



Requirements for the Degree: Master of Arts in Teaching in Secondary Education with Initial Teacher Certification (6-12)

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| Curriculum Requirements: 30 hours | Minimum Academic Good Standing Grade Point Average: 3.0 |
| Program Delivery: Full-time, 900+ hours of field/clinical experiences | Minimum Cumulative Grade Point Average Required: 3.0 |

| Required Courses | | Total Hours |
|---------------------|---|-------------|
| EDUC 5001 | Foundations of Teaching and Learning | 3 |
| EDUC 5002 | Integrating Technology in School-Based Learning Environments | 3 |
| EDUC 5003 | Reading and Multiple Literacies | 3 |
| EDUC 5004 | Methods of Teaching and Assessment | 3 |
| EDUC 5005 | Practicum I and Seminar | 6 |
| EDUC 5006 | Practicum II and Seminar | 9 |
| SPED 5001 | Adolescent Development and Diverse Learning Needs | 3 |
| Course Descriptions | | Total Hours |
| EDUC 5001 | <p>Foundations of Teaching and Learning Prerequisites: Admission into MAT Program and hold a valid Pre-Service Certificate. Co-requisites: EDUC 5002 and SPED 5001 Description: In preparation for effective entry into the classroom as a teacher, topics include teaching in the contemporary school; adolescent development; cognitive and behavioral approaches to learning, diversity, collaboration beyond the classroom; accommodating learners with exceptionalities; introduction to curriculum and instruction, and assessment. The use of technology is required. This course meets state and national standards.</p> | 3 |
| EDUC 5002 | <p>Integrated Technology in School-Based Learning Environments Prerequisites: Admission into MAT Program and hold a valid Pre-Service Certificate. Co-requisites: EDUC 5001 and SPED 5001 Description: Overview of systematic planning, development and evaluation of media-rich classroom instruction. Best practices collecting, summarizing, analyzing and applying assessment data to classroom improvement with techniques for organization and participation in a grade-level or school-wide collaborative team. The use of technology is required. This course meets state and national standards. NOTE: This course is non-transferable to a baccalaureate program.</p> | 3 |
| EDUC 5003 | <p>Reading and Multiple Literacies Prerequisites: Hold a valid Pre-Service Certificate and a grade of "B" or better in EDUC 5001, 5002, SPED 5001. Co-requisite: EDUC 5004 and EDUC 5005 Description: A study of design principles for promoting reading across the curriculum for guided inquiry, self-directed learning, collaborative learning, effective use of cultural and digital new media to meet the needs of diverse learners, as well as cognitive reading strategies for constructing meaning from text. The use of technology is required. This course meets state and national standards. NOTE: This course is non-transferable to a baccalaureate program.</p> | 3 |
| EDUC 5004 | <p>Methods of Teaching and Assessment Prerequisite: Hold a Pre-Service Certificate and a grade of "B" or better in EDUC 5001, 5002, SPED 5001 Co-requisite: EDUC 5005 and EDUC 5003 Description: An introduction to instructional strategies and curriculum for teaching secondary content that emphasizes effective instruction based on Universal Design, formulating student learning objectives, selection of appropriate pedagogies, and authentic assessments for data-driven decision making. The use of technology is required. This course meets state and national standards. NOTE: This course is non-transferable to a baccalaureate program.</p> | 3 |
| EDUC 5005 | <p>Practicum I and Seminar Prerequisite: Hold a Pre-Service Certificate and grade of "B" or better in EDUC 5001, EDUC 5002 and SPED 5001. Co-requisite: EDUC 5003 and EDUC 5004 Description: This field-based course is a supervised clinical experience in an approved instructional setting. The teacher candidate will spend half of the semester in a PDS middle grades school and half of the semester in a PDS high school setting. A faculty member maintains close supervision. During the high school experience, data for the edTPA will be collected. NOTE: This course is non-transferable to a baccalaureate program. A minimum of 300 clinical hours must be completed.</p> | 6 |

EDUC 5006**Practicum II and Seminar****9**

Prerequisite: Hold a valid Pre-Service Certificate and a grade of "B" or better in EDUC 5001, EDUC 5002, 5003, 5004, and SPED 5001.

Description: This field-based course is a supervised clinical experience in an approved instructional setting. Practicum II is a full semester experience during which the edTPA will be completed and submitted. In addition, a graduate-level action research presentation with directed literature review and data analysis for the (RTI) outcome of a lesson plan taught to an underperforming subgroup of students. It is anticipated that this presentation will be shared at the professional development school to an audience of high school and higher administrators. A faculty member maintains close supervision. During the high school experience, the edTPA will be completed. The use of technology is required. This course meets state and national standards. NOTE: This course is non-transferable to a baccalaureate program. A minimum of 600 clinical hours must be completed.

SPED 5001**Adolescent Development and Diverse Learning Needs****3**

Prerequisite: Admission into the MAT Program and hold a valid Pre-Service Certification.

Co-requisite: EDUC 5001 and 5002

Description: Learners are examined from the standpoint of developmental characteristics; social, cultural, racial, and gender affiliation; socioeconomic status; religious influences; learning styles; first language; special needs; and exceptionalities. Adolescents are also examined from biological, psychological, cognitive, and social perspectives within the tapestry of their families and communities; and through the influences of societal and cultural norms. The use of technology is required. This course meets state and national standards.

NOTE: This course is non-transferable to a baccalaureate program.

Program Notes:

1. The School of Education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Georgia Professional Standards Commission (GaPSC). Providers accredited under NCATE standards, as well as those accredited under the Teacher Education Accreditation Council (TEAC) standards, are now served by the single specialized accreditation system for educator preparation in the United States, the Council for the Accreditation of Educator Preparation (CAEP). More than 900 educator preparation providers participate in the CAEP accreditation system.
2. Admissin into the MAT Program is competitive and granted on a space availability basis. Students must:
 - Be admitted to Middle Georgia State University (MGA) in good academic standing with a cumulative GPA of 3.0 or higher on all courses to include transfer, transient, or taken as a part of a prior degree. Students who have not met all requirements for admission but have a cumulative GPA between 2.75-2.99 may submit a letter of appeal as part of their application. Disciplinary action at MGA and/or any other institution that the student has attended or while in the military may prevent admission.
 - Submit an official transcript indicating the awarding of a Bachelor's degree in biology, English, history or mathematics from a GaPSC accredited institution.
 - Submit a graduate program admission packet to the Office of Graduate Studies. Admission packets are found on the Office of graduate Studies website. Prospective students may also contact the Office of Graduate Studies for an admission packet. Deadline for submission of packets is March 1st for summer semester. Packets submitted after the deadline will be considered after all applicants meeting the deadline are processed. Admission packets must be complete in order for the Pre-Service Certificate to be requested.
 - Present a passing score on the GACE Program Admissions Assessment or show evidence of exemption from any of the following national exam scores: minimum 525 composite score on Praxis I (if taken prior to August 2006); SAT – minimum combined score of 1000 on SAT verbal/math; ACT minimum combined score of 43 on English/Math; or GRE minimum combined score of 1030 verbal/ quantitative prior to August 1, 2011 or minimum combined score of 297 on verbal/quantitative if taken after August 1, 2011.
 - Provide a clear criminal background check and proof of completion of the Georgia Educator Ethics Entry Assessment (350G). Information regarding both will be provided in the admission packet.
 - Provide passing scores at the Professional Level on the GACE content area assessments for your degree.
 - Provide biographical statement including professional goals and two professional recommendations.
 - Complete GaPSC GCIC background check and Verification of Lawful Presence paperwork.
 - The School of Education will request a Pre-Service Certificate from the GaPSC for the prospective candidate. The decision to issue the Pre-Service Certificate resides solely with the GaPSC.
 - Upon receipt of a copy of the Pre-Service Certificate by the School of Education the prospective candidate will be notified in writing by the School of Education of their acceptance as a graduate intern.
 - Upon acceptance, students are referred to as "graduate interns".
 - Be available during regular public school day hours for practicums.
 - Upon acceptance, graduate interns must present proof of having liability insurance and a LiveText account.
 - Graduate interns must sign their program of study. Graduate interns are required to follow the program of study as prepared by the School of Education. Deviations from that program without prior consent from the Dean of the School of Education will result in dismissal from the School of Education.
3. MAT Academic Progress and Completion: - Graduate interns must meet the following requirements to remain in the MAT Program:
 - Maintain an overall cumulative GPA of 3.0 or greater in all courses in the major.
 - Earn a grade no lower than a "B" in all MGA graduate level education program courses.
 - Retake only one graduate level course where a grade of "C", "D", or "F" was earned. Students will not be allowed to progress into subsequent courses.
 - Pass all key assessments with an 80% mastery.
 - Interns must meet end of semester Program Checkpoints to progress to the next semester.
 - Maintain professional liability insurance, a LiveText account and hold a valid Pre-Service Certificate for the duration of the program
 - Provide evidence of attempting the Georgia Educator Ethics Exit Assessment (360G) prior to progression into Practicum II (EDUC 5006).
 - Provide evidence of submitting the edTPA portfolio prior to the end of the semester while enrolled in EDUC 5006 – Practicum II and Seminar.
 - Complete residency requirements for MGA.
 - Adhere to all policies and codes of personal and professional conduct, which originate with the School of Education, MGA, the GaPSC and associated Local Units of Administration (LUAs).
 - NOTE: Should a graduate intern complete all program requirements and the EPP determines that a candidate needs to increase competency in any area – knowledge, pedagogy, or dispositions – the EPP can request the completion of additional work before the graduate intern will be declared a program completer.
4. Certification Requirements:
 - Graduate interns are recommended for certification by the School of Education after successful completion of the degree program and earning passing scores on the following:
 - edTPA portfolio (Passing Score: 38 or higher) AND
 - Georgia Educator Ethics Exit Assessment – 360G (Passing score: Pass)
 - Upon receipt of passing scores on the above assessments and the MGA Official Transcript with the degree awarded, the School of Education will recommend the intern for certification. The decision to issue the Certificate of Eligibility resides solely with the Georgia Professional Standards Commission.

5. MAT Dismissal Policy
 - Failure to meet progression requirements will result in dismissal from the School of Education. A graduate intern may also be dismissed from the School of Education for disciplinary reasons. Behavioral concerns can/would be addressed through the Office of Student Affairs of MGA. In addition, students may be dismissed from the School of Education for inappropriate behaviors as outlined in the School of Education Graduate Student Handbook. Behaviors that are grounds for removal from the clinical experiences include, but are not limited to: confidentiality breaches, harassment, absenteeism or tardiness, malpractice/negligence, failure to follow School of Education or clinical site policies and procedures, failure to fulfill responsibilities, or other activities that the supervisor deems unsafe or inappropriate. Ongoing patterns of unsafe/unprofessional behavior may be grounds for dismissal from the School of Education.
6. Code of Ethics Violations
 - Pre-Service Certificate holders are certified individuals, and they are expected to uphold the Code of Ethics for Georgia Educators. Both Educator Preparation Providers (EPPs) and Local Units of Administration (LUAs) [school districts] are equally responsible for reporting suspected violations of the Code of Ethics to GaPSC. All educators are mandated reporters and are required to report alleged misconduct. For the educator, failure to report could result in a sanction of the educator's certificate, and for an EPP, failure to report could cause impact to the EPP's approval status.
7. MAT Re-Entry Policy
 - Students who meet all present criteria for readmission to the School of Education Graduate Program, must submit a completed readmission application, a criminal background check, and must submit a letter of intent by the application deadline. Prior to readmission, a student must hold a valid Pre-Service Certificate. Readmission occurs on a space available basis.

