

DREW

DREW UNIVERSITY / MADISON NJ

MASTER OF ARTS IN TEACHING

PROGRAM HANDBOOK

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Overview

The Drew Master of Arts in Teaching (MAT) program offers a one- or two-year track program for teacher candidates pursuing certification to teach in New Jersey public schools. The program includes coursework and fieldwork that meet state requirements for certification. Graduates qualify for a Certificate of Eligibility with Advanced Standing (CEAS) in at least one of the following areas:

- Elementary K-6*
- Art
- English
- Math
- Music
- Psychology
- Science (biology, earth science, chemistry, physics)
- Social Studies
- Theater
- World Language (Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, other foreign languages)

Candidates are also eligible to complete coursework for additional certifications in Teacher of Students with Disabilities or English as a Second Language.

The program prepares teachers to meet the challenges of diverse learners in 21st century classrooms. Our candidates possess the interdisciplinary knowledge and pedagogical competencies to enable them to effectively educate all students and meet their academic, social and developmental needs. All candidates complete clinical field experiences prior to a full-year Clinical Internship. Through these experiences, which are tied to coursework, candidates work with diverse students in both urban and suburban settings.

The Drew MAT program is accredited by the Teacher Education Accreditation Council (subsumed by the Council for the Accreditation for Educator Preparation). Content of the MAT curriculum is subject to change to maintain compliance with the New Jersey Department of Education's requirements for teacher certification.

This handbook provides information relevant to the structure and purpose of the program, coursework, field experiences, professional dispositions and assessments. An additional Clinical Fieldwork Handbook will be provided to students during the Clinical Internship orientation. Candidates must also adhere to other policies outlined in the [Caspersen School of Graduate Studies catalog](#)¹.

¹ <http://catalog.drew.edu/content.php?catoid=28&navoid=1316>

*Candidates seeking elementary K-6 certification with a minimum of 15 credits of coursework in a content area and who have passed the Praxis II Exam for Subject Matter Specialization in Grades 5-8 may also apply for middle school certification in one of these identified subject areas: Language Arts/Literacy, Mathematics, Science, Social Studies or World Language

Mission

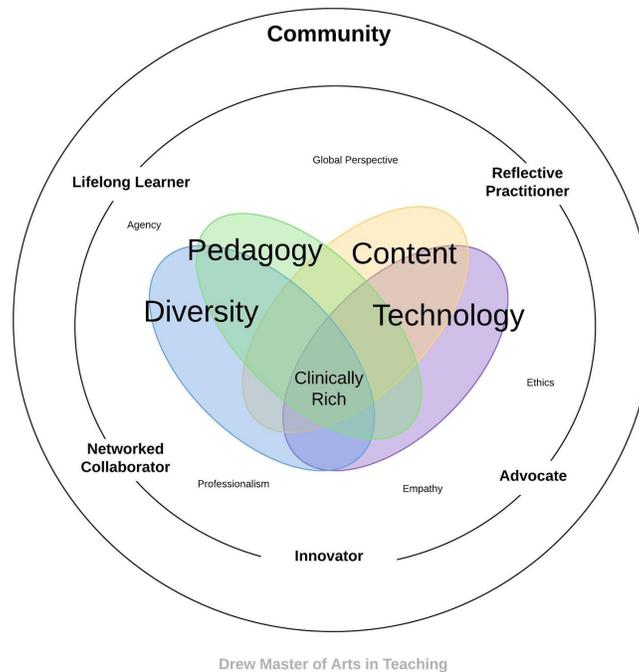
Drew University's mission is to offer its diverse community of learners a challenging and individualized education shaped by a deep-rooted culture of mentoring, thoughtful engagement with the world beyond its campus, and a steadfast commitment to lifelong cultivation of the whole person. Through its distinctive emphasis on the reciprocity of knowledge, experience, and service, Drew prepares its students to flourish both personally and professionally as they add to the world's good by responding to the urgent challenges of our time with rigorous, independent, and imaginative thought.

The Caspersen School of Graduate Studies was founded on the principle of the importance of interdisciplinary study in the Humanities. Caspersen programs develop broadly educated people who have expertise in a field of thought, as well as in interdisciplinary dialogue.

Drew's teacher education programs reflect both the Caspersen and university missions. We seek to prepare diverse teachers to meet the needs of increasingly diverse students in a changing world. To that end, the MAT program connects theory and practice through clinically rich experiences in a variety of educational settings and focuses on the development of interdisciplinary knowledge and skills. Through close work with mentors and collaboration with peers, candidates engage in rigorous preparation for their chosen profession.

Conceptual Framework

The Drew Master of Arts in Teaching program strives to cultivate teachers who are connected to a larger community of educators. From the time they enter the program, candidates interact with practicing teachers, administrators and alumni who serve as mentors to support knowledge and skill acquisition. The four pillars of the Drew curriculum - pedagogy, content, diversity, and technology - are embedded in a clinically rich program that interweaves theory and practice through fieldwork that is course-embedded and connected to Drew's school partners. The ultimate goal of the program is to cultivate innovative, reflective practitioners who value lifelong learning through their networks and collaborations and who advocate for both their students and their profession. To meet this goal the program seeks out candidates who demonstrate professionalism, empathy, and the ability to take a global perspective, and all courses and experiences contribute to candidate growth in these areas while also attending to issues of ethics and agency in teaching and learning.



New Jersey Professional Standards for Teachers (NJPST)

The MAT program is aligned to the New Jersey Professional Standards for Teaching (NJPST)². These standards are summarized here.

Standard One: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard Two: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard Three: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard Four: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard Five: Application Of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard Six: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard Seven: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon

² <http://www.state.nj.us/education/profdev/profstand/>

knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard Eight: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard Nine: Professional Learning - The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Standard Ten: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard Eleven: Ethical Practice - Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Program Policies

Criteria for Admission

Applications to the MAT program are reviewed according to the following criteria:

Undergraduate GPA

Candidates must have earned a Bachelor's degree from an accredited institution with a minimum grade point average of 3.0. In cases where a applicant's GPA is below 3.0 and no lower than 2.75 and the rest of the application demonstrates excellence and promise in the teaching profession, the individual may be admitted conditionally.

State Mandated Tests

Applicants for the MAT program must submit passing scores for the Praxis® Core Academic Skills for Educators, Praxis® Subject Assessments, Oral Proficiency Interview (OPI) (World Language and ESL certification) and Written Proficiency Test (WPT) (World Language and ESL certification) with their application³.

Applicants who are unable to submit passing scores during application review may be admitted conditionally as part-time students. All students must submit passing scores before completing 9 credits of coursework in the program or by the end of the fall semester in the year in which they applied (December 31), whichever comes first.

If the candidate is not eligible for enrollment in the fall semester due to outstanding test scores, they must register for "continuous registration."

If the applicant does not submit passing scores by the December 31 deadline, they must take a leave of absence. They may apply to the Committee on Academic Standing to return to finish the MAT program once all Praxis® exams, OPI, and WPT requirements have been satisfied.

Teacher candidates are subject to changes in certification requirements by the NJ Department of Education, and a leave of absence may impact ability to continue in the program.

³ <https://www.ets.org/praxis/nj/requirements>

Subject Matter Preparation

The Drew MAT program requires that candidates meet [New Jersey state requirements for subject matter preparation](#)⁴ upon admission to the program. Candidates are eligible to take three credits of an elective as part of the MAT program that may help them meet subject matter preparation requirements.

Art*	<ul style="list-style-type: none"> • Major or 30 credits with 12 credits at the advanced level • Study of drawing, painting, sculpture/ceramics
English	Major or 30 credits with 12 credits at the advanced level
Math	Major or 30 credits with 12 credits at the advanced level
Music*	Major or 30 credits with 12 credits at the advanced level
Psychology	Major or 30 credits with 12 credits at the advanced level
Science (biology, chemistry, earth science, physics, physical science)	<ul style="list-style-type: none"> • Major or 30 credits with 12 credits at the advanced level within each certificate • 15 credits in ancillary subject for physical science
Social Studies	<ul style="list-style-type: none"> • Major or 30 credits with 12 credits at the advanced level in a social studies discipline • Minimum of 15 credits in history • At least one course in American history • At least one course in World history
World Languages	<ul style="list-style-type: none"> • Major or 30 credits with 12 credits at the advanced level • Pass Language Proficiency Tests
K-6	A major in the liberal arts, sciences, or a minimum of 60 liberal arts credits

*Candidates for certificates in music and art may also be asked to submit additional documentation of content knowledge for review by faculty in their discipline (e.g., video of candidate conducting, portfolio of original compositions).

Conditional Admission

The above criteria must be met in order to be granted full matriculation to the program. Candidates may be admitted on a conditional basis and take up to nine credits. Candidates will have one additional semester after taking nine credits to meet the requirements for admission. In this case, the candidate must register for continuing

⁴ <http://www.state.nj.us/cgi-bin/education/license/endorsement.pl?string=999&maxhits=1000&field=2>

registration or take a leave of absence from the program to complete requirements. If the requirements are not met after one semester, admission may be revoked.

Course Grades and Program GPA

All candidates must maintain a GPA of 3.0 and achieve no less than a grade of B- in all MAT courses. Candidates that receive a grade lower than B- in any MAT course must retake the course, which may cause a delay in the completion of the MAT program.

Candidates will be counseled by faculty when they are not meeting course expectations and plans for support and/or remediation will be developed where needed. The MAT Program follows Caspersen School of Graduate Studies and Drew University policies regarding academic standards, academic integrity and support of individuals with disabilities.

Transfer Credit

Transfer credits must be approved by the program director and are limited to a total of six credits. The New Jersey Department of Education permits up to six transfer credits from a community college. In cases where Drew has a memorandum of understanding (MOU) with another institution, syllabi are not required; candidates must provide an official copy of the school transcript showing a grade of B+ or higher in the accepted courses according to the MOU. If Drew does not have an MOU with the institution, the director will evaluate the transcript, syllabus, and grade to make a determination.

Candidates who completed coursework in the Drew BA/MAT undergraduate track are eligible for up to 12 credits of “advanced standing.” Each course is the equivalent of 3 credits. The teacher education office will petition for advanced standing on behalf of the candidates after they have enrolled in program coursework. All BA/MAT students must officially apply and be accepted to the MAT program; this application/acceptance is distinct from the BA/MAT concentration.

Communication

Candidates are required to use Drew email for program-related correspondence. Faculty and administration will communicate information solely through Drew email, and it is expected that candidates check email regularly.

It is permissible to use a district-issued email to communicate with cooperating teachers and students, as per district policy, during fieldwork.

Program news will be posted on the blog drewteachereducation.drewteach.org. Candidates should sign up to follow the blog so that they do not miss important program announcements.

Graduation

Candidates apply for graduation through the registrar's office (drew.edu/registrars-office) no later than October 31 for May graduation. See the registrar's website for further information. If a candidate is not on track for May graduation, they must meet university requirements for application for graduation.

Candidates must meet all program requirements in order to have the degree conferred. The Office of Field Experience and Certification ensures that all requirements have been met.

Information about attending graduation, including ordering regalia, will be sent early in the spring semester.

Certification

Application

Applicants enrolled in approved teacher education programs in New Jersey colleges must submit applications through the college to obtain their Certification of Eligibility with Advanced Standing (CEAS). Applications will be emailed to graduating students by the Office of Fieldwork and Certification.

Applications must be fully completed and submitted to the certification officer (126 SW Bowne) along with a check made out to Drew University for the required certification fee(s) by the deadlines outlined below. Candidates who do not meet this deadline will have their application held until the next submission date. The Office of Fieldwork and Certification submits applications to the state three times per year: May 15, August 15, and January 15. Certificates are sent electronically by the state approximately 2-3 weeks after applications are submitted by the office.

Non-citizens of the United States should see the Office of Fieldwork and Certification to complete additional paperwork for certification.

If a candidate has committed a legal offense that is disclosed on the licensure application, it is the candidate's responsibility to resolve all legal matters directly with the NJDOE.

Applications submitted to state	Due date for completed application to Office of Fieldwork and Certification
May 15	April 30
August 15	July 31
January 15	December 15

Fees

Certification fees are \$190 per content area, middle school, and elementary K-6 and \$170 for Teacher of Students with Disabilities and English as a Second Language. These fees are subject to change by the State of New Jersey Department of Education.

Physiology and Hygiene Requirement

NJ certification requires knowledge in a physiology and hygiene. Candidates may fulfill this requirement by any of the following:

- Presenting evidence of basic military training;
- Completing a college course in biology, personal health/wellness issues, or school community health;
- Passing an examination in physiology and hygiene, including the effects of alcohol and narcotics, administered at the county office of education; or
- Passing an examination administered by the Office of Fieldwork and Certification. The candidate must set an appointment with the certification officer to take the test.

Professional Dispositions

Guidelines for ethics and dispositions of professionals in education have been established by professional organizations. Teacher candidates in the MAT Program are expected to follow the [New Jersey Professional Standards for Teachers](#)⁵ and the [NEA Code of Ethics](#)⁶.

Candidates are asked to pay particular attention to New Jersey's standards in the domain of Professional Responsibility as these will be assessed throughout the program by MAT faculty and supervisors:

Standard Nine: Professional Learning - The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in

⁵ <http://www.nj.gov/education/profdev/profstand/teacherstandardsoverview.pdf>

⁶ <http://www.nea.org/home/30442.htm>

ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Standard Ten: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard Eleven: Ethical Practice - Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Candidates will be assessed using the Educator Dispositions Assessment at regular intervals throughout the program. Please see information on Core Assessments for additional details.

Within the university setting (on campus, in courses) candidates are guided by Drew University policies. Candidates are also expected to follow rules and policies that may be unique to the districts in which they do fieldwork. Additional policies regarding professional dispositions are outlined in the Clinical Fieldwork Handbook.

A breach of professional conduct may result in removal from clinical fieldwork and/or dismissal from the program.

Overview of Coursework and Fieldwork

Candidates should enroll in courses each semester after consultation with an academic advisor, who is assigned at admission. The academic advisor is distinct from the career mentor, who serves in the capacity of professional growth and direction. Because the program is approved by the state to meet certification requirements, it is imperative that candidates complete coursework in a prescribed manner in order to graduate with certification at the desired time. The overview below outlines the required coursework. Final course schedules are posted on the MAT website. Tuition information is provided on the Drew website and is subject to increases annually.

Core (all certification areas)

EDUC 500 - School & Society: American School from its Origins to the Global Era OR EDUC 505 - Education Policy and Legal Issues
EDUC 501 - The Developing Learner
EDUC 502 - Assessment in Education
EDUC 503 - Instructional Design
EDUC 504 - Diversity in Families, Schools, and Communities
EDUC 506 - Differentiated Assessment and Instruction
EDUC 630 - Integrating Technology in Content Areas OR EDUC 631 - Special Topics in Educational Technology EDUC 632 - Developing Digital and Media Literacies EDUC 633 - Innovation in Education Other courses as approved by the director
EDUC 602 - Reflective Seminar for Clinical Practice II
Elective taken from existing EDUC or Caspersen School of Graduate Studies courses with approval by advisor

Literacy

Elementary K-6	EDUC 520 - Literacy for All Students in the Elementary Classroom
Secondary	EDUC 530 - Literacy and Learning in Adolescent Classrooms

Methods

Elementary K-6	<ul style="list-style-type: none"> ● EDUC 521 - Methods of Teaching and Assessment for Elementary Mathematics and Science ● EDUC 522 - Methods of Teaching and Assessment for Elementary Language Arts, Social
Secondary English	<ul style="list-style-type: none"> ● EDUC 550 - Inquiry in Language and Literacy ● EDUC 555 - Methods of Teaching and Assessment in Middle and High School English Language Arts
Secondary Math	<ul style="list-style-type: none"> ● EDUC 540 - Inquiry in Math and Science ● EDUC 545 - Methods of Teaching and Assessment in Middle and High School Math
Secondary Science	<ul style="list-style-type: none"> ● EDUC 540 - Inquiry in Math and Science ● EDUC 546 - Methods of Teaching and Assessment in Middle and High School Science
Secondary Social Studies	<ul style="list-style-type: none"> ● EDUC 560 - Historical Inquiry ● EDUC 565 - Methods of Teaching and Assessment in Middle and High School Social Studies
World Language	<ul style="list-style-type: none"> ● EDUC 550 - Inquiry in Language and Literacy ● EDUC 556 - Methods of Teaching and Assessment in Language Classrooms

Art/Music	<ul style="list-style-type: none"> • EDUC 561 - Inquiry in Arts • EDUC 566 - Methods of Teaching and Assessment in the Arts
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Fieldwork

The Drew MAT program exceeds state requirements for fieldwork. All candidates will complete clinical field experiences prior to entering a full-year Clinical Internship. The Office of Fieldwork and Certification (SW Bowne 126) will place candidates in partner schools that have agreed to allow Drew candidates to engage fully in a teaching experience and to complete coursework and certification requirements. Fieldwork is documented on a candidate's transcript, and in some cases, carries a fee rather than tuition charges. Candidates are required to submit paperwork to catalog field hours to the Office of Fieldwork and Certification.

EDUC 600 - Clinical Field Experience	Taken in conjunction with Methods I coursework (Summer); additional fieldwork required in EDUC 502 and 503 (60 hours total); no fee
EDUC 601 - Clinical Practice I	Taken in conjunction with Methods II coursework (Fall); 2 days per week in internship plus additional hours in methods course (minimum 175 hours); \$500 fee
EDUC 603 - Clinical Practice II	Taken in conjunction with Reflective Seminar; 5 days per week for 15 weeks; \$1,300 fee

State Mandated Workshops

New Jersey State Department of Education requires particular content to be addressed in coursework or as additional professional development sessions. All requirements are met as part of coursework with the exception of the following, which will be offered at Drew during Clinical Internship II.

- Harassment, Intimidation and Bullying

Candidates who do not attend the workshop offered will be required to submit evidence of attendance at an outside workshop that meets state criteria.

edTPA Assessment

New Jersey State Department of Education requires the edTPA Assessment for certification. Drew follows all policies in relation to providing [feedback on the edTPA assessment](#)⁷. Candidates must take and pass the assessment in order to be eligible for graduation and certification. Faculty will introduce the assessment and rubrics in courses, and all coursework is intended to prepare candidates to be successful teachers. Courses are not, however, focused on edTPA preparation. Drew provides workshops outside of coursework to familiarize candidates with the assessment, including the technology and format needed to be successful. Attendance is highly recommended. Candidates who do not receive passing scores on the edTPA assessment may be required to complete an additional semester of Clinical Internship II or they may be dismissed from the program, pending faculty and director review of the case.

Optional Endorsement Coursework

Candidates have the option to take coursework to pursue additional certifications in English as a Second Language and/or Teacher of Students with Disabilities. Courses taken in the MAT program will apply to the endorsement as long it is approved by the New Jersey Department of Education and within five years of completing the MAT program. Candidates seeking dual certification as part of the initial license program will be placed in a clinical internship that allows for work with the appropriate population of students.

English as a Second Language

EDUC 504 - Diversity in Families, Schools, and Communities
EDUC 556 - Methods of Teaching and Assessment in Language Classrooms
EDUC 620 - Introduction to Linguistics and the English Language
EDUC 621 - Second Language Acquisition
EDUC 622 - Second Language Literacy Development
EDUC 623 - Assessment in English as a Second Language Classrooms

Teacher of Students with Disabilities

EDUC 504 - Diversity in Families, Schools, and Communities
EDUC 506 - Differentiated Assessment and Instruction
EDUC 610 - Understanding Special Populations

⁷ <https://www.edtpa.com/content/docs/guidelinesforsupportingcandidates.pdf>

EDUC 611 - Evidence-based Instructional Strategies
EDUC 612 - Assessment of Students with Exceptional Learning Needs
EDUC 613 - Positive Behavior Supports
EDUC 614 - Assistive Technology and Transition Planning
EDUC 604 - Clinical Experience in Inclusive or Self-Contained Classrooms

Core Assessments

Candidates are assessed throughout the program on their knowledge, skills, and dispositions to becoming an effective educator. Core assessments include tasks completed by all candidates, regardless of certification area or semester in which a course was taken. Data from core assessments is used to evaluate individual candidates, as well as for program improvement. In some cases, candidates must achieve a score of proficient on an assessment in order to move from one phase of the program to the next. For these Gateway Assessments, candidates may revise their work one time within a course without penalty in the course grade. Additional revisions may affect the course grade. Failure to achieve a proficient rating on a Gateway Assessment will result in one of the following, as determined by the program director in consultation with faculty and field personnel: (1) an improvement plan; (2) a leave of absence, or (3) dismissal from the program.

Assessment tasks and rubrics will be distributed in the associated course.

Phase 1 Gateway Assessments

Analysis of Student Learning (EDUC 502/EDUC 312)
Lesson Plan (EDUC 503/EDUC 313)

Phase 2 Gateway Assessments

Unit Plan (Methods II)
Clinical Competency Inventory (Clinical Practice I)

Phase 3 Gateway Assessments

edTPA (EDUC 602)
Clinical Competency Inventory (Clinical Practice II)

Additional Core Assessments

Case Study (Literacy)
Dispositions (EDUC 501/EDUC 311, EDUC 502/512, Literacy class EDUC 520/530, EDUC 602)

BA/MAT Undergraduate Concentration

The BA/MAT track allows Drew students the opportunity to take up to four classes that count for both undergraduate and graduate requirements. Students interested in enrolling in the BA/MAT complete an application in spring of their sophomore year or later. When approved, they are eligible to take the following four courses:

- Foundations (either EDUC 310 School and Society or EDUC 315 Education Policy) – Fall Junior Year
- EDUC 311 The Developing Learner – Spring Junior Year
- EDUC 312 Assessment in Education – Fall Senior Year
- EDUC 313 Instructional Design – Spring Senior Year

The senior year courses include field-based work that can count as Drew's required off-campus experience.

In individual cases, depending upon the candidate's goals and undergraduate coursework, the program director may approve EDUC 300, an independent study, as part of the BA/MAT concentration and may allow students to take the approved course listed above in a non-sequential order.

BA/MAT students apply formally through the Office of Graduate Admissions for the MAT program by February 1 of senior year. Applicants must meet all admission criteria outlined in the program handbook. Once accepted, candidates complete the remaining requirements of the Master's Degree in the 5th year. Candidates are eligible to earn a second certification in either Special Education or English as a Second Language as part of 5th year programming.

Undergraduate courses, including community college courses, must be transferred by petition to the graduate record. Up to four EDUC courses taken at Drew as an undergraduate can be applied to the MAT program through "advanced standing" petitions that are filed on the candidate's behalf by the teacher education office. Through MOUs with community colleges or courses approved by the director, students may substitute for the above listed courses.

