

TEACHING, M.A.T.

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

The School of Arts, Sciences, & Education offers four 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 four 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);
- English as a Second Language (K–12);
- Teacher of a Specific Subject (K–12 or Secondary Education in art, biology, business, chemistry, English, health and physical education, mathematics, or social studies).

The bachelor's degree must be in a content major (minimum 30 credits); **early childhood education** (P–3), **elementary education** (K–6), and **English as a Second Language** (ESL) 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, and visual art.

M.A.T. Program Sequence

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

ESL Education	Early Childhood Education	Elementary Education	Secondary Education	Clinical Hours
EDC5110	EDC5110	EDC5110	EDC5110	
EDC5038 + EDC5999	EDC5038 + EDC5999	EDC5038 + EDC5999	EDC5038 + EDC5999	CE (50 hrs.)

Semester 2

ESL Education	Early Childhood Education	Elementary Education	Secondary Education	Clinical Hours
EDC5113	ECE5201	EDC5115	EDC5120	
EDC5021	ECE5202	EDC5210	EDC5215	
EDC5403	EDC5403	EDC5403	EDC5403	
EDC5026	ECE5203	EDC5207	EDC5330, EDC5331, EDC5332, EDC5333, EDC5334, EDC5335, EDC5336, or EDC5337	
EDC5402 (Take in Semester 2 or Semester 3)	EDC5402 (Take in Semester 2 or Semester 3)	EDC5402 (Take in Semester 2 or Semester 3)	EDC5402 (Take in Semester 2 or Semester 3)	

Semester 3

ESL Education	Early Childhood Education	Elementary Education	Secondary Education	Clinical Hours
EDC5022	ECE5204	EDC5211	EDC5229, EDC5231, EDC5232, EDC5233, EDC5234, EDC5236, EDC5237, or EDC5238	
EDC5027	ECE5205	EDC5208		
EDC5206	EDC5206	EDC5206	EDC5206	
EDC6210	ECE6212	EDC6214	EDC6215	PT-CP (175 hrs.)
EDC5402 (Take in Semester 2 or Semester 3)	EDC5402 (Take in Semester 2 or Semester 3)	EDC5402 (Take in Semester 2 or Semester 3)	EDC5402 (Take in Semester 2 or Semester 3)	

Semester 4

ESL Education	Early Childhood Education	Elementary Education	Secondary Education	Clinical Hours
EDC6299	ECE6302	EDC6404	EDC6406	FT-CP (15 wks)
EDC6300	ECE6303	EDC6405	EDC6407	

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 pre-service teacher education program are required to self-study and pass the GCU P&H exam in the first semester, prior to clinical experience.

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 pre-service teacher education program are required to self-study and pass the GCU HIB exam in the first semester, prior to clinical experience.

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 pre-service teacher education program are required to self-study and pass the GCU CARE exam in the first semester, prior to clinical experience.

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. The programs include clinical experience

in both inclusive and special education settings and two consecutive semesters of clinical practice.

To be approved for clinical practice, candidates must have earned a cumulative grade point average of at least 3.0, passed the requisite Praxis II tests, passed the GCU exams (P&H, HIB, and CARE), and completed all prerequisite and program courses. Clinical practice consists of two consecutive semesters of fieldwork, the first consisting of part-time practice (175 hours) and the second semester of full-time practice. Full-time clinical practice consists of 15 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 of experiences and best practices in small groups, learning about certification processes, and honing job search skills through mock interviews 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 15-week clinical practice.

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), **elementary education** (K–6), and **English as a Second Language** (K–12) 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, and visual art;

- 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 two prerequisite courses: Child and Adolescent Development (3 credits) and Educational Psychology (3 credits), earning a final grade of B or better in each;
- Passing scores on the Praxis Core Tests (Reading, Writing, and Math) or a NJDOE Commissioner-approved Basic Skills examination (Note: This requirement is waived for students who provide documentation of a score on the SAT or ACT at or above the cut score for the year in which they took the exam); and
- Passing score(s) on Praxis II test in the candidate's intended area of certification.