"To achieve excellence by guiding individuals as they become professionals. . . "

Online Master of Arts in Teaching Secondary Mathematics and Science Handbook
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Introduction

The Master of Arts in Teaching (M.A.T.) Secondary Math and Science is an online degree offered by Columbus State University, a fully accredited institution in the University System of Georgia. This program targets career changers who are interested in entering the teaching profession and who possess the prerequisite educational background in science, technology, engineering, mathematics, or a related field. Teacher certification options available through this degree include Mathematics, Biology, Chemistry, Physics, and Earth/Space Science at the secondary level (i.e., certification in grades 6-12).

This innovative degree program combines online coursework with practicum experiences in both middle and secondary schools and leads to eligibility for an induction certificate at the T-5 level (i.e., the letter “T” indicates that the certificate is in a teaching field and the number “5” indicates that the candidate’s highest degree is a master’s degree recognized by the Georgia Professional Standards Commission). The 39-hour program is based on the new INTASC standards, which support four domains:

- The Learner and Learning
- Content
- Instructional Practice
- Professional Responsibility

Program outcomes are as follows:

Graduates of the program will

- demonstrate continual growth and proficiency in planning inquiry-based instruction built on standards and knowledge of students,

- demonstrate proficiency in using a wide range of instructional strategies and differentiating instruction to help all students learn,

- demonstrate proficiency in developing and using multiple forms of assessment and using student assessment data to improve teaching and learning for all levels of learners

- display ongoing reflection and growth regarding values, commitments, dispositions, and habits associated with effective and professional teaching, including application of educational research in the analysis of teaching effectiveness and impact on student learning.

These competencies are embedded in courses, and candidates are expected to demonstrate that they can meet the competencies primarily in two performance-based courses: Teaching Practicum and Student Teaching or Teaching Internship.
All coursework and assignments are completed online. Some courses require 30-90 hours of field experience within the grades 6-12 setting. Candidates who are working full-time in a 6-12 classroom will not be able to complete all field experience hours in their own classrooms. Field experience is required in grades 6-8 and grades 9-12 and must include experiences in diverse settings. Student teaching is one full semester (15 weeks) and requires candidates to work full-time in a grades 6-12 classroom. Candidates must have access to Webcam software and hardware to enable remote classroom observation and conferencing.

Individuals choose the online M.A.T. in Secondary Mathematics and Science Education because of its accreditation, quality, and fit with their busy lifestyles. Classes are offered each Fall, Spring, and Summer semester, permitting students to complete the program in five or six consecutive semesters. Students may enter the program during any semester. The program follows a 15-week semester schedule for Spring and Fall Semester and a modified schedule for Summer Semester.

The online M.A.T. in Secondary Math and Science Education was approved by the Georgia Professional Standards Commission in March 2009.
Online Learning

Before starting an online program at Columbus State University, you will need to see if distance education is a good fit for you and your learning style. In online courses, you will need to be able to perform basic computer functions such as creating, saving, and managing files on a computer; downloading files; attaching files to e-mail messages; opening files attached to incoming e-mail; and navigating the Internet. Furthermore, in an online course, it is important to be self-motivated and disciplined in your studies. You must set aside time each week to work on the activities and assignments for the course. In a typical three credit hour course, you should be online several times a week, checking on course information, participating in online discussions and group activities, and completing assignments for the week.

The SmarterMeasure Learning Readiness Indicator is a web-based tool that assesses a learner's likelihood for succeeding in an online learning program. Using a sequence of activities, this assessment tool measures the degree to which students possess the traits needed for success in studying at a distance and/or in a technology rich course. SmarterMeasure includes six major assessment components that measure:

- On-screen Reading Rate and Recall
- Technical competency
- Individual attributes
- Life factors
- Preferred learning styles
- Typing speed and accuracy

Upon completion of SmarterMeasure you will receive a score report which will not only help you understand your strengths and opportunities for improvement, but will also provide resources to help you succeed. **Completion of this assessment is required prior to registering for online classes at CSU.** You will need to complete the SmarterMeasure assessment after being admitted to CSU and receiving your CSU e-mail address.

To take the SmarterMeasure assessment, click [here](http://online.columbusstate.edu/smarter_measure.php) or go to http://online.columbusstate.edu/smarter_measure.php and follow the instructions provided.
Admission Requirements

Admission requires:

- Degree in closely related field or a minimum of 25 semester hours of approved coursework;
- Transcript evaluation to determine content courses needed for certification;
- Minimum grade point average (GPA) of 2.75 (regular admission) or 2.50 (provisional admission) on all undergraduate work at an accredited institution in fulfillment of the requirements for a baccalaureate degree;
- Passing score on the GACE\(^1\) Program Admission Tests\(^2\) [Reading (200), Mathematics (201), Writing (202)] or exemption through satisfactory scores on the SAT, ACT, or GRE.

GACE Basic Skills Exemption Scores
- SAT – 1000 (combination of Verbal and Math scores)
- ACT – 43 (combination of English and Math scores)
- GRE – Combined score of 1030 (Verbal and Quantitative) on tests taken before August 1, 2011 or combined score of 297 (Verbal and Quantitative) on tests taken after August 1, 2011

- Passing scores on the GACE content examinations\(^3\) required in the intended teacher certification field;
- Criminal Background Check - Students must submit a copy their FBI background check results, a copy of their provisional teaching certificate showing background check clearance, or a letter from their school on official school letterhead stating that they have been fingerprinted and undergone a federal background check as a condition of employment. Go to https://www.edo.cjis.gov/#/ for FBI background check instructions.
- Complete the Program Entry level (350) of the Georgia Professional Standards Commission’s Georgia Educator Ethics Assessment. The fee for this test is $30. Go to www.gace.ets.org/ethics for information and instructions. Select number 7 as your reason for testing. Please note: You must add Columbus State University as a score recipient in order for us to get your results!
- Purchase a Tk20 account at https://columbusstate.tk20.com/. Attach a receipt or print screen with current Tk20 account information to your application for Admission to Teacher Education.
- Completed application for admission to the Teacher Education Program. The "Masters Application" form is available at http://safe.columbusstate.edu/forms.php.
- Suitability for teaching as determined through the admissions process.

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\(^1\)The Georgia Assessment for the Certification of Educators (GACE) is the educator licensure assessment in Georgia. The purpose of the GACE is to help ensure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia’s public schools. All GACE assessments are aligned with the state standards for the P-12 curriculum and with state and national content standards. Additional GACE Content examination information can be found at http://gace.ets.org/about/assessments.
If an individual passed all three parts of the Praxis I or posted a composite score of 526 on the three tests prior to March 5, 2007, he or she is exempt from the GACE Program Admission Tests.

Required GACE content exams:

<table>
<thead>
<tr>
<th>Certification Field</th>
<th>Required GACE Content Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Test I (026)</td>
</tr>
<tr>
<td></td>
<td>Test II (027)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Test I (028)</td>
</tr>
<tr>
<td></td>
<td>Test II (029)</td>
</tr>
<tr>
<td>Earth/Space Science</td>
<td>Test I (024)</td>
</tr>
<tr>
<td></td>
<td>Test II (025)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Test I (022)</td>
</tr>
<tr>
<td></td>
<td>Test II (023)</td>
</tr>
<tr>
<td>Physics</td>
<td>Test I (030)</td>
</tr>
<tr>
<td></td>
<td>Test II (031)</td>
</tr>
</tbody>
</table>

Note: Praxis II or TCT Tests passed prior to March 5, 2007, in certification content fields are valid and may be used in place of the GACE content tests. A candidate may not combine a Praxis test score with a GACE test score to meet the testing requirement in a content field. All tests within a GACE assessment (or Praxis, if taken before March 5, 2007) must be passed.

Tk20 Requirement

All students enrolled in the Online MAT program in Math and Science will be required to purchase a Tk20 account and will submit artifacts from their methods and practicum classes, as well as student teaching/internship, in Tk20. The university uses Tk20 to maintain our accreditation, demonstrate the quality of our academic programs, and improve teaching and learning.

https://columbusstate.tk20.com/
# Online M.A.T. Secondary Mathematics and Science Handbook

## Online Master of Arts in Teaching in Mathematics & Science

### Program Requirements

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Semester</th>
<th>Credit Hours</th>
<th>Field Experience Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area 1: Transitioning into Teaching (10 hours)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDMS 6105 Transition to Teaching</td>
<td>Fall</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>EDCI 6226 Foundations of Education: Instructional Applications <em>(take with EDCI 6228)</em></td>
<td>Spring</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>EDCI 6227 Foundations of Education: Human Development, Motivation &amp; Learning</td>
<td>Fall</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>EDCI 6228 Foundations of Education: Special Education <em>(take with EDCI 6226)</em></td>
<td>Spring</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

| **Area 2: Enhancing Student Learning (11 hours)** | | | |
| Courses in Area 1 above must be completed prior to enrolling in methods and practicum courses. | | | |

| Content Methods *(Must be taken concurrently with EDMS 6216)* | | | |
| Select one of the following: EDMT 6215 Methods in Teaching Secondary Mathematics OR EDSC 6215 Methods in Teaching Secondary Science | Fall | 3 | 0 |

| EDMS 6216 Teaching Practicum *Must be taken concurrently with EDMT or EDSC 6215* | Fall | 3 | 90 |
|EDUF 6111 Assessment in Education *(take with EDMS 6216)* | Fall | 1 | 0 |
|EDUF 6125 Classroom Management | Spring | 2 | 0 |
|EDMS 6474 Technology as a Teaching and Learning Tool | Summer | 2 | 0 |

| **Area 3: Emerging Teacher (9 Hours)** | | | |
|EDMS 6485 Student Teaching OR EDMS 6698 Teaching Internship | | | |

| **Area 4: Advanced Teacher (9 Hours)** | | | |
|EDUF 6116 Educational Research Methods | Summer | 3 | 0 |

| Guided Elective – Approved content course (math/science) *Course must be approved by academic advisor prior to registration* | Varies | 3 | 0 |

| Guided Elective – Approved course *Course must be approved by academic advisor prior to registration* | Varies | 3 | 0 |

| Totals | | 39 | 760 |

See Appendix A for course descriptions.
Class Scheduling

Classes are offered each fall, spring, and summer semester, permitting candidates to complete the program in 5-6 consecutive semesters. Candidates may enter the program in any semester. The program follows a 15-week semester schedule for fall and spring semesters and a modified schedule for summer semester.

On the following pages are sample program plans for candidates enrolling in summer, fall, or spring.
Sample Program of Study
Summer Admission; 2-year program

Year 1

Summer 1 – 5 hours
EDMS 6474 Technology as a Teaching and Learning Tool (2 hrs.)
Guided Elective (3 hrs.)

Fall 1 – 5 hours
EDMS 6105 Transition to Teaching (3 hrs.)
EDCI 6227 Foundations of Education: Human Development, Motivation & Learning (2 hrs.)

Spring 1 – 5 hours
EDCI 6226 Instructional Applications (2 hrs.)
EDCI 6228 Foundations of Education: Special Education (3 hrs.)

Year 2

Summer 2 – 6 hours
Guided Elective (3 hrs.)
EDUF 6116 Educational Research Methods (3 hrs.)

Fall 2 – 7 hours
EDMT 6215 or EDSC 6215 Methods (3 hrs.)
EDMS 6216 Teaching Practicum (3 hrs.)
EDUF 6111 Assessment (1 hr.)

Spring 2 – 11 hours
EDMS 6485 Student Teaching or EDMS 6698 Internship (9 hrs.)
EDMS 6272 Classroom Management (2 hrs.)
Sample Program of Study
Fall Admission; 5-semester program

Year 1

Fall 1 – 5 hours
EDMS 6105 Transition to Teaching (3 hrs.)
EDCI 6227 Foundations of Education: Human Development, Motivation & Learning (2 hrs.)

Spring 1 – 8 hours
EDCI 6226 Instructional Applications (2 hrs.)
EDCI 6228 Foundations of Education: Special Education (3 hrs.)
EDUF 6116 Educational Research Methods (3 hrs.)

Summer 1 – 8 hours
EDMS 6474 Technology as a Teaching and Learning Tool (2 hrs.)
Guided Elective (3 hrs.)
Guided Elective (3 hrs.)

Year 2

Fall 2 – 7 hours
EDMT 6215 or EDSC 6215 Methods (3 hrs.)
EDMS 6216 Teaching Practicum (3 hrs.)
EDSE 6111 Assessment (1 hr.)

Spring 2 – 11 hours
EDMS 6485 Student Teaching or EDMS 6698 Internship (9)
EDUF 6125 Classroom Management (2)
Sample Program of Study
Spring Admission; 7-semester program

Year 1

Spring 1 – 5 hours
EDCI 6226 Instructional Applications (2)
EDCI 6228 Foundations of Education: Special Education (3 hrs.)

Summer 1 – 5 hours
EDMS 6474 Technology as a Teaching and Learning Tool (2 hrs.)
Guided Elective (3 hrs.)

Fall 1 – 5 hours
EDMS 6105 Transition to Teaching (3 hrs.)
EDCI 6227 Foundations of Education: Human Development, Motivation & Learning (2 hrs.)

Year 2

Spring 2 – 5 hours
EDUF 6125 Classroom Management (2)
Guided Elective (3 hrs.)

Summer 2 – 3 hours
EDUF 6116 Educational Research Methods (3 hrs.)

Fall 2 – 7 hours
EDMT 6215 or EDSC 6215 Methods (3 hrs.)
EDMS 6216 Teaching Practicum (3 hrs.)
EDSE 6111 Assessment (1 hr.)

Year 3

Spring 3 – 9 hours
EDMS 6485 Student Teaching or EDMS 6698 Internship (9 hrs.)
Field Experiences

Some courses in the program require 30-90 hours of field experience within the grades 6-12 setting. Field experiences are, whenever possible, to be in math or science (the candidate's own certification field). Student teaching or internship is one full semester (15 weeks) and requires candidates to work full-time in a grades 6-12 classroom in their certification field. All field experiences (including student teaching or internship) must be completed in a regionally accredited school. Cooperating teachers must hold a clear renewable teaching certificate in the candidate's intended field of certification and have three or more years of teaching experience. Candidates must have access to Webcam software and hardware to enable remote classroom observation and conferencing. **Candidates who are working full-time in a 6-12 classroom will not be able to complete all field experience hours in their own classrooms.**

Field experience is required in grades 6-8 and grades 9-12 and must include experiences in diverse settings (i.e., *settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups*) in a regionally accredited school. A minimum of 30 hours of field experience must be completed at each grade band level (grades 6-8 and 9-12) during the program.

Course instructors will provide information about related assignments and other field experience requirements. Candidates should contact the CSU Online MAT Field Placement Coordinator for assistance with school placements. Contact information is provided below.

**Coordinator of Field Placements for Online MAT Program**
LaJuene Black  
E-mail: black_lajuene@columbusstate.edu  
Phone: (706) 565-1431

When planning schedules and registering for courses, candidates should take into consideration the number of field experience hours required for each course. Individuals who are already teaching will be responsible for working with their principals and making arrangements to be able to complete field experience hours outside of the schools in which they teach.

See the following page for descriptions of the field experiences required in this program.
Description of Field Experiences

Field experiences are, whenever possible, to be in math or science (the candidate's own certification field). A limited number of non-classroom experiences (e.g., IEP meetings, school club meetings related to the discipline, and department planning meetings) may, at the discretion of the instructor, also be applied to field experience hours.

<table>
<thead>
<tr>
<th>Course</th>
<th>Clock Hours</th>
<th>Nature of Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDMS 6105 Transition to Teaching</td>
<td>30</td>
<td>30 hours in a middle and/or high school observing, assisting, and tutoring. Candidates who are already teaching must complete at least 15 hours outside of their own classrooms observing other teachers. In this course or in EDCI 6226, candidates must spend at least 15 hours at a different school.</td>
</tr>
<tr>
<td>EDCI 6226 Instructional Applications</td>
<td>40</td>
<td>40 hours in a middle and/or high school observing, assisting, and tutoring. Placement must include a setting serving exceptional populations (e.g., inclusion classes). Candidates who are already teaching must complete at least 15 of the 40 hours outside of their own classrooms observing other teachers. In this course or in EDMS 6105, candidates must spend at least 15 hours at a different school.</td>
</tr>
<tr>
<td>EDMS 6216 Teaching Practicum</td>
<td>90</td>
<td>Candidate is assigned to a secondary mathematics or science teacher. Experiences include interviewing students about mathematics or science; observing teaching; planning and teaching activities, lessons, and units; assessing student learning; and performing other teaching-related duties. Candidates who are already teaching may complete 75 of the 90 hours in their own classrooms. Fifteen hours must be spent observing in other teachers’ classrooms and completing related assignments.</td>
</tr>
<tr>
<td>EDMS 6485 Student Teaching</td>
<td>600</td>
<td>Candidate is assigned to a secondary mathematics or science teacher in a school approved by CSU and spends one full semester in full-time teaching activities. Candidates will also be assigned a university supervisor who will provide mentoring and observe and evaluate the candidate’s teaching at least four times during the semester. The cooperating teacher will also evaluate the candidate’s performance. Candidates who are already teaching in their own classrooms complete one full semester of full-time teaching activities in their own classrooms. Candidates will be assigned a university supervisor who will provide mentoring and observe and evaluate the candidate’s teaching at least four times during the semester.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 6698 Teaching Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>760</td>
<td></td>
</tr>
</tbody>
</table>
Admission to Student Teaching

Candidates who do not have teaching jobs and need school placements for student teaching should contact the field experience coordinator at Columbus State University by September 15 or January 15, during the semester prior to enrolling in student teaching. All candidates must complete a student teaching application and submit it to their academic advisor for approval.

Candidates will spend one semester in full-time teaching activities under the supervision of a classroom teacher in a middle or secondary, regionally accredited school. Guidelines for admission to student teaching are as follows:

- Deadlines for submitting student teaching applications are September 15 for candidates applying to student teach spring semester and January 15 for candidates applying to student teach fall semester.
- Candidates must be recommended by their academic advisor before submitting their applications to the Online M.A.T. Coordinator of Field Placements.
- Candidates must be members in good standing in the Teacher Education Program prior to submitting applications for student teaching.
- Candidates must complete all courses in Area 1: Transitioning to Teaching and Area 2: Enhancing Student Learning with grades of C or better. A maximum of two courses (not to exceed eight semester credit hours) with a grade of “C” may apply to a master’s degree.
- Candidates must maintain an overall grade point average of 3.0 or better based on graduate hours attempted.
- Candidates must have ratings of emerging and above (no more than 10 components rated as emerging) on all components of the MAP and ratings of satisfactory or above on all components of the Dispositions evaluation.
- Candidates may not hold outside employment during the semester of student teaching without permission from the Online M.A.T. Coordinator of Field Placements.
- In order to student teach, candidates must hold current CPR/First Aid Certificates and provide the Student Teaching Coordinator at his/her home institution with proof of liability insurance.

Additional guidelines and requirements for student teaching will be provided upon registration for student teaching.
Admission to Internship

To qualify for the Teaching Internship, applicants must hold a provisional teaching certificate and be teaching full time in a regionally accredited school, in the field in which they are seeking certification. Guidelines for admission to internship are as follows:

- Candidates must submit internship application to their academic advisor for approval by September 15 for candidates applying for an internship in spring semester and January 15 for candidates applying for an internship in fall semester.
- Using the provided form, have a school or school system request the Teaching Internship and agree to abide by the policies set forth by the home institution.
- Candidates must be recommended by academic advisors before applications are forwarded to the Online M.A.T. Coordinator of Field Placements.
- Candidates must be members in good standing in the Teacher Education Program prior to submitting applications for internship.
- Candidates must satisfactorily complete all courses in Area 1: Transitioning to Teaching and Area 2: Enhancing Student Learning with grades of C or better. A maximum of two courses (not to exceed eight semester credit hours) with a grade of “C” may apply to a master’s degree.
- Candidates must maintain an overall grade point average of 3.0 or better based on graduate hours attempted.
- Candidates must have ratings of emerging and above (no more than 10 components rated as emerging) on all components of the final MAP and ratings of satisfactory or above on all components of the Dispositions evaluation.

Additional guidelines and requirements for the teaching internship will be provided upon registration for the internship.

Exit from Student Teaching or Internship

To satisfactorily complete student teaching or internship, candidates must have satisfactory ratings on all components of the final MAP and Dispositions evaluations. Candidates must also satisfactorily complete edTPA, a national teacher performance assessment. The edTPA portfolios will be sent to Pearson at the end of the student teaching/internship semester for external evaluation and scoring. Candidates must receive a passing score on edTPA in order to be eligible for a Georgia induction certificate.

Supervision of Field Experiences and Student Teaching or Internship

Field experiences and student teaching/internship will be supervised using one of the following models:

- **Traditional Model**—on-site supervision by university personnel or part-time faculty from teacher candidate’s home institution
• *Courtesy Placement*—using home institution’s assessment procedures and instruments, the collaborative institution located closest to the teacher candidate will supervise the field experiences

• *Combination Model*—A combination of on-site university faculty and technology assisted (*Live Classroom, Wimba, etc.*) supervision

All candidates in student teaching/internship will be observed and evaluated by the university supervisor a minimum of four times during the semester. Cooperating teachers will also conduct a minimum of three formal observations/evaluations during the student teaching semester.
Registration

Once you have been admitted to the online M.A.T. program, you should receive an e-mail from the Admissions Office verifying your admission. This e-mail will contain three very important pieces of information:

1. Your CSU e-mail address
2. Academic advisor’s name and contact information
3. Your CSU student identification number

Your CSU e-mail address is the official means of communication from CSU faculty. Log on daily to be sure you are aware of everything going on at CSU!

First-time MyCSU users

1. Go to MyCSU (https://mycsu.columbusstate.edu/)
2. Obtain your username by clicking Forgot your OneCSU username?
3. Your initial password is your birth date in the format of MMDDYY. (ex. DOB June 10, 1980 = password 061080)

**Trouble logging into or accessing your CSU E-mail Account? Contact the UITS Helpdesk (University Information Technology Services) 706-507-8199, or e-mail helpdesk@columbusstate.edu.**

To register for classes:

Students register/drop/withdraw from classes through the MyCSU system. All classes are listed in the CSU course schedule available online at http://academics.columbusstate.edu/classes/index.php. After selecting your classes and receiving approval from your advisor, follow the steps below to register:

- If you have never taken an online class at CSU, you must first complete the Smarter Measure assessment before you can register for classes. To take the SmarterMeasure assessment, click here and follow the instructions provided.
- The registration menu for adding classes is located in the Student Records tab of MyCSU.
- In order to register for classes, Select "Add/Drop or Withdraw Classes." Pre-requisite/test score errors and closed courses can only be overridden by the academic department offering the course.

If you have trouble registering, contact your academic advisor or contact Stephanie Speer at sspeer@columbusstate.edu or 706-507-8834.

Be sure to check the Academic Calendar to see dates for registration and other important dates.
Payments:

You will pay for your classes through MyCSU.

1. Log in to MyCSU
2. Click the Students link
3. Click the Financial Aid tab
4. Locate the Bursar/Student Accounts header and click Pay Online link

If you want to apply for Financial Aid, check out the Financial Aid website at https://finaid.columbusstate.edu/. For more information, call 706-507-8800 or e-mail financial_aid@columbusstate.edu.

Students are responsible for ensuring financial aid coverage or making payment arrangements with the CSU Bursar’s Office. For fee payment deadlines, go to https://bursar.columbusstate.edu/fees.php. Students whose fees are not paid or for whom arrangements have not been made by the fee payment deadline will be dropped from classes.

Trouble paying your fees or notice a problem with the fees assessed? Contact the Bursar’s Office at 706-507-8897.
Financial Aid

Students are responsible for ensuring financial aid coverage or making payment arrangements with CSU. For fee payment deadlines, go to https://bursar.columbusstate.edu/fees.php. Students whose fees are not paid or for whom arrangements have not been made by the fee payment deadline will be dropped from classes.

Various types of financial aid are available to students including loans, scholarships, and grants. One type of aid available to individuals pursuing degrees in teaching math or science is the TEACH Grant. The new Teacher Education Assistance for College and Higher Education (TEACH) Grant provides up to $4000 per year to full-time undergraduate or graduate students enrolled in eligible CSU programs of study who intend to teach in an approved public or private elementary or secondary school serving low-income students. TEACH Grant recipients attending less than full-time will have their grant reduced. Students must agree to serve four academic years as a full-time teacher in a high-need field at an eligible school. To qualify for a TEACH Grant, students must meet and maintain academic requirements of a 3.25 GPA or score above the 75th percentile on a national college admissions test. The GPA requirements do not apply to graduate students who are current teachers or retirees. Failure to complete the service obligation will result in the TEACH Grant funds converting to a Federal Direct Unsubsidized Stafford Loan with interest charged from the date the grant was disbursed. For a full description of TEACH Grant eligibility requirements, please see https://studentaid.ed.gov/sa/types/grants-scholarships/teach

To begin the TEACH Grant application process:

1. Complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov and submit any requested documents.
2. Complete the “TEACH Grant initial and subsequent counseling” available online at https://studentloans.gov/myDirectLoan/launchTeach.action?_ga=2.93988894.2005255782.1520070087-1798388917.1520070087. Do not complete the Agreement to Serve until instructed by the Financial Aid Office.
3. If you scored above the 75th percentile on a national college admissions test, provide a copy of the admissions test results to the TEACH Grant coordinator in the Financial Aid Office.

Once these steps are completed, the Financial Aid Office will review your eligibility and advise of any additional actions needed.

For information about additional types of financial aid, see the list of resources and contact information below.

Financial Aid website: http://finaid.columbusstate.edu/
Phone: (706) 507-8800

Education Scholarships: http://coehp.columbusstate.edu/scholarships.php
Accessing the E-Classroom

CougarVIEW is Columbus State University's (CSU) learning management system (LMS). CougarVIEW is CSU's branded instance of the Brightspace LMS by Desire2Learn. Online classes, hybrid (partially online) classes, and some face-to-face classes use CougarVIEW to deliver course content. CougarVIEW supports the integration of many other eLearning tools.

CougarVIEW Starter Guide: https://online.columbusstate.edu/cv_starterguide/d2lstudent.php

To log into your online courses:

- CougarVIEW is accessed via https://cougarview.columbusstate.edu. An email with links and appropriate log in credentials was sent to your CSU account. If you haven't checked your CSU email (including the spam folder) lately, please do so.
- CougarVIEW uses the same username structure (lastname_firstname) as used to log in to MyCSU.

Need Help?
For computer related questions, contact the computer help desk at 706-507-8199 or helpdesk@columbusstate.edu

For CougarVIEW help go to the GeorgiaVIEW Support Site or call 877-708-2910.

For dates of terms for classes, go to https://academics.columbusstate.edu/calendars/.
Faculty

Top graduate faculty advise candidates and teach courses in the online M.A.T. program. Program coordinators and advisors are Dr. Deborah Gober (mathematics) and Dr. Deniz Peker (science).

Dr. Deborah Gober

gober_deborah@columbusstate.edu
(706) 565-1416

Dr. Deniz Peker

peker_deniz@columbusstate.edu
(706) 565-1406

For additional information about the program and admission at CSU, contact Dr. Deborah Gober at (706) 565-1416. Additional information may also be found at https://academics.columbusstate.edu/catalogs/current/reqs/cohep_mat_scem.php.
Transfer Policies

To transfer courses, candidates must present the syllabus of the course they wish to substitute along with the course description from the relevant university catalog. The candidate's advisor and/or the program coordinator must review the course syllabus to determine if: 1) the course is recent enough (within five years) to ensure that the candidate has a current knowledge base; 2) the course is comparable to the program course or can serve as an elective; 3) the candidate earned a B or better; 4) the course was offered by an accredited institution. If the course is acceptable, the candidate is notified and the department sends a course substitution form to the Registrar's office for verification. A candidate may transfer up to 9 hours of graduate coursework to CSU, if approved by the program advisor.

Student Complaints

Columbus State University (CSU) takes student needs and concerns very seriously. To that end, the University has developed a process through which individuals can submit complaints and appeals. The following information will direct you to the appropriate process to submit a specific type of complaint or appeal. If you have additional question or need more help please feel free to contact the Associate Provost for Faculty and Judicial Affairs.

Most complaints, grievances and appeals can be resolved within the University itself and often through an informal process. This can be done by communicating with the other individual(s) directly involved and/or his/her supervisors. CSU students are encouraged to demonstrate appropriate, effective, and respectful interpersonal communication. When issues occur, the parties involved should make a genuine effort to resolve them. However, if efforts to reach a mutually reasonable solution are unsuccessful through informal communication then students are advised to proceed to initiate a formal grievance or appeal. The objective of this process is to resolve concerns as quickly and efficiently as possible using the appropriate protocol and through the appropriate academic channels (for example: instructor → department chair → dean → associate provost).

The specific policies and forms for the various types of academically related appeals can be found at https://aa.columbusstate.edu/appeals/academic_grievance.php.

For non-academic grievances and appeals, go to https://aa.columbusstate.edu/appeals/Complaint_Appeal.php for more information.
Academic Standing

Required Academic Standing

Students enrolled in a degree program must maintain a minimum graduate overall grade point average of 3.0 for the master’s degree. The overall GPA of 3.0 also applies to undergraduate courses which are required in some graduate programs. Students must be in Good Academic Standing to be eligible for graduation.

Courses earned with grades of "D" may not be used toward a graduate degree or certificate but will be calculated in the overall grade point average.

Courses with earned grades of "C" or below may not be transferred from another institution for credit toward a graduate degree or certificate.

A maximum of two courses (not to exceed eight semester credit hours) with a grade of "C" may apply to a master’s degree.

Graduate students are expected to maintain Good Academic Standing as they progress toward completing their programs. Students will be evaluated each term on the basis of the overall GPA. The academic standing of graduate students is classified as follows:

1. Good Academic Standing
2. Academic Probation
3. Academic Exclusion

Good Academic Standing. Good Academic Standing is defined for graduate students as an overall GPA of 3.0 or higher.

Academic Probation. A student whose overall grade point average falls below 3.0 after the completion of at least nine (9) hours of graduate work in their program begins the next term on academic probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation.

One of three possible actions will be implemented for a student on Academic Probation at the end of each term of enrollment:

1. A student who earns a term GPA of 3.0 or higher and raises his or her overall GPA to 3.0 or higher will return to Good Academic Standing.
2. A student whose term GPA is 3.0 or higher, but whose overall GPA remains below 3.0, will remain on Academic Probation.
3. A student who earns a term GPA below 3.0 while on Academic Probation, regardless of the overall GPA, will be excluded for one term.

Removal from Probation. Occurs when, at the end of a probationary term a student’s graduate overall grade point average equals or exceeds 3.0.

Academic Exclusion. Occurs when a student on academic probation earns a term GPA below 3.0, regardless of the overall GPA.
The length of exclusion will be a minimum of one term. One term is defined as the Fall, Spring, or Summer term. The Summer term includes all sessions; thus, an excluded student is required to sit out all sessions that comprise the Summer term. The student must apply to be reinstated by the program and college.

**Reinstatement for the Masters.** After the mandatory period of exclusion, a student on academic exclusion must apply for reinstatement by the appropriate program, either to a degree program or to non-degree status, in order to continue graduate study.

The student on Academic Exclusion is not guaranteed the opportunity to return to the University. The excluded student must apply for reinstatement to return to the University and program after the one term absence. Reinstatement criteria are established by the college or school which houses the student's graduate program.

If a student’s request for reinstatement is approved by the program that excluded the student by any other program, the student returns to the University on Academic Probation. One of three possible actions will be implemented for a reinstated student on Academic Probation at the end of each term of enrollment:

1. A reinstated student who earns a term GPA of 3.0 or higher and raises his or her overall GPA to 3.0 or higher will return to Good Academic Standing.
2. A reinstated student who earns a term GPA is 3.0 or higher, but whose overall GPA remains below 3.0, will remain on Academic Probation.
3. A reinstated student who earns a term GPA below 3.0 while on Academic Probation, regardless of the overall GPA, will be academically excluded from the University.

**College, Department, or Program-Specific Academic Standards**

General Academic Standards apply to all graduate programs, which include both degree and certification programs. Some colleges/school, departments, or programs have additional and/or different academic standards which govern a student's progress toward program completion. Students should be aware of the academic regulations that apply to their programs of study and to the process and requirements for readmission.

**Process for Applying for Readmission Following Exclusion**

The student on Academic Exclusion is not guaranteed the opportunity to return to the University. Steps to be followed for students seeking to be reinstated are:

1. Following the period of exclusion, the student must apply for readmission to the university.
2. The student should submit a letter indicating justification for reinstatement to the Chair of the Department that houses the student's program of study (or to a new program of study).
3. The Department Chair obtains input from faculty in the program of study and makes a recommendation (and any conditions), a representative group designated by the dean for reviewing such appeals (e.g. college Graduate Council or similar groups designated by Dean for making reinstatement decisions.). Recommendations made by the Council/Appeals Committee are reviewed by the dean who renders a decision.
If an appeal for reinstatement is denied at the college level, it may be appealed to the Office of the Provost.

4. With a positive recommendation by the Dean and committee, the student will be reinstated on probation and allowed to continue his or her coursework, subject to the prevailing course schedule and all provisions or conditions established by the Department Chair, Dean, or committee.

5. The student being reinstated must sign a statement indicating that he or she understands the conditions under which reinstatement is occurring such as, the requirements for returning to Good Academic Standing, the consequences for obtaining a term GPA lower than 3.0, and the knowledge that students must be in Good Academic Standing to be eligible for graduation.

Residence and Time Limits

**Residence requirement**
A minimum of 75 percent of the graduate credit hours required for a master's degree must be taken at Columbus State University. Asynchronous (online) and distance learning courses administered through CSU constitute courses taken in residence.

**Time Limits**
All work credited toward a graduate degree must be completed **within seven years**. Extension of time may be granted only on conditions beyond the control of the candidate. In each instance a formal statement outlining the conditions upon which the extension of time is requested should be addressed to the candidate’s advisor.

Graduation

Applications for graduation should be submitted in MyCSU, Students page, Student Records tab one semester prior to the anticipated semester of completion; the last day of classes of the prior term is the final deadline for submission.

A non-refundable graduation fee of $60 is required whether or not participating in the ceremony. The application fee is charged the semester of graduation. Please refer to the [Academic Calendar](#) for the fee deadline.

Students participating in the graduation ceremony are required to have the appropriate graduation regalia - i.e. cap, gown and hood.

Additional graduation information is available at [https://graduation.columbusstate.edu/index.php](https://graduation.columbusstate.edu/index.php).

Requesting Transcripts

To request official transcripts from Columbus State University, complete the Transcript Request form available at [http://registrar.columbusstate.edu/forms.php](http://registrar.columbusstate.edu/forms.php).
Certification

Upon successful completion of the online Master of Arts in Teaching program, the candidate will be eligible for a Georgia induction certificate in the specified concentration area (e.g., math, biology, chemistry, earth science, or physics). Candidates should go to [http://safe.columbusstate.edu/certification.php](http://safe.columbusstate.edu/certification.php) or contact the Online M.A.T. Coordinator of Field Placements for information about the application process for certification. See below for contact information.

**Director of Student Advising and Field Experiences**
Jean Partridge  
E-mail: partridge_jean@columbusstate.edu  
Phone: (706) 565-1430

**Coordinator of Field Placements for Online MAT Program**
LaJuene Black  
E-mail: black_lajuene@columbusstate.edu  
Phone: (706) 565-1431
APPENDICES

Appendix A: Course Descriptions
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EDCI 6226 Foundations of Education - Instructional Applications (0-4-2)
*Prerequisite:* College Baccalaureate degree in an area certifiable by the Georgia Professional Standards Commission, or in a related field. This course is part of the Master of Arts in Teaching programs. Students will become familiar with several methods and strategies for planning lessons and units of study and will then develop units and lessons in their content area. This course contains a 40-hour field experience (20 hours in general education and 20 hours in special education). (Course fee required.)

EDCI 6227. Foundations of Education - Human Development, Motivation, and Learning (2-0-2)
*Prerequisite:* College Baccalaureate degree in an area certifiable by the Georgia Professional Standards Commission, or in a related field. This course is part of the Master of Arts in Teaching programs. The interrelationships between human development, teaching and learning, including stage theories of development and age characteristics of learners, understanding cultural diversity and socioeconomic differences, motivation and classroom management.

EDCI 6228. Foundations of Education - Special Education (3-0-3)
*Prerequisite:* College Baccalaureate degree in an area certifiable by the Georgia Professional Standards Commission, or in a related field. This course is part of the Master of Arts in Teaching programs. Emphasis is placed on meeting the needs of learners with exceptionalities in general education programs. Required adaptations and modifications and available resources and services for these learners are stressed. Following a general overview, students will be provided with information on basic characteristics of learners with exceptionalities as well as effective practices for planning, implementing, and/or assessing instruction.

EDMS 6105 Transition into Teaching (3-1-3) This course is part of the on-line MAT in Math & Sciences. This course will present teaching from a reflective point of view to aide students to transition into teaching from careers other than education, to reflect on personal goals and cognitive attributes and the demands of the teaching profession. Students will become familiar with the world of public education, and in doing so will spend 30 hours in a classroom setting in their content area and grade level in a local area school in order to observe and study.

EDMS 6216 Teaching Practicum (0-6-2) *Prerequisite:* Admission to Teacher Education. *Corequisite:* EDMT 6215 Methods in Teaching Secondary Mathematics or EDMS 6216 Methods in Teaching Secondary Science. This course is part of the on-line MAT in Math & Sciences. Provides the teacher candidate an opportunity to apply learning to real classroom situations. Includes experiences in planning, instructing, evaluating, and performing other teaching-related duties. Helps to prepare the teacher candidate for student teaching and to identify areas of strength and areas in which additional work is needed. (S/U grading)

EDMS 6474 Technology as a Teaching and Learning Tool (2-0-2). This course will provide students with an in-depth opportunity to develop deep content and knowledge in math, science and how to support understanding with technology. Standards based instructional methods and design will be used to model for teachers their curriculum related to math and science. Technology training that helps students and teachers make connections will be taught.
EDMS 6485 Student Teaching (0-40-9) *Prerequisite:* Admission to Teacher Education and Student Teaching. This course is part of the on-line MAT in Math & Sciences. Observation, participation, and instruction in a school classroom in the student's major field. Cooperative supervision by selected classroom teachers and college faculty. (S/U grading)

EDMS 6698 Internship (0-40-9) Prerequisite: Admission to Internship Program. An internship for working teachers in the online M.A.T. program establishing credit for initial certification in Georgia. Outcomes-based assessment and portfolio development. (S/U grading)

EDMT 6215 Methods in Teaching Secondary Mathematics (5-0-5) *Prerequisite:* Admission to Teacher Education. *Corequisite:* EDMS 6216 Teaching Practicum. This course is part of the on-line MAT in Math & Sciences. An examination of secondary mathematics curriculum, teaching strategies, assessment techniques, and resources. Emphasis on methods of teaching that promote conceptual understanding of mathematics.

EDSC 6215 Methods of Teaching Secondary Science (5-0-5) *Corequisite* for this course is EDMS 6216. This course provides learning experiences in instructional strategies, models and methods that facilitate learning science at the secondary level. Instruction based on standards and research will be the focus of the course. Concepts and themes addressed include: understanding science inquiry, planning for instruction in science, assessment practices, diversity and special needs in the science classroom, and technology applications.

EDUF 6111. Assessment in Education (1-0-1)
Prerequisite: Admission to Teacher Education. This course focuses on developing appropriate assessments to evaluate classroom instruction and using assessment data to improve teaching and learning in the P-12 classroom.

EDUF 6116. Educational Research Methods (3-0-3)
Introduction to qualitative and quantitative research methods and statistical procedures. Emphasis on systematic teacher inquiry and data-driven decision making to improve student achievement.

EDUF 6125. Classroom Management (2-0-2)
*Prerequisites:* Admission to Teacher Education. Concepts, principles, theories, and strategies for best practice classroom management. Focus is on creating and maintaining positive and productive school climates and classroom success. Home-school partnerships and collaborative implementation of classroom discipline are emphasized.