

**Webster University – School of Education**  
**Social Science**  
**M.A.T PETITION FOR ADVANCEMENT TO CANDIDACY**

**Score:**

Mail (hard copy only) completed form and supporting documents to:  
 School of Education / ATTN: Anna Santoya  
 Webster University  
 470 East Lockwood Ave.  
 St. Louis, MO 63119-3194

(Please type or print legibly)

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone No. (Home): \_\_\_\_\_ (Work): \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Advisor: \_\_\_\_\_ Major: \_\_\_\_\_

**This form is to be filled out and returned to Anna Santoya after nine (9) credit hours of M.A.T. courses within your major have been completed and grades received. Courses before entry to the program and/or in-service courses cannot be counted toward the 9 hours required for advancement to candidacy.**

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
4. Course #	Course Title	Credit Hours	Term	Instructor	Grade

ATC Checklist:

- \_\_\_ 1. I have successfully completed 9 hours of M.A.T. courses within my major and received grades on 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 at least “B” (CR equals B).
- \_\_\_ 5. I am submitting two work samples from separate M.A.T. courses taught by different instructors in my area of concentrations. These include the instructor’s comments.
- \_\_\_ 6. I am submitting a statement of self-evaluation as outlined on the back of this form.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Social Science MAT**  
**Advancement to Candidacy Guidelines**  
(Based on SOCS Program Assessment Plan)

**Mission:**

The mission of the Social Sciences 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 Social Science knowledge bases.

**Goals:**

The goals of the Social Sciences majors are:

1. Based on inquiry and scholarship, graduate students demonstrate advanced knowledge of the specialty areas and their development as global citizen;
2. Based on content, current events, best practices, research and theory, graduate students engage in continuous reflection of learning, content areas and instructional strategies that are responsive to students thinking, experiences, and interaction in our world;
3. Through collaboration with colleagues, parents, counselors and community resources, graduate students reflect on their roles as leaders of change, and on how the social sciences impact these relationships and systems;
4. Approach learning and teaching with respect for and understanding of diversity.

**Instructions:**

Please reflect on the following two questions and submit a typed, double-spaced response (3-4 pages) that demonstrates your best writing.

1. In light of the program goals for your major (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. How do 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**

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Recommended for:

\_\_\_\_ Advancement to Candidacy  
\_\_\_\_ Deferred (explanation)

\_\_\_\_\_  
Student Name

\_\_\_\_ Is not recommended for Advancement to Candidacy (explanation)

\_\_\_\_\_  
Major Coordinator

\_\_\_\_\_  
Date

## Rubric C1: Advancement to Candidacy

### Reflection Rubric (NCSS A, 1; II. 4, 8)

Date:	Student Name:	Student ID#:			
Advanced Date:	Deferred Date:	Site:			
Reviewer's Signature:		Incompletes, NC, or Cs			
<p>This rubric describes the criteria for scoring the Advancement to Candidacy (ATC) reflective self evaluation statement and work samples for the Social Sciences major. A student who receives less than a 2.5 in any area obtains a deferral in the ATC request. Corrections to the statement or appropriate work samples must be resubmitted within 7 days. Only a single resubmission is allowed. Resubmissions that are marked below a 2.5 in any area will be deferred to the following semester. If a student receives 3.0 or above in each area the student will be advanced to candidacy. Students who receive a 2.0 or less will be informed of the areas requiring remediation (e.g. consider consulting with the Writing Center on future revisions). <b>To use the rubric.</b> Enter the score in the appropriate box in the score column. Add scores and enter on the lines for each category below the table.</p>					
Criteria	Advanced 4.0 and above	Proficient 3.0/3.5	Near Proficient (Differed) 2.5	Denied =< 2.0	Score
Category 1: Quality of Written Expression					
Statement contains effective use of <b>sentence structure</b> and <b>word choice</b>	Overall writing is exceptional in clarity. Demonstrates appropriate application of mechanics which exceeds expectations. Use of short and long sentences, literary devices and other mechanics, improves understanding of writing	Overall writing is clear, concise and demonstrates appropriate application of mechanics; mix of short and long sentences, literary devices and other mechanics, improves understanding of writing	Writing is confusing and mechanics of sentence structure and literary devices ineffectively used. Statement is difficult to understand.	Writing is confusing and mechanics of sentence structure and literary devices not used. Statement is difficult to understand.	
Statement contains appropriate use of <b>grammar</b> and <b>spelling</b>	No errors in spelling, grammar and punctuation	Very few (1 – 5) errors in spelling, grammar and punctuation	Many grammatical or spelling errors	Many grammatical or spelling errors. Readability of statement at very low level	
Category 2: Quality of Reflection					
Candidate reflects on specific competencies attained from completed coursework in relation to <b>School of Education Goals</b>	More than five discrete references to specific courses and instances with citations to support evidence of attaining School of Education goals	Two discrete references to specific courses or instances with citations to support evidence of attaining School of Education goals	Less than two discrete references to specific courses or instances with citations to support evidence of attaining School of Education goals	No references to specific courses or instances with citations to support evidence of attaining School of Education goals	
Candidate articulates intentions and objectives for future study in the <b>MAT program</b>	Five or more clear broad based objectives for continued study in MAT program articulated	Three or more clear objectives for continued study in MAT program articulated	Few objectives for future program of study articulated	No objectives for future program of study articulated	

**Active Learning & Motivation Score:** \_\_\_\_\_

**Quality of Reflection Score:** \_\_\_\_\_

**Electronic Portfolio Artifacts Rubric (NCSS A, 1; II. 1, 2, 4, 8)**

<b>Criteria</b>	<b>Advanced 4.0 and above</b>	<b>Proficient 3.0/3.5</b>	<b>Near Proficient (Differed) 2.5</b>	<b>Denied =&lt; 2.0</b>	<b>Score</b>
<b>Category 1: Quality of Written Expression</b>					
<b>Program Related Work Samples</b>	Four or more work samples. Student scored “A”s. Instructor comments indicate extraordinary competency. Samples are capable of publication in professional journal or conference proceeding and/or online.	Two work samples in which student has scored an “A” and instructor comments indicate general passing grades of “A”s or “B”s.	Less than two work samples. Instructor comments indicate low competency. Average student grade is a “C”.	Inappropriate work samples. Instructor comments indicate low competency. Average student grade is a “C”.	
<b>(NCSS A.1; NCSS II, 1) GOAL #1: Standards &amp; Global Citizenship</b>	Four or more work samples show advanced knowledge of specialty areas (NCSS themes and MoSTEP standards) as well as candidate development as an active global citizen.	Two work samples show knowledge of specialty areas (NCSS themes, MoSTEP standards) and candidate development as a global citizen.	Less than two work samples show little knowledge of specialty areas and candidate development as a global citizen.	Inappropriate work samples show no knowledge of specialty areas and candidate development as a global citizen.	
<b>(NCSS II. 2) GOAL #2: Research Based &amp; Learner Centered Curriculum Design</b>	More than five work samples provide evidence that candidate is developing advanced expertise with curriculum design and student assessment in social sciences. Examples include curriculum plans, projects, activities that fully represent research-based pedagogy, learning theory, student individuality and technology competency.	Two work samples show that candidate is developing expertise with curriculum design and student assessment in social sciences. Examples include curriculum plans, projects, activities that contain some evidence of research-based pedagogy, learning theory, student individuality and technology competency.	Less than two work samples that show little or no evidence that candidate is developing expertise with curriculum design and student assessment in social sciences	Inappropriate work samples that show no evidence that candidate is developing expertise with curriculum design and student assessment in social sciences.	
<b>(NCSS II, 8) GOAL #3: Reflective Practice in the Field</b>	More than five work samples indicate that student engaged in advanced collaborative experiences using hypermedia and other technologies. Is able to engage in high levels of reflective practice which is based on actively working to engender local and global relationships among community and school systems.	Two work samples indicate that student engaged in advanced collaborative experiences using hypermedia and other technologies. Is able to engage in high levels of reflective practice which is based on actively working to engender local and global relationships among community and school systems.	Less than two work samples that show little or no evidence that candidate is developing expertise with collaboration and reflective practice.	Inappropriate work samples that show no evidence that candidate is developing expertise with collaboration and reflective practice.	
<b>(NCSS A.1; NCSS II, 1) GOAL #4: Diversity</b>	More than five work samples provide evidence that candidate is inclusive of diverse cultural, social, economic and cognitive capabilities of students. Such commitment to diversity is inherent in clearly articulated and transformative accommodations for diverse learners (race, gender, cultural, and varying exceptionalities). (0.8)	Two work samples provide evidence that candidate is inclusive of diverse cultural, social, economic and cognitive capabilities of students. Such commitment to diversity is inherent in clearly articulated and transformative accommodations for diverse learners (race, gender, cultural, and varying exceptionalities).	Less than two work samples that show little or no evidence that candidate is developing expertise in understanding diversity and transformative experiences.	Inappropriate work samples that show no evidence that candidate is developing expertise in understanding	

**Evidence of Professional Growth Score: \_\_\_\_\_**