Teaching M.A.T. (Special Education Concentration)

Study Concentration Three: Special Education, (45-51 Hours)

Program Intent and Admission Requirements:

The Master of Arts in Teaching (MAT) leads to initial teaching certification and a master’s degree for those persons who hold a bachelor's degree from a regionally accredited institution. There are six study concentrations/ tracks based on educational background and career goals:

- **Study Concentration 3:** Special Education General Curriculum certification (P-12) for candidates who hold a bachelor's degree in counseling, child and family development, English, mathematics, psychology, science, social science, or a closely-related field.

The total credit hours for the degree are dependent on previous course work completed in the area of certification. A transcript evaluation by the College of Education’s Graduate Academic Services Center is required at the outset with the exception of Concentration Five: Early Childhood Education. Prerequisite content course work, based on the transcript evaluation, must be completed as a non-degree student before admission into the program.

Admission Requirements

**Regular**

1. Hold a bachelor’s degree from a regionally accredited institution.
2. Present a transcript evaluation by the College of Education’s Director of the Graduate Academic Services Center, and completion of a specified prerequisite content course work.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present a total adjusted GPA of 2.75 or higher on all teaching field course work.
5. Present a current official report from the Miller Analogies Test (MAT) or the verbal, quantitative, and analytical writing sections of the Graduate Record Exam (GRE) showing competitive scores.
6. Submit passing scores on the GACE Program Admission Assessment or be exempt by acceptable SAT, ACT, or GRE scores.
7. Complete the state-required Georgia Educator Ethics--Program Entry (350) assessment. A minimum score is not required.
8. Qualify for a Georgia Pre-Service certificate or Induction Pathway 4 certificate (see Certification section in the Graduate Catalog).
9. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations.
10. Acknowledge “Disclosure and Affirmation” statements that address the Code of Ethics for Educators and the need for tort liability insurance.
11. International applicants and U.S. citizens whose native language is not English must demonstrate competence in English. Applicants must take and pass the Test of English as a Foreign Language (TOEFL) and post a score of at least 213 (computer-based test) or 550 (paper-based test) on the TOEFL. The official TOEFL score may not be more than two years old. Those who do not meet the minimum proficiency standard may be recommended for enrollment in University English courses or for English courses offered by the English Language Program (ELP) on campus prior to admission to the program. For Study Concentration Four (Spanish), candidates are not required to take the TOEFL: rather, those individuals who did not complete their undergraduate degree in the English language must pass an Oral Proficiency Interview and a Writing Proficiency Test in English at the ACTFL-defined IH or above (tests administered by the Department of Foreign Languages).

**Provisional**

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first nine (9) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

**Study Concentration Three, 45-51 Credit Hours**

**Degree Requirements**

**Step One - The Following Courses are Prerequisites to Steps Two and Three**

- EDF 7130 Learning Theories and Applications
- ESED 5234G Cultural Issues: ESO
- SPED 6130 Introduction to Special Education

(Admission criteria to the Teacher Education Program [TEP], must be met and a Georgia Pre-Service certificate must be obtained for progression to Step Two.)

**Step Two: Special Education Prerequisite Content Block**

- SPED 6231 Special Education Laws and Procedures
- SPED 7631 Perspectives on Mild Disabilities
- SPED 7736 Special Education General Curriculum

**Step Three: Special Education Content For Teaching Block**

- SPED 6230 Assessment and Procedures in Special Education
- EDUF 7130 Educational Research

**Step Four: Special Education Content Block: (See admission to Student Teaching/Internship section in Graduate Catalog)**

- READ 7131 Approaches to Literacy Instruction
- SPED 6330 Classroom Management
- SPED 7136 Language Development

**Step Five: Special Education Content and Teaching Block**

- SPED 7133 Collaboration Across the Life Span
- SPED 7632 Methods for Mild Disabilities
- SPED 7736 Internship in SPED General Curriculum

**Step Six: Student Teaching/Supervised Internship:**

- SPED 7630 Seminar in Special Education

Select one of the following:

- SPED 5799G Student Teaching in Special Education (Candidates who are not teaching full time enroll)
Candidates seeking teaching certification only may eliminate the three courses denoted with the asterisk from their course work. After successful completion of the required courses for certification, successful completion of the state-required content pedagogy assessment (edTPA), and successful completion of the state-required Educator Ethics—Program Exit (360) assessment, candidates who are teaching full-time may apply for a level 4 Induction Pathway 1 certificate, and candidates who are not teaching may apply for a Certificate of Eligibility for a level 4 Induction Pathway 1 certificate.

Candidates who are teaching full-time on a level 4 Induction Pathway 1 certificate may apply for the level 5 Induction Pathway 1 certificate upon successful completion of Steps 1-6. Candidates who are not teaching during the program may apply for a level 5 Induction Pathway 1 certificate after successful completion of Steps 1-6 and obtaining a teaching position.

Specific Program Requirements for Concentration Three

- All new MAT candidates must schedule and meet with their assigned Special Education Advisor for a brief advisement orientation meeting prior to entering Step Two of the program in order to meet registration requirements.
- Candidates must take courses in sequenced order to meet Special Education Program Key Assessment criteria.
- Candidates must successfully complete an electronic portfolio project in order to exit the program.
- Candidates are required to complete 900 clinical hours to meet certification requirements. These clinical hours are included in the courses in this program of study.
- Although this is a fully online program, candidates are strongly encouraged to attend Student Teaching Orientation and all edTPA information sessions their final semester in the program.

OTHER PROGRAM REQUIREMENTS (FOR ALL CONCENTRATIONS)

- Must successfully complete assessments identified at each program transition point.

Advisement

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