

**Webster University – School of Education
M.A.T. Multidisciplinary Studies
ADVANCEMENT TO CANDIDACY PETITION**

(Please Type or Print Legibly)

Date: _____

Name: _____ Student ID Number: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone No. (Home): _____ (Work): _____

Email address: _____ Advisor: _____

INSTRUCTIONS: After completing nine (9) credit hours of courses within your major, fill out this form and return it with supporting documents to Webster University (see address below). [NOTE: In-Service courses and courses taken before entering the program do not apply toward these nine credit hours.]

1. Course #	Course Title	Credit Hours	Term	Instructor	Grade
2. Course #	Course Title	Credit Hours	Term	Instructor	Grade
3. Course #	Course Title	Credit Hours	Term	Instructor	Grade

Advancement to Candidacy Checklist: (check each of the items below.)

- 1. I have successfully completed 9 hours of M.A.T. courses within the Multidisciplinary Studies major and received grades in all 9 hours.
- 2. I am not currently on academic probation.
- 3. I have no outstanding incomplete grades.
- 4. I have a current grade average of “B” or better.
- 5. I am submitting two work samples that include instructor comments/feedback from separate M.A.T. courses taught by different instructors. At least one course should be a core or required course in the Multidisciplinary Studies M.A.T. Program.
- 6. I am submitting a statement of self-evaluation as outlined on page 2 of this form. (Separate attachment)

Student Signature _____ Date _____

Mail (hard copy only) completed form and supporting documents to:

<p>St. Louis campus and Online Students: School of Education / ATTN: Anna Santoya Webster University 470 East Lockwood Ave. St. Louis, MO 63119-3194</p>	<p>Crystal Lake campus students: Crystal Lake University Center 100 S. Main St. Crystal Lake, IL 60014</p>	<p>Kansas City campus students: Webster University – Kansas City Metropolitan Campus 1200 East 104th St. / Suite 100 Kansas City, MO 64131</p>
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**Webster University – School of Education
Multidisciplinary Studies MAT**

Mission:

The mission of the Multidisciplinary Studies major is to broaden the discipline-specific (content area) knowledge base, explore curriculum development and research, and improve instructional practices among pre-service and professional educators at the graduate level, through the integration of subject matter, theory, and best practices.

Vision:

To prepare professional educators to interrelate a variety of discipline-based knowledge bases.

Goals:

The goals of the Multidisciplinary Studies major are to enable candidates to:

1. Develop a knowledge base in relevant discipline/content areas
 - 1.1. know content that supports conceptual understanding
 - 1.2. apply tools of inquiry to construct meaningful learning experiences
 - 1.3. identify developmental factors in student learning.
 - 1.4. understand theoretical principles of effective instructions to plan learning experiences
2. Demonstrate expertise with curriculum design
 - 2.1. design curriculum based on students' prior knowledge, learning styles, strengths, and needs
 - 2.2. understand and use a range of instructional strategies
 - 2.3. use a variety of communication modes, media, and technology to support student learning
 - 2.4. employ a variety of formal and informal assessments to monitor learning and modify instruction.
3. Engage in reflective practice
 - 3.1. value and integrate reflection to grow as a professional
 - 3.2. promote communication and collaboration with colleagues, families, and community leader
 - 3.3. seek relationships with families and student to support student learning
 - 3.4. initiate change that benefits students and their families
4. Address individual differences among learners
 - 4.1. understand and responds appropriately to issues of diversity
 - 4.2. acknowledge social and cultural contexts to create effective teaching and learning environment
 - 4.3. adapt instruction to the learner's knowledge, ability, and background experience
 - 4.4. identify resources for specialized services when needed

Please reflect on the following two questions and submit a typed, double-spaced response (2-3 pages or 500-750 words) that demonstrates your best writing.

1. In light of the program goals for Multidisciplinary Studies (above), describe the ways in which you have grown professionally as a result of your participation in the MAT program. Describe how you have progressed on all program goals. Use examples from your classes and work samples to document your growth.
2. Describe how you expect to grow professionally as a result of your remaining study in the MAT program. Specify your objectives and describe how you will pursue them.

FOR OFFICE USE ONLY

Student's Name: _____

Is recommended for Advancement to Candidacy

Is deferred (explanation below)

Is not recommended for Advancement to Candidacy

Notes / Explanation: _____

(Signature) M.A.T. Coordinator

Date

KEY ASSESSMENT: ADVANCEMENT TO CANDIDACY

Date:	Student Name:	Student ID#:
Advanced Date:	Deferred Date:	Site:
Reviewer's Signature:		Incompletes, NC, or Cs

RUBRICS FOR ADVANCEMENT TO CANDIDACY

The chart below describes the criteria for scoring the Advancement to Candidacy for the **Multidisciplinary Studies** major. If a student receives a one (1) in any area, the ATC request results in a deferral and must be resubmitted at a future date with improvements. Students scoring 2s and 3s on all criteria are advanced to candidacy. For each score of 2, the reviewer lists areas of improvement needed, and suggests action steps (e.g. consult with the Writing Center on future papers and projects). Check appropriate boxes.

Criteria	(3) Acceptable	(2) Acceptable with needs for improvement	Deferred
Candidate demonstrates solid command of standard English writing	Clear, concise writing		Confusing writing; Contains grammatical or spelling errors
Candidate reflects on specific learning from completed coursework and communicates intentions for the remaining study in the MAT program	Detailed reference to specific courses with citations to support evidence of learning		Information is incomplete or unclear. Inadequate details or specific examples.
Candidate provides work samples that indicate learning in regard to candidate's program goals in the major	Two work samples with instructor comments		Inadequate work samples
GOAL #1: Candidate shows evidence of developing a knowledge base across multiple areas of discipline	At least two examples of the goal are evident in the materials submitted		Less than two examples of the goal are evident
GOAL #2: Candidate shows evidence of developing expertise with curriculum design	At least two examples of the goal are evident in the materials submitted		Less than two examples of the goal are evident
GOAL #3: Candidate shows evidence of engaging in reflective practice	At least two examples of the goal are evident in the materials submitted		Less than two examples of the goal are evident
GOAL #4: Candidate shows evidence of respecting the unique individuality of each student by instructional and curriculum development	At least two examples of the goal are evident in the materials submitted		Less than two examples of the goal are evident

Evidence of Professional Growth Score _____ Quality of Written Instruction Score _____