Teaching M.A.T. (Concentration in Special Education P-12) (Hybrid)

Degree Requirements: 45 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.

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.

Prerequisite content course work, based on the transcript evaluation, must be completed as a non-degree student before admission into the program. Two delivery options are available: a hybrid program on the Armstrong Campus in Savannah and a fully online 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 Graduate Academic Services Center is required. Prerequisite content course work, based on the transcript evaluation, must be completed as a non-degree student before admission into the program.
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. Submit passing scores on the GACE Program Admission Assessment or be exempt by acceptable SAT, ACT, or GRE scores.
6. Complete the state-required Georgia Educator Ethics--Program Entry (350) assessment. A minimum score is not required.
7. Qualify for a Georgia Pre-Service certificate or Induction Pathway 4 certificate (see Certification section in the Graduate Catalog)
8. 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.
9. Acknowledge “Disclosure and Affirmation” statements that address the Code of Ethics for Educators and the need for tort liability insurance.
10. 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 80 (internet-based test, IBT), 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).
11. If an applicant was previously enrolled in an initial teacher preparation program, an interview must be completed with the Program Coordinator prior to admission to the program.
12. Select the delivery option you are applying to: Either (1) the hybrid format that is based on the Armstrong/Savannah campus or (2) the 100% online format

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.

Degree Requirements

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>SPED 6130</td>
<td>Introduction to Special Education</td>
</tr>
<tr>
<td>3</td>
<td>SPED 6231</td>
<td>Special Education Laws and Procedures</td>
</tr>
<tr>
<td></td>
<td>(Georgia Pre-Service certificate must be obtained for progression to Step Two.)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>SPED 7631</td>
<td>Perspectives on Mild Disabilities</td>
</tr>
<tr>
<td>3</td>
<td>READ 7131</td>
<td>Approaches to Literacy Instruction</td>
</tr>
<tr>
<td>9</td>
<td>SPED 6230</td>
<td>Assessment and Procedures in Special Education</td>
</tr>
<tr>
<td>3</td>
<td>SPED 7632</td>
<td>Methods for Mild Disabilities</td>
</tr>
<tr>
<td>3</td>
<td>SPED 7736</td>
<td>Internship in SPED General Curriculum</td>
</tr>
<tr>
<td>9</td>
<td>SPED 6330</td>
<td>Classroom Management</td>
</tr>
<tr>
<td>3</td>
<td>ELEM 7332</td>
<td>Problem Solving and Mathematical Representations in the Elementary Classroom</td>
</tr>
<tr>
<td>3</td>
<td>EDUF 7130</td>
<td>Learning Theories and Applications</td>
</tr>
<tr>
<td>6</td>
<td>SPED 6766</td>
<td>Student Teaching: SPED (candidates who are not teaching full time)</td>
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<tr>
<td></td>
<td>SPED 7766</td>
<td>Internship in Special Education (candidates who are teaching full time on Induction Pathway 4)</td>
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<tr>
<td>9</td>
<td>SPED 7133</td>
<td>Collaboration Across the Life Span</td>
</tr>
<tr>
<td>3</td>
<td>EDUR 7130</td>
<td>Educational Research</td>
</tr>
<tr>
<td>3</td>
<td>ESED 5234G</td>
<td>Cultural Issues: ESOL</td>
</tr>
</tbody>
</table>

Total Credit Hours: 45
* After successful completion of the required courses for certification, successful completion of the state-required content pedagogy assessment (edTPA), successful completion of the GACE content assessment, 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**

- 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 hybrid program, candidates are strongly encouraged to attend Student Teaching Orientation and all edTPA information sessions.

**OTHER PROGRAM REQUIREMENTS**

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

**Advisement**

Armstrong Campus - Hybrid Program

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