

TEACHING, M.A.T.

Teacher Education Programs Leading to Master of Arts in Teaching (M.A.T.)

The School of Arts, Sciences, & Education offers three different teacher education programs for individuals who have already completed a bachelor's degree, earning a cumulative GPA of at least 3.0. Each of the three teacher education programs leads to a Master of Arts in Teaching (M.A.T.) degree with a Certificate of Eligibility with Advanced Standing (CEAS) and an endorsement as a Teacher of Students with Disabilities (TOSD) from the New Jersey Department of Education in the following areas:

- Early Childhood Education (P–3);
- Elementary Education (K–6);
- Teacher of a Specific Subject (K–12 or Secondary Education in art, biology, business, chemistry, English, health and physical education, mathematics, psychology, or social studies).

The bachelor's degree must be in a content major (minimum 30 credits); **early childhood education** (P–3) and **elementary education** (K–6) majors include: biology, chemistry, English, history, interdisciplinary studies, mathematics, natural sciences, psychology, and visual art; and **Subject-Specific** majors include biology, business, chemistry, exercise science, English, history, mathematics, psychology, and visual art.

M.A.T. Program Sequence

Semester 1: Core Competency Courses (Earn a B or better in each course.)

Early Childhood Education	Elementary Education	Secondary Education	Clinical Hours
EDC5110	EDC5110	EDC5110	
SPE5030	SPE5030	SPE5030	CE (25 hrs.)

Semester 2

Early Childhood Education	Elementary Education	Secondary Education	Clinical Hours
ECE5201	EDC5130	EDC5130	
EDC5242	EDC5242		
SPE5032	SPE5032	SPE5032	CE (25 hrs.)

Semester 3

Early Childhood Education	Elementary Education	Secondary Education	Clinical Hours
EDC5209	EDC5209	EDC5250	PT-CP (75 hrs.)
EDC5205	EDC5205	EDC5215	
ECE5244			

SEMESTER 4

Early Childhood Education	Elementary Education	Secondary Education	Clinical Hours
EDC5306	EDC5306	EDC5260	PT-CP (100 hrs.)
SPE5031	SPE5031	SPE5031	

Semester 5

Early Childhood Education	Elementary Education	Secondary Education	Clinical Hours
ECE6303	EDC5309	EDC5309	
ECE6302	EDC6404	EDC6406	FT-CP (14 wks.)

Physiology and Hygiene

New Jersey Department of Education regulations requires all applicants for instructional certification to pass an examination in physiology and hygiene (P&H), including the effects of narcotics and alcohol. Candidates admitted to a teacher education program are required to self-study and pass the GCU P&H exam in the first semester.

Harassment, Intimidation & Bullying (HIB)

New Jersey Department of Education regulations requires all applicants for instructional certification to be trained in harassment, intimidation, and bullying (HIB). Candidates admitted to a teacher education program are required to self-study and pass the GCU HIB exam in the first semester.

Reporting Child Abuse and Neglect (CARE)

New Jersey Department of Education regulations requires all applicants for instructional certification to be trained in how to identify sign

of child abuse and neglect and how to report such observances (CARE). Candidates admitted to a teacher education program are required to self-study and pass the GCU CARE exam in the first semester.

Clinical Experience & Clinical Practice

Georgian Court's Teacher Education programs provide the candidate ample opportunity to develop not only theoretical knowledge about teaching and learning in general, inclusive, and special education, but the practical skills needed to plan instruction for a diverse group of students, manage classroom behaviors, work with school professionals, understand the culture and nuances of school, and interact positively with parents and caregivers. All teacher education programs include clinical experience in both inclusive and special education settings and three consecutive semesters of clinical practice.

To be approved for clinical practice, candidates must have an earned a cumulative grade point average of at least 3.0, passed the requisite Praxis II test(s), passed the GCU exams (P&H, HIB, and CARE), and

completed all prerequisite and program courses. Clinical practice consists of three consecutive semesters of fieldwork, the first consisting of part-time practice (75 hours), the second continuing with part-time practice (100 hours), and the third semester being full-time practice. Full-time clinical practice consists of 14 weeks in which the candidate gradually assumes the responsibility for teaching. Placements for clinical practice are made by the director of field placement in collaboration with school district administrators to assure an appropriate match between the candidate and the school.

Concurrent with full-time Clinical Practice (9 credits), candidates participate in a Reflective Practice Seminar (3 credits) and are required to attend weekly meetings focusing on their clinical practice and the development of a comprehensive teaching portfolio. Additional Reflective Practice Seminar topics include, but are not limited to, classroom management, district policies, safety, school law, and emerging issues. Sharing clinical internship experiences and best practices in small groups, leading whole class discussions, learning about certification processes, honing job search skills through mock interviews, and developing a teaching portfolio are the cornerstones. Clinical practice is an intensive and critical professional experience. For this reason, School of Arts, Sciences, & Education policy prohibits clinical interns from taking other courses during clinical practice and strongly recommends that clinical interns not engage in employment during the 14-week clinical practice.

- Evidence of an undergraduate cumulative grade point average of at least 3.00 from a baccalaureate or master's degree program (note: applicants with a GPA between a 2.75 and 2.99 may apply and qualify for the Limited CEAS Pilot Program);
- Completion of a prerequisite course: Child and Adolescent Development (3 credits), earning a final grade of B or better; and
- Passing score(s) on Praxis II test(s) in the candidate's intended area of certification.

Learning Outcomes

Upon completion of our educator preparation programs, candidates will:

- Apply the principles and best practices of learner development, learning differences, and learning environment to educational praxis (InTASC Section A).
- Demonstrate competency in the discipline knowledge, applications of content, and assessment of learning within educational praxis (InTASC Section B).
- Plan learning experiences effectively using appropriate instructional strategies both in methods-based coursework and in supervised praxis (InTASC Section C).
- Develop and demonstrate capacities in professionalism, ethical practice, leadership, and collaboration through structured and supervised experiences and learning opportunities (InTASC Section D).

Admission

Admission to Teacher Education Programs Leading to M.A.T. Degree

Candidates seeking admission to a graduate teacher education program must submit a complete, self-managed application in addition to the following:

- Official transcript(s) showing the award of a baccalaureate or master's degree from a regionally accredited college or university. The bachelor's degree must be in a content major (minimum 30 credits); **early childhood education** (P–3) and **elementary education** (K–6) majors include: biology, chemistry, English, history, interdisciplinary studies, mathematics, natural sciences, psychology, and visual art; **Subject Specific** (K–12) and **Secondary** majors include biology, business, chemistry, exercise science, English, history, mathematics, psychology, and visual art;