

Thank you for your interest in Thomas University's graduate degree programs. We are pleased to bring our convenient, online graduate programs to your local area. A discounted tuition rate has been arranged for teachers, and space in each cohort is limited to 20 students. Once you submit your application (Step 1) and a government issued photo ID (Step 2), I will be able to hold your place in class until your application file is complete.

This packet includes all of the information you will need to complete your application to the graduate school. Read through this packet carefully, and be sure to contact me if you have any questions. My team and I are committed to guiding you through the application process. Choosing where to go to graduate school is an important step, and I want to help you in any way that I can. You can reach me by phone at **(229) 231-1860** or by e-mail at [acrawford@graduateprogram.org](mailto:acrawford@graduateprogram.org).



**NOTE: Thomas University strictly limits class size to 20 students and accepts applications on a first-come, first-served basis.**

**Complete steps 1 and 2 below to reserve your seat in this program.**

Apply online at <https://www.graduateprogram.org/thomas-university/apply-now/mat-application-checklist/> for faster processing.

**1**

## Application (Pages 3 & 4)

Submit your application [online](#) or complete pages 3 & 4 and return by fax to **(800) 504-7618**.



**2**

## Government Issued Photo ID

Please submit a valid government issued photo i.d. to [admissions@thomasu.edu](mailto:admissions@thomasu.edu) or [acrawford@graduateprogram.org](mailto:acrawford@graduateprogram.org).



Once you have reserved your seat, turn to Page 2 or visit the [online checklist](#) to complete the remaining admission steps. Congratulations on your pursuit of a graduate degree with Thomas University!

**Sincerely,**

**Amanda Crawford**

Graduate Information Office

(229) 231-1860

[acrawford@graduateprogram.org](mailto:acrawford@graduateprogram.org)



Once you have reserved your seat, please continue with the following steps to complete your admission file.

**Note: You will not be eligible for financial aid until your admission file is complete.**

## 3 Financial Aid & Payment Options (Pages 5 & 6)

Determine how you plan to pay for the program: Financial Aid or Tuition Payment Plan. If using Financial Aid, complete the **FAFSA**. For more information, see page 7. It is in your best interest to complete the financial aid process as early as possible. If using a Tuition Payment Plan plan, follow the instructions on Page 6.



## 4 Official Transcripts (Page 7)

All applicants must submit official/sealed transcripts from institution where their highest degree was earned and all institutions where any other graduate coursework was completed, even if a degree was not awarded. If you need help, further instructions are listed on page 7.



## 5 Professional Recommendation Forms (Page 8)

The easiest and fastest way to request a recommendation is to use our online system. This will allow us to e-mail reference forms directly to your recommenders on your behalf. If you prefer to use a traditional paper form, see page 9. Each applicant must submit three recommendation forms from education professionals (i.e., colleague, assistant principal, instructional coach, principal, etc.). At least one reference must be from a district or school building supervisor. Academic references from individuals (former college professor) who can speak to your potential for success in graduate school are acceptable.



## 6 Personal Statement (Page 9)

You must submit a personal statement that should answer one of the following prompts (Your statement should meet a 500-word minimum but not exceed two pages): 1. What experiences have influenced your decision to become a teacher in your chosen discipline? 2. What specific personal traits do you believe will make you a great teacher? 3. To you, what is the purpose of K-12 schooling?

**For those that have a GPA lower than 2.75 - Please explain the circumstances which adversely impacted your previous academic performance. For those of you that have an Ethics Violation or Suspension on your teaching certificate - Please explain the circumstances under which these were received.**



## 7 Georgia Ethics Assessment (Page 10)



## 8 Evidence of expertise in the field of certification sought (MAT in Pedagogy only) (Page 11)



## 9 Professional Liability Insurance (Page 12)

Teacher candidates must obtain liability insurance at the appropriate level through membership of the Georgia Association of Educators (GAE), the Professional Association of Georgia Educators (PAGE), or the National Education Association and provide a copy of their membership/insurance card for admission.



## 10 Professional Experience Form (Page 13)



## 11 MAT Mentor Assurance Form (Pages 14-15)



## 12 Tasks Due Upon Admission

Upon admission, there are a few final tasks to be completed in your MyPSC account before you will be eligible to register for classes (listed below). You will receive information about the tasks and how to complete them via email from admissions after you've been accepted. 1) claim your program enrollment 2) answer Personal Affirmation Questions (PAQs) 3) submit the Pre-Service Application (if applicable) 4) have official transcripts from ALL colleges/universities previously attended submitted to the GaPSC.



## PERSONAL INFORMATION

**Name**  First  Middle Initial  Last  
 Maiden  Preferred

**Address**  Street  City  State  
 Zip Code  County  Country

**Home Phone**  ( ) **Cell Phone**  ( ) **Work Phone**  ( )

**Personal Email** (e.g. gmail, yahoo, hotmail)  **SSN**  -  -

**Date of Birth**  **Gender** ☐ M ☐ F ☐ nonbinary **Veteran Status** ☐ Yes ☐ No

**Ethnicity** ☐ American Indian or Alaska Native ☐ Native Hawaiian or Other Pacific Islander ☐ Asian ☐ White  
☐ Black or African-American ☐ Hispanics of any race ☐ prefer not to disclose

**Citizenship Status**

## PROGRAM INFORMATION AND START DATE

**Semester:** ☐ Fall 2025 (Late Reg) ☐ Spring 2026

**Have you ever received an ethics reprimand on your certificate?** ☐ Yes ☐ No

**Program:** ☐ MAT in Elementary Education (P-5) ☐ MAT in Pedagogy (Middle Grades, Secondary, or P-12)  
 Area of Certification sought for Pedagogy

☐ MAT in Special Education General Curriculum Elementary Education (P-5)  
☐ MAT in Special Education General Curriculum (P-12)  
 Area of Concentration sought for Special Education General Curriculum (P-12)

I confirm that I have 15 semester hours of content area (Math, Science, Social Science, Language Arts, Reading) coursework in the concentration area I am pursuing earned in conjunction with a bachelor's degree or higher degree from a regionally accredited institution of higher education.  
☐ Yes ☐ No

**Check all that apply (for Pedagogy applicants only)**

☐ I am presenting a passing score on the Georgia state-approved CONTENT/Professional assessment (GACE) in the field of certification I am pursuing.

☐ I have a major in the field of certification I am pursuing which I earned in conjunction with a bachelor's or higher degree from a regionally accredited institution of higher education (i.e., I am pursuing a certification in Secondary Mathematics and I have a BS in Mathematics).

☐ I am pursuing certification in a Middle Grades (6-8) field and I have 15 semester hours of content area coursework in the certification area I am pursuing earned in conjunction with a bachelor's or higher degree from a regionally accredited institution of higher education (i.e., I have 15 credit hours of Mathematics but my BS is in Criminal Justice).

☐ I am pursuing certification in a Secondary (9-12) or P-12 field and I have 21 semester hours of content area coursework in the certification area I am pursuing earned in conjunction with a bachelor's or higher degree from a regionally accredited institution of higher education (i.e., I have 21 credit hours of Mathematics but my BS is in Criminal Justice).

**If you are currently a school employee, please list your employment information below:**

**School Name:**  **District:**  **City:**  **Start Date:**

**Certification ID Number:**  **Your role (e.g.: teacher, parapro, etc.):**

## ACADEMIC HISTORY

Thomas University requires MAT applicants to provide official transcripts from the institution at which their highest degree was earned and all institutions where graduate coursework was completed afterward, even if a degree was not awarded.

| College / University | City/State | Dates Attended | Degree Earned (if none, enter N/A) |
|----------------------|------------|----------------|------------------------------------|
|                      |            |                |                                    |
|                      |            |                |                                    |
|                      |            |                |                                    |

## EMERGENCY CONTACT INFORMATION

**Name**  First  Last **Relationship**

**Address**  Street  City  State  Zip Code

**Phone Number** (  )  **Email**

## TERMS AND SIGNATURE

I certify that this information is true and complete to the best of my knowledge. Falsification of information on this Application could invalidate my enrollment and acceptance. I authorize any schools or colleges I have previously attended to release my personal and academic information to Thomas University representatives. I understand that all my official academic transcripts, regardless of whether a degree was earned or not, must be received by Thomas University before any admission decisions will be made. I agree, if accepted, to abide by the rules and regulations of Thomas University.

### Acknowledgment

☐ I hereby agree to the above conditions for application for admission to Thomas University.

**Signature**  **Date**

You may also submit this form [online](#). If you choose to submit a paper form, please fax or mail to:



**The Office of Admissions**  
Thomas University  
1501 Millpond Road  
Thomasville, GA 31792



**(800) 504-7618**



[acrawford@graduateprogram.org](mailto:acrawford@graduateprogram.org)

Complete all steps below to apply for financial aid. **Note: There are financial aid options that are not based on need.** We recommend that you complete these steps as soon as possible, as your student account must be settled/in order by the Friday before your first class begins. **Please note: Students who are not enrolled in a degree program will not be eligible for financial aid.** For assistance, please contact the Financial Aid Office at (229) 584-2460 or email [finaid@thomasu.edu](mailto:finaid@thomasu.edu).

## HOW TO APPLY FOR FINANCIAL AID

- 1 **Complete the Free Application for Federal Student Aid at [www.fafsa.gov](http://www.fafsa.gov).** Students planning to begin the program in Fall 2025 must complete the 2025-2026 form and will need their 2023 Federal Tax Returns. All applicants will need their Federal Student Aid ID - FSA ID (<https://studentaid.gov/fsa-id/create-account/launch>) and Thomas University's School Code (001555). Graduate students are considered independent for financial aid purposes.
- 2 **Review your Student Aid Report (SAR) for accuracy.** You will receive this form 7-10 days after the FAFSA is submitted. If there are any errors on your SAR, log back into your FAFSA to make corrections.
- 3 **You will receive your financial aid award letter from Thomas University once you have been fully admitted.** Conditionally admitted students will need to submit all required documents to receive full acceptance. The award letter lists all financial aid for which you qualify. If you wish to decline all or a portion of the award, you may do so via Hawklink. Be sure to contact the Financial Aid Office at (229) 584-2460 or email [finaid@thomasu.edu](mailto:finaid@thomasu.edu) if you have questions about your award.
- 4 **Complete Loan Entrance Counseling and the Master Promissory Note.** Entrance Counseling is required for Federal Direct Loan borrowers; all borrowers must complete a Master Promissory Note. Both can be completed at [www.studentloans.gov](http://www.studentloans.gov) (you will need your FSA ID from Step 1).

**Questions? Call the Financial Aid Office at (229) 584-2460  
or email [finaid@thomasu.edu](mailto:finaid@thomasu.edu)**

## FEDERAL LOAN REQUIREMENTS

To be eligible to borrow funds under the Federal Direct Loan Program, you must:

1. File the Free Application for Federal Student Aid (FAFSA)
2. Be a U.S. Citizen or permanent resident
3. Not be in default on prior educational loans
4. Be enrolled at least half-time in a degree-seeking course of study
5. Maintain satisfactory academic progress

## THE FEDERAL (TITLE ONE) TEACHER LOAN FORGIVENESS PROGRAM

If you and your school qualify, this program may provide loan forgiveness for eligible Federal Direct Loans. This is a separate program requiring separate forms and processes. The U.S. Department of Education will determine your eligibility for this program; Thomas University is not responsible to verify your eligibility for this program. Please do not base your enrollment on this program, as it can be difficult to ensure qualification for government programs which are subject to reform and funding changes.

**You must call 1-800-4-FED-AID to verify your eligibility or visit <https://studentaid.gov/manage-loans/forgiveness-cancellation/teacher> for an application**

## THE TEACH GRANT PROGRAM

The TEACH Grant program provides grants of up to \$4,000 a year to students who are completing or plan to complete course work needed to teach in a high need field and will commit to work as an educator in a low-income area. A minimum GPA of 3.25 is required. Thomas University is approved to participate in the TEACH grant, however, the determination of whether your position when you finish the program will qualify for the program is determined by your school district based on the federal government guidelines.

**For more information, please visit  
<https://studentaid.gov/teach-grant-program>**

Thomas University offers Payment Plans for the cost of your tuition and fees through the Student Accounts Office. A payment plan allows you to spread your tuition payments over a period of several months each semester. No interest charges apply so long as your payments are made on time. Payment plans must be in place with both the payment plan application and first payment submitted to the Student Accounts Office before the 1st day of class.

## ENROLLING IN A TUITION PAYMENT PLAN

- 1 **Log into Hawklink/Student Portal; Go to My Ledger and click "Enroll in Payment Plan.** *(First payment prior to the last day of drop/add)*
- 2 **Visit the Student Accounts Office website** at <https://www.thomasu.edu/cost/student-accounts/> for payment schedules and details.
- 3 **Contact the Student Accounts Office** at (229) 584-2461 or email [student.account@thomasu.edu](mailto:student.account@thomasu.edu) to arrange payments.
- 4 **Make Payments** according to your chosen payment schedule. If you have questions about payment methods or types, please contact the Student Accounts Office or visit the above website.

Payment plans are available for all semesters, but the student must apply for the payment plan each semester. Consequently, students must satisfy their current payment plan according to its terms to register for the following semester. When a plan is set up, monthly payments are due on the 15th of each month with the first payment due upon sign-up.

| Fall 4 Payments      | Spring 4 Payments    | Summer 3 Payments    |
|----------------------|----------------------|----------------------|
| First day of classes | First day of classes | First day of classes |
| September 15         | February 15          | June 15              |
| October 15           | March 15             | July 15              |
| November 15          | April 15             |                      |

**Questions? Contact the Student Accounts Office at (229) 584-2461 or email [student.account@thomasu.edu](mailto:student.account@thomasu.edu)**

## IMPORTANT NOTES

- If you are using financial aid to pay for tuition, you must be enrolled and fully admitted to the program of your choice before your student loan funds can be released. You may be required to make payments until your financial aid funds are released.
- We work with students who receive tuition reimbursement from their employers. Contact the Student Accounts Office at (229) 584-2461 or [student.account@thomasu.edu](mailto:student.account@thomasu.edu) with your employer information so it may be determined if a reimbursement can be accommodated.

Thomas University requires MAT applicants to provide official transcripts from the institution at which their highest degree was awarded and all institutions where graduate coursework was completed, even if a degree was not awarded.

**Please Note:** In addition, once admitted to the MAT program, the student must request ALL official transcripts from every university/college previously attended to be sent to the GaPSC. The transcripts must be submitted electronically by each institution via secure electronic format, such as Parchment or E-Script, to [mail@gapsc.com](mailto:mail@gapsc.com).

### TO ORDER TRANSCRIPTS

There are multiple ways to request transcripts, and each college or university will have its own process.

Typically, the easiest way to order official transcripts is:

- 1 Contact the Registrar's office at your previously attended school, either by phone, e-mail, or through your university's website.
- 2 Submit a transcript request following that school's procedures. Most colleges and universities require a signature or other official request in writing. Many schools have a Transcript Request Form available to download on the Registrar's website. Some will allow you to order transcripts online.



**Note: Many colleges and universities charge a small fee for official transcripts. Be sure to enclose your fee with your transcript request to avoid a delay in processing.**

- 3 It can often take several days for a transcript request to be processed. When your transcripts are received at Thomas University, the Graduate Information Office will contact you, but if you have not received confirmation within 14 days of making a transcript request, please contact us at **(229) 231-1860**.

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Please have all official transcripts sent to:



**The Office of Admissions**  
**Thomas University**  
1501 Millpond Road  
Thomasville, GA 31792

Or, email official electronic transcripts to:



[admissions@thomasu.edu](mailto:admissions@thomasu.edu)

### TO THE APPLICANT

Please complete the top portion of this form and submit it to your chosen recommender. Each applicant must submit three recommendation forms from education professionals (i.e., colleague, assistant principal, instructional coach, principal, etc.). At least one reference must be from a district or school building supervisor. Academic references from individuals (former college professor) who can speak to your potential for success in graduate school are acceptable. Please have this form returned to the Graduate Information Office by email to [acrawford@graduateprogram.org](mailto:acrawford@graduateprogram.org); by fax to (800) 504-7618, or by mail to the **The Office of Admissions, Thomas University, 1501 Millpond Road, Thomasville, GA 31792**.

**Applicant Name**

- ☐ I waive my access to this data under the provisions of the Family Educational Rights and Privacy Act.  
☐ I do not waive my access to this data under the provisions of the Family Educational Rights and Privacy Act.

**Applicant Signature**

**Date**

### TO THE RECOMMENDER

The person whose name appears above has applied for admission to Thomas University's Graduate Program. The Admissions Committee would appreciate your assessment of the applicant according to the questions asked on this form. Please indicate your association or contacts with the applicant which serves as a basis for your impressions of the applicant as a prospective graduate candidate:

- ☐ I have observed the applicant's professional role. ☐ I have had the applicant in class.  
☐ I have had only casual, infrequent contacts with the applicant.  
☐ I am not in a position to express an opinion about the applicant. *(If so, please return this form to the address above without completing the other parts.)*

**I have known the applicant for**  **years.**

| Please use a check mark to indicate your judgment of the applicant with regard to the following traits when compared to other students, nurses, and/or employees whose work you have guided and observed. Please use the following scale to rank the applicant's competency in the areas indicated: | 1- Always | 2- Most of the Time | 3- Often | 4- Rarely | 5- Never | 6- Not able to judge |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------|----------|-----------|----------|----------------------|
| Does the applicant show clear self-direction in the pursuit of his/her goals?                                                                                                                                                                                                                       |           |                     |          |           |          |                      |
| Does the applicant approach problems in a constructive manner?                                                                                                                                                                                                                                      |           |                     |          |           |          |                      |
| Is the applicant able to take well-meant criticism and use it constructively?                                                                                                                                                                                                                       |           |                     |          |           |          |                      |
| Does the applicant show insight in identifying problems?                                                                                                                                                                                                                                            |           |                     |          |           |          |                      |
| Does the applicant select and utilize relevant resources in problem solving?                                                                                                                                                                                                                        |           |                     |          |           |          |                      |
| Does the applicant participate willingly and effectively as a group member?                                                                                                                                                                                                                         |           |                     |          |           |          |                      |
| Does the applicant show leadership ability?                                                                                                                                                                                                                                                         |           |                     |          |           |          |                      |
| Does the applicant reflect originality in approaching problems?                                                                                                                                                                                                                                     |           |                     |          |           |          |                      |
| Does the applicant exhibit appropriate communication skills?                                                                                                                                                                                                                                        |           |                     |          |           |          |                      |
| Does the applicant display willingness to expand current knowledge?                                                                                                                                                                                                                                 |           |                     |          |           |          |                      |
| Does the applicant indicate ability to internalize and apply new concepts?                                                                                                                                                                                                                          |           |                     |          |           |          |                      |
| Does the applicant speak clearly and effectively?                                                                                                                                                                                                                                                   |           |                     |          |           |          |                      |
| Does the applicant express ideas clearly in writing?                                                                                                                                                                                                                                                |           |                     |          |           |          |                      |
| Does the applicant accurately and effectively interpret the ideas of others?                                                                                                                                                                                                                        |           |                     |          |           |          |                      |
| Does the applicant appraise his/her own strengths & weaknesses objectively and accurately?                                                                                                                                                                                                          |           |                     |          |           |          |                      |
| Does the applicant demonstrate ethical and honest behavior?                                                                                                                                                                                                                                         |           |                     |          |           |          |                      |

**Additional Comments:**

**Please indicate your judgment regarding this applicant's promise as a candidate for graduate studies:**

- ☐ Highly Recommended ☐ Recommended ☐ Not Recommended

**Signature**

**Printed Name**

**Credentials**

**Position and/or Title**

**Place of Employment**

**Address, City, State, Zip**

**Phone**



**You must submit a personal statement that should answer one of the following prompts (Your statement should meet a 500-word minimum but not exceed two pages):**

- a. What experiences have influenced your decision to become a teacher in your chosen discipline?
- b. What specific personal traits do you believe will make you a great teacher?
- c. To you, what is the purpose of K-12 schooling?

*The personal statement serves as a short writing sample and is especially important to the Admissions Committee. The purpose of this writing sample is to give evidence of your qualifications to enter the Thomas University Division of Education Graduate program. The department looks for applicants' experience, interests, beliefs, and characteristics that match the division's goal of preparing highly qualified K-12 educators who are committed to the belief that all students can learn. Your personal statement will be reviewed based on the quality of your academic writing (i.e., introduction, body, conclusion, word choice, punctuation, content, flow of ideas, etc.).*

### **Additional Statements (if applicable)**

#### **Low GPA**

If you have a GPA lower than the required admission standard of 2.75 and/or if your academic history reflects periods of poor performance, please include a separate statement that briefly explains the circumstances surrounding your previous academic performance. Most importantly, explain how your current situation will ensure a different outcome if admitted to Thomas University.

#### **Ethics Statement**

Explain the circumstance surrounding any ethics reprimand on your certificate and/or any criminal offenses that would show up on a background check.

**To upload your statement using our online system, visit <https://www.appforms.net/form/ThomasStatementMAT/index.html>**

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**You may also submit your statement by email, fax, or mail to:**



**The Office of Admissions**  
Thomas University  
1501 Millpond Road  
Thomasville, GA 31792



**(800) 504-7618**



**[acrawford@graduateprogram.org](mailto:acrawford@graduateprogram.org)**

**Note:** Before registering for the GA Ethics Assessment, you must create a MYPSC account.

A video on how to set up a MYPSC account can be viewed here: <https://youtu.be/3wuHRuChNYg>

Your MYPSC account can be created here: <https://mypsc.gapsc.org/Home.aspx>

## Georgia Educators Ethics Assessment (360)

Evidence of having completed each section of the Georgia Educator Ethics Assessment Program (360) is required for admission.

Follow the directions in this video to learn how to register for the Georgia Educator Ethics 360 exam: <https://www.youtube.com/watch?v=VQNhbIRdjac>

For more information about the Ethics exam click: (<https://www.gace.es.pearson.com/test/351>)

**Evidence of Expertise in the Content of the Field of Certification Sought**

Provide evidence of expertise in the content of the field of certification sought. This can be accomplished through one of three ways:

- A major in the field of certification earned in conjunction with a bachelor's or higher degree from an accredited institution of higher education
- A passing score on the Georgia state-approved content assessment in the field of certification sought
- Evidence of successful completion of a specified number of semester hours of content area coursework earned in conjunction with a bachelor's or higher degree from an accredited institution of higher education. The number of semester hours of content area coursework required is:
  - Secondary (6-12) and P-12 fields - 21 semester hours\*
  - Middle Grades (4-8) fields - 15 semester hours in one the content areas of Language Arts, Math, Reading, Science, or Social Studies\*

\* Additional form listing relevant courses/credit hours taken is required for those declaring 15/21 credit hour experience.

Teacher candidates must obtain liability insurance through membership through the Georgia Association of Educators (GAE), the Professional Association of Georgia Educators (PAGE), or the National Education Association (NEA). Teacher candidates who do not hold a paid position within a school system must purchase a student membership level liability insurance. Teacher candidates who hold a paid position within a school system such as a paraprofessional, substitute teacher, bus driver and/or staff (school nutrition, maintenance, school support or central office personnel) must have a support level liability insurance policy. All certified staff in schools and school system offices, including counselors, social workers, technology specialist, nurses and security officers must purchase the professional level of liability insurance. These policies are typically required for employment in a school system; however, when coverage is needed, it must be purchased through Georgia Association of Educators (GAE), the Professional Association of Georgia Educators (PAGE), or the National Education Association (NEA).

PAGE (Professional Association of Georgia Educators) at <http://www.pageinc.org/>

GAE (Georgia Association of Educators) at <https://gae.org/>

NEA (National Education Association) at <http://www.nea.org/home/1600.htm>

**Documentation:** Provide a copy of your receipt, letter, and/or membership card ,showing your name and the expiration date.

The following is only applicable if you are employed as a school professional.

Candidate's Name:

What is your GaPSC certification type? (i.e. WT, INT4, clearance, paraprofessional, etc.)

Are you currently serving as a school professional (circle one)? Yes or No

What is your current position?

What are the grade level(s) and content areas of your current position?

Briefly describe your current employment responsibilities. For example, if you are a Remedial Education teacher, math teacher, K paraprofessional, etc. briefly describe what you do.

Do you have a Georgia Professional Standards Commission Certification ID? Yes or No

If so, please provide certification number here

List all schools and years you have served, beginning with your current place of employment.

| Year(s)       | School District | School Name                 | Position |
|---------------|-----------------|-----------------------------|----------|
| Ex: 2020-2021 | Thomas County   | Thomas County Middle School |          |
|               |                 |                             |          |
|               |                 |                             |          |
|               |                 |                             |          |
|               |                 |                             |          |
|               |                 |                             |          |
|               |                 |                             |          |
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|               |                 |                             |          |
|               |                 |                             |          |
|               |                 |                             |          |

*The applicant is to complete the top portion of this form and then provide it to his/her mentor and the school principal or district HR director for their signatures to be turned in as part of the admissions packet.*

**Applicant Name:**  **PSC Certification ID #:**

**Certification Area seeking (i.e., elementary education, middle grades, secondary math, etc.):**

All teacher applicants in a Thomas University teacher education MAT program are required to teach lessons in a K-12 classroom throughout the program. The applicant must have someone identified as a mentor teacher who meets specific requirements listed below and who agrees to mentor the applicant throughout their MAT program.

**For applicants who are employed as paraprofessionals or teaching assistants**, mentors should be the teachers with whom the paraprofessional or teaching assistant spends the most academic time.

**Applicants who serve as the instructor of record in a Georgia school district classroom** should select a mentor in consultation with school leadership in order to secure someone who will provide continuous support and constructive feedback.

**Mentor Teacher Requirements as Outlined by the GaPSC:**

Minimum of three years of successful teaching experience.

Hold a Georgia Professional Level Certification in the area of certification the applicant is seeking.

Has the knowledge to support candidates' application of scientific methods of teaching reading.

**Responsibilities of Mentor Teacher:**

Be a resource to the applicant regarding school policies, procedures, meetings, and other school expectations and responsibilities.

Complete assessment instrument(s) and surveys in Anthology on the applicant as requested by Thomas University faculty.

Help the applicant video record lessons for the purpose of reflection and growth with classroom teaching skills. **Note: The applicant will be required to video record lessons in a classroom aligned to their field of certification for the purpose of self-reflection and growth with classroom teaching skills**

During the applicant's last semester in Clinical Practice II, the mentor teacher will be required to complete self-paced trainings in order to complete each assessment on the Intern Keys/Applicant Assessment on Performance Standards (CAPS) and the Professional Behaviors and Disposition Assessment (PBDA).

Provide support and feedback that will lead to the applicant's growth as a teacher:

- o Give feedback on lesson plans and teachings. Assisting the applicant with resources, instructional strategies, and best educational practices for lessons.
- o Assist the applicant in accessing and using data to meet the needs of learners.
- o Meet individually with the applicant to help to develop their knowledge, teaching skills, and professional dispositions.
- o Create opportunities for the applicant to attend committee/grade level meetings, professional learning sessions, parent conferences, and other in-person meetings related to professional duties and responsibilities.
- o Contact the University in a timely fashion with any concerns regarding the applicant.

To be completed by the Mentor Teacher who will work with the applicant throughout his/her academic program at  
Thomas University

Name of Mentor Teacher:  Mentor Teacher Position:   
Mentor Teacher GaPSC Cert ID:  Grade Level:  Subject Area:   
School Email Address:  Contact Phone Number:  School District:   
School Name:  School Address:   
School Phone Number:  Total # years of teaching experience:   
Title I School (YES/NO):  Nationally Board Certified (YES/NO):   
Mentor Teacher Signature:  Date:

To be completed by building principal or district HR director

By signing this form, I accept the responsibility that the mentor teacher meets the requirements of being a Thomas  
University mentor teacher identified above.

Principal Name:   
School Email Address:  Contact Phone Number:   
Principal Signature:  Date:

**Georgia wants YOU...to be a teacher!**

## For:

The Master of Arts in Teaching (MAT) in Elementary Education program is designed for paraprofessionals who have a bachelor's degree, career-changing professionals with a bachelor's degree, and teachers who hold a Provisional certificate and want to earn an Induction certificate at the master's degree level.

## What you learn:

The curriculum provides both knowledge of the content and instructional strategies required of PK-5 educators. Instead of completing a traditional undergraduate teaching preparation program, the MAT in Elementary Education allows a person to obtain certification in grades PK-5 while completing an advanced degree. Graduates of this program will enter the profession at the master's degree level (T5) and garner a higher compensation than those who enter at the bachelor's degree level.

## How you learn:

Students coming to this program may be working full-time in schools or another career, so we understand that our program must be both high-quality as well as flexible. Because highly experienced faculty deliver courses in the MAT in Elementary Education synchronously and asynchronously online, students will be a part of an educational program tailored to meet their personal and professional needs. We employ a cohort model with Fall and Spring semester courses meeting for 16 weeks every other week on Saturdays, with independent online coursework in the off weeks. In the Summer semester, courses will meet each Saturday for 8 weeks. Field experiences will be offered in localities where students live. The MAT in Elementary Education requires 48 credit hours.\*

\*Any MAT student admitted provisionally must register for EDU 600 during the 1st 8-week semester. This course is only offered on Tuesday evenings from 5:45 pm - 8:45 pm. All other MAT courses in the students' program will be taken on Saturday's.

## Career Outcomes:

The Master of Arts in Teaching (MAT) in Elementary Education leads to an advanced degree and initial certification in elementary grades (PK-5).

## Degree Requirements:

| Courses and Credit Hours |                                                            |    |
|--------------------------|------------------------------------------------------------|----|
| EDU 600                  | Introduction to Graduate Programs                          | 3  |
| EDU 605                  | Foundations of Instruction                                 | 3  |
| EDU 606                  | Clinical Practice I                                        | 3  |
| EDU 607                  | Culturally Relevant Pedagogical Content Knowledge          | 3  |
| EDU 608                  | Clinical Practice II                                       | 3  |
| EDU 609                  | Leadership, Collaboration, and Advocacy in Education       | 3  |
| EDU 620                  | Applying Technologies for Effective Instruction            | 3  |
| EDU 626                  | Early Childhood Curriculum and Instruction                 | 3  |
| EDU 623                  | Educational Assessment and Decision-Making                 | 3  |
| EDU 624                  | Collaborative Classrooms Through Social Emotional Learning | 3  |
| EDU 640                  | Education of Exceptional Students                          | 3  |
| RDE 659                  | Comprehensive Literacy Methods                             | 3  |
| RDE 653                  | Comprehension, Curricular, and Programmatic Strategies     | 3  |
| EDU 660*                 | Social Studies Curriculum Development and Methods          | 3  |
| EDU 670*                 | Mathematical Curriculum Development and Methods            | 3  |
| EDU 680*                 | Science Curriculum Development and Methods                 | 3  |
| Total Hours              |                                                            | 48 |

\*\*Applicants who have passed the Content/Professional Elementary Education GACE Exam prior to admission (or have a verified passing score by the first day of class for the semester the applicant is accepted into the program) are exempted from 9 credit hours/3classes, bringing total credit hours down to 39.



**Georgia wants YOU...to be a teacher!**

## For:

The Master of Arts in Teaching Pedagogy program is designed for those who have demonstrated content expertise in one of the teaching content areas for Middle Grades (4-8), Secondary (6-12), or P-12 fields and would now like to become certified to teach that subject.

## What you learn:

The curriculum provides both knowledge of the content and instructional strategies required of PK-5 educators. Instead of completing a traditional undergraduate teaching preparation program, the MAT in Elementary Education allows a person to obtain certification in grades PK-5 while completing an advanced degree. Graduates of this program will enter the profession at the master's degree level (T5) and garner a higher compensation than those who enter at the bachelor's degree level. **Content expertise coursework submitted for this program must be passed with a "C" or better to be accepted.**

## How you learn:

Students come to this program having already completed a bachelor's degree, and may be working full-time, so we understand that our program must be both high-quality as well as flexible. Because highly experienced faculty deliver courses in the MAT-Pedagogy Concentration synchronously and asynchronously online, students will be a part of an educational program tailored to meet their personal and professional needs. We employ a cohort model with Fall and Spring semester courses meeting for 16 weeks every other week on Saturdays, with independent online coursework in the off weeks. In the Summer semester, courses will meet each Saturday for 8 weeks. Field experiences will be offered in localities where students live. The MAT-Pedagogy program can be completed in 4 semesters with 33 credit hours.

\*Any MAT student admitted provisionally must register for EDU 600 during the 1st 8-week semester. This course is only offered on Tuesday evenings from 5:45 pm - 8:45 pm. All other MAT courses in the students' program will be taken on Saturday's.

## Career Outcomes:

Upon completion of this program, students will earn a Master's degree and initial teacher certification in their field of expertise (a Middle Grades (4-8), Secondary (6-12), or P-12 field).

## Degree Requirements:

| Courses and Credit Hours |                                                            |    |
|--------------------------|------------------------------------------------------------|----|
| EDU 600                  | Introduction to Graduate Programs                          | 3  |
| EDU 605                  | Foundations of Instruction                                 | 3  |
| EDU 606                  | Clinical Practice I                                        | 3  |
| EDU 607                  | Culturally Relevant Pedagogical Content Knowledge          | 3  |
| EDU 608                  | Clinical Practice II                                       | 3  |
| EDU 609                  | Leadership, Collaboration, and Advocacy in Education       | 3  |
| EDU 620                  | Applying Technologies for Effective Instruction            | 3  |
| EDU 623                  | Educational Assessment and Decision-Making                 | 3  |
| EDU 624                  | Collaborative Classrooms Through Social Emotional Learning | 3  |
| EDU 640                  | Education of Exceptional Students                          | 3  |
| RDE 659                  | Comprehensive Literacy Methods                             | 3  |
| Total Hours              |                                                            | 33 |

**Additional Degree Requirements:** Passing score on the corresponding certification field GACE or holding at least a Bachelor's degree in that content area.

**Georgia wants YOU...to be a teacher!**

## For:

- Paraprofessionals who have a bachelor's degree
- Career-changing professionals with a bachelor's degree
- Teachers who hold a Provisional certificate and want to earn an Induction certificate at the master's degree level.

## What you learn:

The curriculum provides both knowledge of the content and instructional strategies required of P-5 educators. Instead of completing a traditional undergraduate teaching preparation program, the MAT in Special Education General Curriculum Elementary Education allows a person to obtain certification in grades P-5 while completing an advanced degree. The program prepares teachers to provide instruction or instructional support to all students in grades P-5, including those with disabilities whose individual education plan indicates instruction using the general statewide assessments. Graduates of this program will enter the profession at the master's degree level (T5) and garner a higher compensation than those who enter at the bachelor's degree level.

## How you learn:

Students coming to this program may be working full-time in schools or another career, so we understand that our program must be both high-quality as well as flexible. Because highly experienced faculty deliver courses in the MAT in Special Education General Curriculum Elementary Education (P-5) synchronously and asynchronously online, students will be a part of an educational program tailored to meet their personal and professional needs. We employ a cohort model with Summer and Fall semester courses meeting for 16 weeks every other week on Saturdays, with independent online coursework in the off weeks. In the Summer semester, courses will meet each Saturday for 8 weeks. Field experiences will be offered in localities where students live. The MAT in Special Education General Curriculum Elementary Education (P-5) requires 57 credit hours.

\*Any MAT student admitted provisionally must register for EDU 600 during the 1st 8-week semester. This course is only offered on Tuesday evenings from 5:45 pm - 8:45 pm. All other MAT courses in the students' program will be taken on Saturday's.

\*\*Applicants who have passed the Content/Professional Elementary Education GACE Exam prior to admission (or have a verified passing score by the first day of class for the semester the applicant is accepted into the program) are exempted from 9 credit hours/3 classes, bringing total credit hours down to 48.

## Career Outcomes:

Upon completion of this program, students will have earned a master's degree in Special Education General Curriculum Elementary Education (grades P-5).

## Degree Requirements:

| Courses and Credit Hours |                                                            |    |
|--------------------------|------------------------------------------------------------|----|
| EDU 600                  | Introduction to Graduate Programs                          | 3  |
| EDU 605                  | Foundations of Instruction                                 | 3  |
| EDU 606                  | Clinical Practice I                                        | 3  |
| EDU 607                  | Culturally Relevant Pedagogical Content Knowledge          | 3  |
| EDU 608                  | Clinical Practice II                                       | 3  |
| EDU 609                  | Leadership, Collaboration, and Advocacy in Education       | 3  |
| EDU 620                  | Applying Technologies for Effective Instruction            | 3  |
| EDU 623                  | Educational Assessment and Decision-Making                 | 3  |
| EDU 624                  | Collaborative Classrooms Through Social Emotional Learning | 3  |
| EDU 640                  | Education of Exceptional Students                          | 3  |
| EDU 626                  | Early Childhood Curriculum and Instruction                 | 3  |
| EDU 641                  | Special Education Ethics, Policies, Procedures             | 3  |
| EDU 642                  | Curriculum Design and Adaptation in Special Education      | 3  |
| EDU 643                  | Methods of Teaching Students with Special Needs            | 3  |
| EDU 660                  | Social Studies Curriculum Development and Methods          | 3  |
| EDU 670                  | Mathematical Curriculum Development and Methods            | 3  |
| EDU 680                  | Science Curriculum Development and Methods                 | 3  |
| RDE 653                  | Comprehension, Curricular, and Programmatic Strategies     | 3  |
| RDE 659                  | Comprehensive Literacy Methods                             | 3  |
| Total Hours              |                                                            | 57 |

Georgia wants YOU...to be a teacher!

## For:

- Paraprofessionals who have a bachelor's degree
- Career-changing professionals with a bachelor's degree
- Teachers who hold a Provisional certificate and want to earn an Induction certificate at the master's degree level.

## What you learn:

The MAT in Special Education General Curriculum leads to an advanced degree and initial teacher certification. The program prepares teachers to teach all students P-12 with disabilities whose individual education program indicates instruction using the general education curriculum and participation in the general statewide assessment.

**The program is intended for those who have 15 semester hours of demonstrated content expertise in one of the Middle Grades content concentration areas: Social Science, science, math, language arts, or reading.** Graduates of this program will enter the profession at the master's degree level (T5). **Content expertise coursework submitted for this program must be passed with a "C" or better to be accepted.**

## How you learn:

Students come to this program having already completed a bachelor's degree, and may be working full-time, so we understand that our program must be both high-quality as well as flexible. Because highly experienced faculty deliver courses in the MAT in Special Education General Curriculum (P-12) synchronously and asynchronously online, students will be a part of an educational program tailored to meet their personal and professional needs. We employ a cohort model with Fall and Spring semester courses meeting for 16 weeks every other week on Saturdays, with independent online coursework in the off weeks. In the Summer semester, courses will meet each Saturday for 8 weeks. Field experiences will be offered in localities where students live. The MAT in Special Education General Curriculum (P-12) can be completed in 48 credit hours.

\*Any MAT student admitted provisionally must register for EDU 600 during the 1st 8-week semester. This course is only offered on Tuesday evenings from 5:45 pm - 8:45 pm. All other MAT courses in the students' program will be taken on Saturday's.

## Career Outcomes:

Upon completion of this program, students will earn a master's degree in Special Education General Curriculum (P-12).

## Degree Requirements:

| Courses and Credit Hours |                                                            |    |
|--------------------------|------------------------------------------------------------|----|
| EDU 600                  | Introduction to Graduate Programs                          | 3  |
| EDU 605                  | Foundations of Instruction                                 | 3  |
| EDU 606                  | Clinical Practice I                                        | 3  |
| EDU 607                  | Culturally Relevant Pedagogical Content Knowledge          | 3  |
| EDU 608                  | Clinical Practice II                                       | 3  |
| EDU 609                  | Leadership, Collaboration, and Advocacy in Education       | 3  |
| EDU 620                  | Applying Technologies for Effective Instruction            | 3  |
| EDU 623                  | Educational Assessment and Decision-Making                 | 3  |
| EDU 624                  | Collaborative Classrooms Through Social Emotional Learning | 3  |
| EDU 640                  | Education of Exceptional Students                          | 3  |
| EDU 641                  | Special Education Ethics, Policies, Procedures             | 3  |
| EDU 642                  | Curriculum Design and Adaptation in Special Education      | 3  |
| EDU 643                  | Methods of Teaching Students with Special Needs            | 3  |
| RDE 653                  | Comprehension, Curricular, and Programmatic Strategies     | 3  |
| RDE 659                  | Comprehensive Literacy Methods                             | 3  |
| Total Hours              |                                                            | 45 |

## About Thomas University

Thomas University is a four-year co-educational university that serves the post-secondary educational needs of south Georgia and north Florida. The university is located in Thomasville, Georgia, a relatively small town of over 20,000 people in rural southwest Georgia. The town is 35 miles north of Tallahassee, Florida, 55 miles south of Albany, Georgia, and 45 miles west of Valdosta, Georgia. Thomas University provides quality education through a dynamic learning environment. Innovative models for reaching learners by our caring faculty and staff change the lives of students in our local, regional, and global communities. Offering associate's, bachelor's, master's, and specialist degrees, our highest goal is to provide an educational experience that explores and develops each student's full potential.

## Admissions Requirements

1) All documents specified on the application checklist. 2) Report a minimum GPA of 2.75 on a 4.0 scale. Applicants with a GPA lower than 2.75 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester or during the program. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

## Tasks Due Upon Admission

Upon admission, you will receive a letter from the Division of Education's Intake Officer with your remaining tasks that must be completed before you will be eligible to register for classes. In order to be released for registration, you must follow the directions provided to, 1) claim your program enrollment, 2) answer Personal Affirmation Questions (PAQs), 3) submit the Pre-Service Application (if applicable), and 4) have official transcripts from all colleges/universities previously attended submitted from each institution directly to the GaPSC at [mail@gapsc.com](mailto:mail@gapsc.com), via a secure electronic format such as Parchment or E-Script. These tasks are time sensitive and should be completed in the order indicated.

If you do not hold any form of GaPSC certification, or hold a clearance certificate, a Paraprofessional certificate, a Non-Instruction Aide License, or a Support Personnel License, you must complete all 4 steps above, including submitting the Pre-Service Application. If you hold a BT, IN4, or certain other types of certificates not indicated above, you may only need to complete steps 1 and 2. Once you are admitted, carefully review the admission letter that will be sent to you from the Division of Education's Intake Officer for your specific requirements.

## Thomas University Tuition Guarantee

The tuition rate for students beginning in Spring 2026 is \$500 per credit hour. Thomas University reserves the right to raise tuition costs for future cohorts or other programs.

## Important Contacts

|                             |                 |                      |                                                                                  |
|-----------------------------|-----------------|----------------------|----------------------------------------------------------------------------------|
| Graduate Information Office | Amanda Crawford | (229) 231-1860       | <a href="mailto:acrawford@graduateprogram.org">acrawford@graduateprogram.org</a> |
| Admissions Office           |                 | (800) 538-9784 x1074 |                                                                                  |
| Financial Aid Office        |                 | (229) 584-2460       | <a href="mailto:finaid@thomasu.edu">finaid@thomasu.edu</a>                       |
| Student Accounts Office     |                 | (229) 584-2461       | <a href="mailto:student.account@thomasu.edu">student.account@thomasu.edu</a>     |
| MAT Coordinator             | Shannon L. Wood |                      | <a href="mailto:slwood@thomasu.edu">slwood@thomasu.edu</a>                       |
| MAT Intake Officer          | Rose Del Valle  |                      | <a href="mailto:rvalle@thomasu.edu">rvalle@thomasu.edu</a>                       |
| Student Success Advisor     | Nichole Wise    |                      | <a href="mailto:nwise@thomasu.edu">nwise@thomasu.edu</a>                         |