice, empathy, integrity, responsibility, and engagement, and demonstrate the emotional capacity to engage in the varying degrees of the educator's job