

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.



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 <http://graduateprogram.org/thomas-university/application-checklist> for faster processing.

1

Application (Pages 5 & 6)

Submit your application [online](#) or complete pages 4 & 5 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 or 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



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.

Complete your application steps online at: <http://graduateprogram.org/thomas-university/application-checklist>

3

Financial Aid & Payment Options (Pages 7 & 8)

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 6. 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 7.



4

Official Transcripts (Page 9)

All applicants must submit official/sealed transcripts from the 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 8.



5

Professional Reference Forms (Page 10)

The easiest and fastest way to request a reference 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 reference 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 11)

Please submit a personal statement of your career and educational objectives, including why you want to pursue a graduate degree. Your statement should meet a 500-word minimum but not exceed two pages. You may upload your statement directly to the Graduate Information Office online, or return by fax, e-mail, or mail as described below. If applicable, explain the circumstances surrounding any ethics reprimand on your certificate. **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

Teaching License

Thomas University requires a copy of your valid and current Teaching License in order to be admitted to the program. You may upload your teaching license directly to the Graduate Information Office **online**, or return by fax, e-mail, or mail as described below. If you are Georgia certified you do not have to do anything; Thomas University will retrieve your certificate from the PSC. If you are not Georgia certified, you will need to submit a copy of your teaching license.



Curriculum & Instruction, Teacher Leadership, Ed Leadership ONLY

8

Division of Education Mentor Assurance Forms (Pages 12-14)

Candidates for the Curriculum & Instruction, Teacher Leadership, or Educational Leadership programs are required to submit the Division of Education Mentor Assurance Form. View pages 11-13 to find the corresponding form for your program.



Educational Leadership ONLY**9****Georgia Ethics for Educational Leadership Assessment(Page 14)**

All candidates admitted (enrolled and taking classes) to any GaPSC-approved Educational Leadership program (non-tiered program or the new tiered model) on or after July 1, 2016, must pass the Georgia Ethics for Educational Leadership assessment prior to becoming enrolled.

For Tier II Certification ONLY**10****Endorsement for Application to Program (Page 15)**

Candidates for the Ed. S. in Educational Leaderships are required to submit the Division of Education EducationalLeadership- Tier II Certification-School System's Endorsement for Application to Program.

If you choose to submit paper forms, all documents should be e-mailed, faxed, or mailed to:



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



(800) 504-7618



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.

Complete your application steps online at: <https://www.graduateprogram.org/thomas-university/apply-now/counseling-application-checklist/>

1 Application (Pages 5 & 6)

Submit your application **online** or complete pages 4 & 5 and return by fax to **(800) 504-7618**.



2 Resume

Please submit your most up-to-date resume.
You may upload your resume directly to the Graduate Information Office or return by fax (800-504-7618), e-mail, or mail.



3 Personal Statement

Please complete a personal statement outlining your personal and professional goals. This should be no more than two pages. You may upload your statement directly to the Graduate Information Office or return by fax (800-504-7618), e-mail, or mail.



4 Three Letters of Recommendation

The easiest and fastest way to request a reference is to use our online system. This will allow us to e-mail reference forms directly to your recommenders on your behalf. Each applicant must submit three recommendation forms from professional or academic references.



5 Official Transcripts

All applicants must submit official/sealed transcripts from all institutions where a degree was awarded and all institutions where graduate coursework was completed, even if a degree was not awarded. An official transcript is required for every course for which transfer credit is being requested.



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

List the last five years of experience as a certified teacher and/or educational administrator:

| Start Year | End Year | School Name | District | City, State |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Have you ever received an ethics reprimand on your certificate ☐ No ☐ Yes: *If yes, please explain the circumstances surrounding the ethics reprimand in your personal statement*

Indicate in which of the following areas you are certified:

- ☐ Birth to 5 ☐ Early Childhood Education (P-5) ☐ Early Childhood Special Ed. General Curriculum (P-5)
☐ Secondary English ☐ Secondary Mathematics ☐ Other:
☐ Middle Grades Language Arts ☐ Middle Grades Mathematics

In which state are you certified If Georgia, provide Certification ID #

Paraprofessionals seeking initial certification or those with Induction Pathway 4 (IN4T) must submit the MAT application

COHORT INFORMATION (PROGRAM AND START DATE)

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

- Program:**
- | | |
|--|--|
| <input type="checkbox"/> M. Ed. in Educational Leadership (Tier I) Certification | <input type="checkbox"/> Ed. S. in Educational Leadership (Tier II) Certification |
| <input type="checkbox"/> Educational Leadership (Tier I) Certification Only | <input type="checkbox"/> Educational Leadership (Tier II) Certification Only |
| <input type="checkbox"/> M. Ed. in Curriculum and Instruction | <input type="checkbox"/> Ed.S. in Teacher Leadership |
| <input type="checkbox"/> M. Ed. in Elementary K-5 Math/Reading Endorsement | <input type="checkbox"/> M.Ed. in Curriculum and Instruction |
| <input type="checkbox"/> M.Ed. in Middle Grades Mathematics | <input type="checkbox"/> M.Ed. in Special Education General Curriculum |
| <input type="checkbox"/> M.Ed. in Middle Grades Language Arts | <input type="checkbox"/> Ed.S. in Special Education General Curriculum |
| <input type="checkbox"/> M.Ed. in Secondary Mathematics | <input type="checkbox"/> Online Teaching Endorsement Only <input type="checkbox"/> Dyslexia Endorsement Only |
| <input type="checkbox"/> M.Ed. in Secondary English | <input type="checkbox"/> Gifted In-Field Endorsement Only <input type="checkbox"/> K-5 Math Endorsement Only |
| <input type="checkbox"/> M.Ed. in Teacher Leadership | <input type="checkbox"/> ESOL Endorsement <input type="checkbox"/> Reading Endorsement |
| <input type="checkbox"/> Master of Science in Counseling | <input type="checkbox"/> Teacher Leadership Endorsement |

Special Ed Applicants Only: I am currently certified in Special Education (P-12). ☐ Yes ☐ No

Federal regulations require institutions to collect the following information from students enrolling in a program that leads to professional licensure/certification. (Counseling Only)

State you currently reside State you intend to be employed

☐ I affirm the information I've provided above is correct.

PLEASE CERTIFY

- ☐ I understand that I must have access to a classroom for field experiences
- ☐ I have been a professionally certified teacher for 1 year or longer (For Teacher Leadership applicants only)
- ☐ I have a minimum of one year of teaching and/or administrative experience. (For Educational Leadership M.Ed./Certification only)
- ☐ I have a minimum of three years of teaching and/or administrative experience and I am currently in a school leadership position (For Educational Leadership Ed.S. only)
- ☐ I fully understand that to graduate from this program, I must complete the required CACREAP residency requirements. (Counseling only)

ACADEMIC HISTORY

Have you previously attended Thomas University? ☐ Yes ☐ No

Semester/year of attendance Degree

Please list all schools you have attended where degrees were earned or graduate coursework was taken. (Provide official transcripts showing conferral of your highest degree completed Master's applicants must also provide transcripts where graduate coursework was taken)

| College / University | Location | Dates Attended | Degree Earned |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

EMERGENCY CONTACT INFORMATION

Name First Last Relationship

Address Street City State Zip Code

Phone Number () Email

TERMS, REGISTRATION STATEMENT, AND STATEMENT

I acknowledge that I am financially responsible for all charges in accordance with Thomas University's current tuition refund policy. 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 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

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 in 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**.

HOW TO APPLY FOR FINANCIAL AID

- 1 **Complete the Free Application for Federal Student Aid at 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/sign-in/landing>) 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 **IMPORTANT: Log in to your Student Portal. Review and either accept or decline your award and provide any additional paperwork needed to complete your file.** 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 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 (you will need your FSA ID from Step 1).

**Questions? Call the Financial Aid Office at (229) 584-2460
or email 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>**

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 **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 down payment due upon sign-up. Pay online by clicking “My Ledger” in Hawklink/the student portal

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

Questions? Contact Student Accounts at student.account@thomsu.edu, call 229-584-2461, or schedule a phone or Zoom appointment at <https://calendly.com/student-account>

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 with your employer information so it may be determined if a reimbursement can be accommodated.

All applicants must submit official/sealed transcripts from the institution where their highest degree was earned and all institutions where graduate coursework was completed, even if a degree was not awarded. An official transcript is required for every course for which transfer credit is being requested.

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, the Graduate Information Office will contact you, but if you have not received confirmation within 14 days, please contact us at **(229) 231-1860**.

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

TO THE APPLICANT

Please complete the top portion of this form and submit it to your chosen recommender. Each applicant must submit three recommendations from professional or academic references, one of which must come from an educational professional in a supervisory or leadership position. Please have this form returned to the Graduate Information Office by email to 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? | | | | | | |

Please explain any unusually high or low ratings you gave this applicant (Attach another sheet if necessary).

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**

Please submit a personal statement of your career and educational objectives, including why you want to pursue a graduate degree. Your statement should meet a 500-word minimum but not exceed two pages.

- a. Your interest in pursuing a graduate degree
- b. Your career objectives
- c. If your GPA is below 2.75: Explain any extenuating circumstances which may have adversely impacted your previous academic performance and indicate what has changed/is different now that confirms you are ready for grad school.
- d. (If applicable) Explain the circumstances surrounding any ethics reprimand on your certificate
- e. Your statement should not exceed two pages

To upload your statement using our online system, visit <http://graduateprogram.org/thomas-university/application-checklist> and click "Upload Statement" on Step 6.

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

If your GPA is below 2.75: Explain any extenuating circumstances which may have adversely impacted your previous academic performance and indicate what has changed/is different now that confirms you are ready for grad school.

(If applicable) Explain the circumstances surrounding any ethics reprimand on your certificate.

Teacher Leadership ONLY

Division of Education Mentor Assurance Form

The applicant should complete the top portion of this form and then provide it to his/her mentor for signature.

Candidate Name **GaPSC Certification ID #**

I understand that this candidate is applying to be a student in the Education Specialist or Master of Education Teacher Leadership program at Thomas University and will be required to participate in field experiences to complete requirements for Initial Certification in Teacher Leadership. To successfully complete those experiences, the candidate must have a signed agreement that documents the approval and support of the school administration in order to be admitted to the program.

ROLE OF THE MENTOR:

- Agrees to be part of a Candidate Support Team composed of the candidate and TU personnel, working together to provide needed and appropriate support in the field;
- Supports the efforts of TU program personnel and the activities of the candidate;
- Provides time for the candidate to fulfill the responsibilities of the field experiences;
- Supports the candidate with access to serve as a mentor to a first-, second-, or third-year teacher; to gather data within the school; and to work with stakeholder groups;
- Supports the implementation of an action research project that includes other school personnel;
- Supports and helps to arrange cross-grade level and other opportunities for observations;
- Supports the conducting of a professional learning project during which the teacher will provide professional learning for a group of teachers and assess that learning.

MENTOR REQUIREMENTS:

- The leadership certification at the L-5 level or higher; OR
- The teaching certificate at the T-4 level or higher and have: either the TSS certification, a degree in teacher leadership, be Nationally Board Certified, or have extensive experiences as a teacher leader; OR
- Have 5 years or more combined experience in a leadership position appropriate to support the candidate and at least 3 years teaching experience.

To be completed by the mentor who will support the candidate:

By signing this form, I accept the responsibility of serving as a mentor to the above-named candidate.

Mentor Name - Printed

Mentor Position - Title

Mentor GaPSC Cert ID #

School Name

School System

Mentor Signature **Date**

The applicant should complete the top portion of this form and then provide it to his/her mentor for signature.

Candidate Name **GaPSC Certification ID #**

I understand that this candidate is applying to be a student in the Master of Education Curriculum & Instruction (C&I) program at Thomas University (TU) and will be required to participate in field experiences to complete requirements for Initial Certification in C&I. To successfully complete those experiences, the candidate must have a signed agreement that documents the approval and support of the school administration in order to be admitted to the program.

ROLE OF THE MENTOR:

- Supports the efforts of TU program personnel and the activities of the candidate;
- Provides time for the candidate to fulfill the responsibilities of the field experiences;
- Supports the candidate with access to gather data within the school; and to work with stakeholder groups and colleagues;
- Supports the carrying out of an action research project.

MENTOR REQUIREMENTS:

- The leadership certification at the L-5 level or higher; OR
- The teaching certificate at the T-4 level or higher and have: either the TSS certification, have a degree in Curriculum & Instruction, be Nationally Board Certified, or have extensive experiences as a teacher leader; OR
- Have 5 years or more combined experience in a leadership position appropriate to support the candidate and at least 3 years teaching experience.

To be completed by the mentor who will support the candidate:

By signing this form, I accept the responsibility of serving as a mentor to the above-named candidate.

Mentor Name - Printed

Mentor Position - Title

Mentor GaPSC Cert ID #

School Name

School System

Mentor Signature **Date**

Educational Leadership ONLY

Division of Education Mentor Assurance Form

The applicant should complete the top portion of this form and then provide it to his/her mentor for signature.

Candidate Name **GaPSC Certification ID #**

The preparation of future school leaders can best be achieved when the University and School District work cooperatively and collaboratively in selecting and preparing future school leaders, assuring the effectiveness of the curriculum and instruction of the program, providing authentic and collaboratively supervised field-experiences, appropriate feedback and evaluation, while supporting the aspiring leader's growth and development into an effective school leader. To ensure the acquisition of the essential knowledge, skills, and dispositions, job-embedded field experiences are a critical component of every course in the TU leadership programs. Critical to the success of this program component is a mentor to supervise on-site experiences. A qualified mentor must hold leadership certification in Georgia.

ROLE OF THE MENTOR:

- Meet regularly with the candidate to provide support and feedback on job-embedded leadership experiences.
- Provide open, honest, and frequent communication with the candidate's university supervisor as a member of the Candidate Support Team.
- Assist the candidate in completing, at a minimum, observations of leaders in diverse settings and at all levels.
- Elicit the assistance of other school/district personnel, as needed, to assist the aspiring leader as he/she completes the required job-embedded leadership critical tasks.
- Recommend, design, and facilitate additional leadership opportunities for the candidate, as appropriate.
- Complete a self-paced online training to ensure clarity on the responsibilities of serving as a mentor.

To be completed by the mentor who will supervise on-site field experiences:

By signing this form, I accept the responsibility of serving as a mentor to the above named candidate.

Mentor Name - Printed

Mentor Position - Title

Mentor GaPSC Cert ID#

School Name

School System

School Zip Code

Mentor Signature **Date**

All candidates admitted (enrolled and taking classes) to any GaPSC-approved Educational Leadership program (non-tiered program or the new tiered model) on or after July 1, 2016, must pass the Georgia Ethics for Educational Leadership assessment prior to becoming enrolled.

Register for the Georgia Ethics for Educational Leadership Assessment here:

<https://www.gace.es.pearson.com/test/352>



Division of Education

Educational Leadership – Tier II Certification

School System's Endorsement for Application to Program

To be Completed by Candidate Applicant:

Candidate Name (Print)

Last

First

M.I.

Candidate's Cert ID#

Current Leadership Position

School System School Name

To be Completed by Referring School System:

The above candidate applicant has the district and school support to enter the Educational Leadership Tier II Certification Program at Thomas University. The school and system will participate in the program as outlined in the University/ School System Partnership Agreement for the Development of Educational Leaders.

Candidate Signature

Date

Principal or Central Office Supervisor (Print)

Signature of Principal or Central Office Supervisor & Date

Superintendent or Designee (Print)

Signature of Superintendent Or Designee & Date

Upload this form with your application, or send it by email to admissions@thomasu.edu or by mail to:

Admissions
Thomas University
1501 Millpond Road
Thomasville, GA 31792

Toll Free: 800-538-9784

Local: 229-227-6925

For:

The Master of Science in Counseling (MSC) degree with a specialization in School Counseling is designed for people who want to create career opportunities; to become school counselors and also expand their horizons into Clinical Mental Health counseling. Thomas University recognizes the need for Professional School Counselors and has created a program to fit an adult's schedule.

What you learn:

The Professional School Counseling track prepares students to work with PreK-12 school-aged children by helping them reach their academic, social, personal and career goals. School counselors advocate for students' well-being by addressing issues such as bullying, depression, learning disabilities, poor academic performance and parental issues by developing a positive and realistic path to overall wellness. School counselors develop strategies with teachers, administrators and parents to help students succeed based on student need.

How you learn:

Fully online courses are taught by doctoral level professors with years of experience and credentials in the field. Each core curriculum class maintains a cap of 1:12 faculty-to-student ratio. We are a diverse faculty and serve a diverse student population. This is a 60 credit hour program with two in-person residencies. 75% of the courses are asynchronous. Classes are offered year around: Fall, Spring and Summer semesters. Of the 25% of courses that are synchronous, they are specifically tailored to meet the needs of the students. The group counseling course, for example meets in the evening one night per week for 10 weeks. There are usually several sections of the course being offered per semester so students can enroll in the section that offers classes at times they are free to attend. ***Field Work Requirements** - Three of the synchronous courses are fieldwork courses. Practicum has 100 fieldwork hours. Internship I has 300 fieldwork hours. Internship II has 300 fieldwork hours. All fieldwork for school counselors occurs in the school system with opportunities spread across each level of K-12 school and occurs Fall and Spring semesters. We provide students with a variety of professional experiences through these 700 experiential fieldwork hours, which are completed closer to the end of the student's degree progression. Fieldwork courses require a weekly 90-minute synchronous meeting via Teams as part of the CACREP required standards for the courses. These Teams meetings are typically scheduled in the evenings to meet student schedules. Georgia school counselors and those students opting to gain the Georgia professional standards commission (PSC) school counseling certification must take and pass the GACE test to graduate with the state certification.

Career Outcomes:

Upon completion of the 60-credit hour program, all students, regardless of specialty area, are eligible to apply for licensure as professional counselors in their state. The MSC program offers all courses necessary for professional counselor licensure in every state. The Professional School Counseling track leads to certification as a school counselor, as well as licensure as a professional counselor (LPC/LMHC). ***Examples of Career Options:** School counselors; mental health counselors in private and public agencies; work at non-profit agencies; work at marriage and family agencies; work as substance abuse counselors (with one or two more courses); run their own private practice.

Degree Requirements:

| | | |
|-------------|--|----|
| COU 602 | Foundations and Techniques of Counseling | 3 |
| COU 657 | Substance Abuse Counseling Methods | 3 |
| COU 656 | Crisis and Trauma Counseling | 3 |
| COU 627 | Theories & Techniques of Counseling | 3 |
| COU 628 | Theories and Techniques of Group Counseling | 3 |
| COU 634 | Assessment and Testing | 3 |
| COU 670 | Psychopathology and Diagnosis | 3 |
| COU 606 | Ethics and Professional Orientation | 3 |
| COU 646 | Foundations of Career Development and Job Placement Services | 3 |
| COU 612 | Human Growth & Development | 3 |
| COU 673 | Research and Program Evaluation | 3 |
| COU 680 | Counseling Practicum (100 hours) | 3 |
| COU 681 | Counseling Internship I (300 hours) | 3 |
| COU 682 | Counseling Internship II (300 hours) | 3 |
| COU 698 | Counseling Capstone | 3 |
| Total Hours | | 45 |

Professional School Counseling Specialization (5 classes)

PSC 600, PSC 625, PSC 624, PSC 611. Take one of the following: COU 671, COU 613, COU 664, AAC 678

Total Hours: 15

For:

Georgia Certified teachers seeking certification in Master of Education in Special Education General Curriculum (M.Ed.-SPED).

How you learn:

This program is available in synchronous online format.

Synchronous Online Option: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Admission to graduate programs at Thomas University is determined by reviewing a combination of factors including the candidate's GPA, references, work experience and statement of purpose. Additional documents and/or interview may be requested as part of the admission process. The GPA will be considered in context of the cumulative GPA for that bachelor's degree, work experience, relevant credentials, other undergraduate and graduate course work, the strength of the student's personal and professional goal statements, reference letters, and academic history. Applicants may be required to take a three (3) credit hour writing course and/or additional requirements as deemed appropriate by the Division. Applicants with a cumulative GPA lower than 2.75 may be considered for admission by the prospective graduate division. Consult with your admission representative.

Career Outcomes:

Candidates who successfully complete this program and other requirements of the state certification agency (PSC) may be eligible for Georgia Level 5 certification. Teachers with certification in this area are infield to teach students in grades P-12 with disabilities who receive instruction using the general education curriculum and participate in the general statewide assessment, as well as students in special education preschool (ages 3-5 years).

Degree Requirements:

| | | |
|-------------|---|------|
| EDU 600 | Introduction to Graduate Programs | 3 |
| EDU 603 | Best Practices in Teaching and Learning | 3 |
| EDU 610 | Educational Research Methods | 3 |
| EDU 612 | Teacher as a Researcher | 3 |
| EDU 613 | Curriculum Design and Development for Student Achievement | 3 |
| EDU 620 | Applying Technologies for Effective Instruction | 3 |
| EDU 624 | Collaborative Classrooms through Social Emotional Learning | 3 |
| EDU 625 | Diversity & Exceptionality in the 21st Century Classroom | 3 |
| EDU 648 | Policies and Procedures in Special Education | 3 |
| EDU 649 | Advanced Curriculum Development, Instruction, and Assessment in Special Education | 3 |
| EDU 650 | Seminar in Special Education: Current Trends and Issues | 3 |
| EDU 699 | Advanced Program Completion | .5 |
| Total Hours | | 33.5 |

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Candidates admitted to the Ed. S. degree in Special Education General Curriculum must hold a Master's degree and possess a Georgia professional T-5 or higher certificate (or comparable professional certificate from another state) and have at least 1 year certified teaching experience.

The goal of the EdS in Special Education is to prepare educators in the field of special education who serve as educational agency (i.e., school-building, school district, RESA, state department) leaders of special education programs, and who provide instruction or instructional support to all students in grades P-12, including those with disabilities whose individual education plan indicates instruction using the general statewide assessments.

How you learn:

This program is available in synchronous online format.

Synchronous Online Option: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Admission to graduate programs at Thomas University is determined by reviewing a combination of factors including the candidate's GPA, references, work experience and statement of purpose. Additional documents and/or interview may be requested as part of the admission process. The GPA will be considered in context of the cumulative GPA for that bachelor's degree, work experience, relevant credentials, other undergraduate and graduate course work, the strength of the student's personal and professional goal statements, reference letters, and academic history. Applicants may be required to take a three (3) credit hour writing course and/or additional requirements as deemed appropriate by the Division. Applicants with a cumulative GPA lower than 2.75 may be considered for admission by the prospective graduate division. Consult with your admission representative.

Career Outcomes:

The goal of the EdS in Special Education is to prepare educators in the field of special education who serve as educational agency (i.e., school-building, school district, RESA, state department) leaders of special education programs, and who provide instruction or instructional support to all students in grades P-12, including those with disabilities whose individual education plan indicates instruction using the general statewide assessments.

Candidates who successfully complete this program and other requirements of the state certification agency (PSC) may be eligible for Georgia Level 6 certification. Teachers with certification in this area are infield to teach students in grades P-12 with disabilities who receive instruction using the general education curriculum and participate in the general statewide assessment, as well as students in special education preschool (ages 3-5 years).

Degree Requirements:

| | | |
|--------------------|--|-------------|
| EDU 600 | Introduction to Graduate Programs | 3 |
| EDU 604 | Observation and Analysis | 3 |
| EDU 611 | Leading the Professional Learning Community | 3 |
| EDU 615 | Educational Law | 3 |
| EDU 617 | Using Data to Improve Schools | 3 |
| EDU 618 | Building Collaborative Teams | 3 |
| EDU 619 | Action Research for Teacher Leaders | 3 |
| EDU 638 | Improving Colleagues Communication w/ Families and Community | 3 |
| EDU 651 | Education Policies in Special Education | 3 |
| EDU 652 | Advocacy and Leadership in SPED | 3 |
| EDU 653 | Critical Analysis of Special Education Literature | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 33.5 |

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

The program is highly professionally oriented, and candidates for the program are expected to currently be employed in an administrative role in an organization providing professional educational services (e.g., school, district office, regional educational service agency, department of education). All courses require job-embedded field experiences to provide a synthesis of the practical and theoretical knowledge necessary for today's educational leader. At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead schools to higher levels of achievement for all students.

What you learn:

The Ed. S. in Educational Leadership prepares candidates with the content knowledge, skills, and dispositions necessary to effectively lead schools, districts, and educational agencies. Applicants accepted into the program and completing all degree requirements, will be eligible for a Georgia Professional Standards Commission (GaPSC) Tier II Leadership Certification. The Ed. S. in Educational Leadership (Tier II) Program and successful passage of the PASL will certify the educator to serve as a principal or in a district position that supervises principals.

How you learn:

The EdS in Educational Leadership (Tier II) is a 28 hour program that can be completed in 5 semesters. Each course is 8 weeks in length and meets online synchronously every-other-week. Candidates take one class at a time.

Career Outcomes:

The Ed. S. in Educational Leadership (Tier II) certifies the educator to serve as a principal or in a district position that supervises principals.

Degree Requirements:

| | | |
|-------------|---|----|
| EDU 601 | Orientation to Advanced Programs in Education | .5 |
| EDU 676 | Culturally Responsive Leadership | 3 |
| EDU 677 | Facilitating Professional Learning Development in a Collaborative Culture | 3 |
| EDU 678 | Leadership Development | 3 |
| EDU 679 | Utilizing Data to Lead School Improvement | 3 |
| EDU 682 | Leading from a Culture of Care | 3 |
| EDU 683 | Ethical and Legal Resource Management | 3 |
| EDU 684 | Leading Curriculum and Instruction for Educational Change | 3 |
| EDU 685 | Advanced Educational Research for School Leaders | 3 |
| EDU 686 | Organizational Management | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 28 |

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

Applicants with a GPA lower than 2.75 may be considered for provisional admission by the prospective Graduate Council. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division and/or Graduate Council. NOTE: An interview may be required. If so, the candidate will be contacted by the program to set up the interview.

For:

The program is highly professionally oriented, and candidates for the program are expected to currently be employed in an administrative or leadership role in an organization providing professional educational services (e.g., school, district office, regional educational service agency, department of education). All courses require job-embedded field experiences to provide a synthesis of the practical and theoretical knowledge necessary for today's educational leader. At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead schools to higher levels of achievement for all students.

What you learn:

The Educational Leadership Tier II Certification Only program prepares candidates with the content knowledge, skills, and dispositions necessary to effectively lead schools, districts, and educational agencies. Applicants accepted into the program and completing all degree requirements, will be eligible for a Georgia Professional Standards Commission (GaPSC) Tier II Leadership Certification. The Educational Leadership Tier II Certification Only Program and successful passage of the Educational Leadership - Tier II Assessment will certify the educator to serve as a principal or in a district position that supervises principals.

How you learn:

The Educational Leadership Tier II Certification Only program is a 19 hour program that can be completed in 1 year. Each course is 8 weeks in length and meets online synchronously every-other-week. Candidates take one class at a time.

Career Outcomes:

Educational Leadership Tier II Certification certifies the educator to serve as a principal or in a district position that supervises principals.

Degree Requirements:

| Semester 1 | | |
|-------------|--|----|
| EDU 601 | Orientation to Advanced Program | .5 |
| EDU 678 | Leadership Development | 3 |
| EDU 682 | Leading from A Culture of Care | 3 |
| Semester 2 | | |
| EDU 686 | Organizational Management | 3 |
| EDU 684 | Leading Curriculum and Instruction for Educational Change | 3 |
| Semester 3 | | |
| EDU 676 | Culturally Responsive Leadership | 3 |
| EDU 677 | Facilitating Professional Development in a Collaborative Culture | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 19 |

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

Applicants with a GPA lower than 2.75 may be considered for provisional admission by the prospective Graduate Council. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division and/or Graduate Council. NOTE: An interview may be required. If so, the candidate will be contacted by the program to set up the interview.

For:

The program is highly professionally oriented, and candidates for the program are expected to currently be employed in a professional role in an organization providing professional educational services (e.g., school, district office, regional educational service agency, department of education). All courses require job-embedded field experiences to provide a synthesis of the practical and theoretical knowledge necessary for today's educational leader. At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead schools to higher levels of achievement for all students.

What you learn:

The M.Ed. in Educational Leadership prepares candidates with the content knowledge, skills, and dispositions necessary to effectively lead schools, districts, and educational agencies. Applicants accepted into the program and completing all degree requirements, will be eligible for a Georgia Professional Standards Commission (GaPSC) Tier I Leadership Certification. The M.Ed. in Educational Leadership (Tier I) Program and successful passage of the PASL will certify the educator to serve as an assistant principal or coordinator at the district level who does not supervise principals.

How you learn:

The MEd in Educational Leadership (Tier I) is a 33.5 credit hour program that can be completed in 5 semesters. Each course is 8 weeks in length and meets online synchronously every-other-week. Candidates take one class at a time.

Career Outcomes:

The MEd in Educational Leadership (Tier I) certifies the educator to serve as an assistant principal or coordinator at the district level who does not supervise principals.

Degree Requirements:

| | | |
|-------------|---|------|
| EDU 600 | Introduction to Graduate Programs | 3 |
| EDU 604 | Observation and Analysis | 3 |
| EDU 611 | Leading a Professional Learning Community | 3 |
| EDU 618 | Building Collaborative Teams | 3 |
| EDU 615 | Educational Law | 3 |
| EDU 617 | Using Data to Improve Schools | 3 |
| EDU 619 | Action research for School Leader | 3 |
| EDU 671 | Leading with a Social, Emotional, and Cultural Lens | 3 |
| EDU 672 | Human and Fiscal Resources | 3 |
| EDU 673 | Collaborating and Communicating with Stakeholders | 3 |
| EDU 674 | Instructional Leadership for School Improvement | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 33.5 |

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

Applicants with a GPA lower than 2.75 may be considered for provisional admission by the prospective Graduate Council. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division and/or Graduate Council. NOTE: An interview may be required. If so, the candidate will be contacted by the program to set up the interview.

For:

The program is highly professionally oriented, and candidates for the program are expected to currently be employed in a professional role in an organization providing professional educational services (e.g., school, district office, regional educational service agency, department of education). All courses require job-embedded field experiences to provide a synthesis of the practical and theoretical knowledge necessary for today's educational leader. At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead schools to higher levels of achievement for all students.

Graduates of the Thomas University Teacher Leadership program matriculate seamlessly into the Certification-Only program. All other applicants should submit transcripts for review by the Educational Leadership faculty to develop an individualized program of study for Tier I certification.

What you learn:

The Certificate in Educational Leadership provides candidates who already hold a master's degree or higher in education with the content knowledge and credentials necessary to effectively lead schools, districts, and educational agencies. Applicants accepted into the program and completing all degree requirements, will be eligible for a Georgia Professional Standards Commission (GaPSC) Tier I Leadership Certification. Tier I Educational Leadership Program and successful passage of the PASL will certify the educator to serve as an assistant principal or coordinator at the district level who does not supervise principals.

How you learn:

The Certificate in Educational Leadership Tier I Certification-Only is an eighteen (18) hour program that can be completed in one year (classes available every fall/spring). Each course is 8 weeks in length and meets online synchronously every-other week. Candidates take one class at a time.

Career Outcomes:

At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead schools to higher levels of achievement for all students.

Degree Requirements:

| | | |
|----------------------------|---|-----------|
| EDU 601 | Orientation to Advanced Programs in Education | .5 |
| EDU 671 | Leading with a Social, Emotional, and Cultural Lens | 3 |
| EDU 672 | Human and Fiscal Resources | 3 |
| EDU 673 | Collaborating and Communicating with Stakeholders | 3 |
| EDU 674 | Instructional Leadership for School Improvement | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| ELECTIVES (6 hours) | | |
| EDU 611 | Leading a Professional Learning Community | 3 |
| EDU 615 | Educational Law | 3 |
| EDU 617 | Using Data to Improve Schools | 3 |
| Total Hours | | 19 |

Note: Graduates of the Thomas University Teacher Leadership program matriculate seamlessly into the Certification-Only program. All other applicants should submit transcripts for review by the Educational Leadership faculty to develop an individualized program of study for Tier I certification. Applicants with a GPA lower than 2.75 may be considered for provisional admission by the prospective Graduate Council. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division and/or Graduate Council.

For:

Middle Grades Math certified teachers with a desire to become more effective in the classroom. Teachers who hold a professional certificate in another content area but have an interest in an advanced degree in Middle Grades Mathematics will not be eligible for a certificate upgrade until passing the GACE. Additionally, they will be required to sign the Out of Field Certification form.

What you learn:

Thomas University's graduate programs for certified teachers are designed to enhance the role of the teacher as a leader in the school community. The program's professional practices include candidate proficiencies related to expected knowledge, skills, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences will be designed to address the following advanced outcomes:

- Advanced Professional and Pedagogical Knowledge: The candidate uses research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- Research and Inquiry Skills: The candidate designs and implements research and assessment practices to improve teaching and learning for all learners.
- Professional and Ethical Practice: The candidate possesses and practices a core set of professional and ethical dispositions, serves as a teacher leader and mentor, and models practices that embrace the importance of life-long learning.

How you learn:

The courses in this program are eight weeks in length. Each course meets online from 5:45 – 8:45 p.m. every-other-week using Zoom. These synchronous face-to-face meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Students must 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. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program, students will have earned a Master of Education degree in Middle Grades Education with a concentration in Mathematics and a level T-5 teaching certificate upgrade.

Degree Requirements:

| Advanced Professional Knowledge (15 hours) | | |
|---|--|------|
| EDU 620 | Applying Technologies for Effective Instruction | 3 |
| EDU 622 | Current Issues and Trends in Education | 3 |
| EDU 623 | Educational Assessment and Decision Making | 3 |
| EDU 624 | Collaborative Classrooms Through Social Emotional Learning | 3 |
| EDU 625 | Diversity and Exceptionality in the 21st Century Classroom | 3 |
| Mathematics Specialization (9 hours) | | |
| MTH 670 | Set Theory | 3 |
| MTH 675 | Developing Geometric Concepts | 3 |
| MTH 685 | Concepts & Applications of Probability and Statistics | 3 |
| Research and Inquiry Skills (6 hours) | | |
| EDU 610 | Educational Research Methods | 3 |
| EDU 612 | Teacher as Researcher | 3 |
| Professional and Ethical Practice (3 hours) | | |
| EDU 600 | Intro to Graduate Programs | 3 |
| | Advanced Graduate Professional Dispositions | 0 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 33.5 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Secondary Mathematics certified teachers with a desire to become more effective in the classroom. Teachers who hold a professional certificate in another content area but have an interest in an advanced degree in Secondary Mathematics will not be eligible for a certificate upgrade until passing the GACE. Additionally, they will be required to sign the Out of Field Certification form.

What you learn:

Thomas University's graduate programs for certified teachers are designed to enhance the role of the teacher as a leader in the school community. The program's professional practices include candidate proficiencies related to expected knowledge, skills, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences will be designed to address the following advanced outcomes:

- Advanced Professional and Pedagogical Knowledge: The candidate uses research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- Research and Inquiry Skills: The candidate designs and implements research and assessment practices to improve teaching and learning for all learners.
- Professional and Ethical Practice: The candidate possesses and practices a core set of professional and ethical dispositions, serves as a teacher leader and mentor, and models practices that embrace the importance of life-long learning.

How you learn:

The courses in this program are eight weeks in length. Each course meets online from 5:45 – 8:45 p.m. every-other-week using Zoom. These synchronous face-to-face meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Students must 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. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program, students will have earned a Master of Education degree in Secondary Education with a concentration in Mathematics and a level T-5 teaching certificate upgrade.

Degree Requirements:

| Advanced Professional Knowledge (15 hours) | | |
|---|--|------|
| EDU 620 | Applying Technologies for Effective Instruction | 3 |
| EDU 622 | Current Issues and Trends in Education | 3 |
| EDU 623 | Educational Assessment and Decision Making | 3 |
| EDU 624 | Collaborative Classrooms Through Social Emotional Learning | 3 |
| EDU 625 | Diversity and Exceptionality in the 21st Century Classroom | 3 |
| Research and Inquiry Skills (6 hours) | | |
| EDU 610 | Educational Research Methods | 3 |
| EDU 612 | Teacher as Researcher | 3 |
| Professional and Ethical Practice (3 hours) | | |
| RSC 600 | Intro to Graduate Programs | 3 |
| | Advanced Graduate Professional Dispositions | 0 |
| Mathematics Specialization (9 hours) | | |
| MTH 670 | Set Theory | 3 |
| MTH 674 | Developing Algebraic Concepts | 3 |
| MTH 675 | Developing Geometric Concepts | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 33.5 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Middle Grades Language Arts certified teachers with a desire to become leaders and mentors who are critical thinkers and reflective decision-makers in their schools. Teachers who hold a professional certificate in another content area but have an interest in an advanced degree in Middle Grades Language Arts will not be eligible for a certificate upgrade until passing the GACE. Additionally, they will be required to sign the Out of Field Certification form.

What you learn:

Thomas University's graduate programs for certified teachers are designed to enhance the role of the teacher as a leader in the school community. The program's professional practices include candidate proficiencies related to expected knowledge, skills, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences will be designed to address the following advanced outcomes:

- **Advanced Professional and Pedagogical Knowledge:** The candidate uses research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- **Research and Inquiry Skills :** The candidate designs and implements research and assessment practices to improve teaching and learning for all learners.
- **Professional and Ethical Practice:** The candidate possesses and practices a core set of professional and ethical dispositions, serves as a teacher leader and mentor, and models practices that embrace the importance of life-long learning.

How you learn:

The courses in this program are eight weeks in length. Each course meets online from 5:45 – 8:45 p.m. every-other-week using Zoom. These synchronous face-to-face meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Students must 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. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program students will have earned a Master of Education degree in Middle Grades Language Arts and will be eligible for a certificate upgrade in the state of Georgia.

Degree Requirements:

| Advanced Professional Knowledge (12 Hours) | | |
|--|--|-------------|
| EDU 620 | Applying Technologies for Effective Instruction | 3 |
| EDU 622 | Current Issues and Trends in Education | 3 |
| EDU 623 | Educational Assessment and Decision Making | 3 |
| EDU 624 | Collaborative Classrooms Through Social Emotional Learning | 3 |
| M.Ed. Middle Grades Language Arts (12 Hours) | | |
| RDE 651 | Foundations of Literacy and Assessment | 3 |
| RDE 653 | Comprehension, Curricular & Programmatic Strategies for Improving Literacy Across the Curriculum | 3 |
| RDE 654 | Enhancing Literacy with Literature | 3 |
| RDE 656 | Patterns of Practice in the English Language Arts | 3 |
| Research and Inquiry Skills (6 Hours) | | |
| EDU 610 | Educational Research | 3 |
| EDU 612 | Teacher as Researcher | 3 |
| Professional and Ethical Practice (3 Hours) | | |
| EDU 600 | Intro to Graduate Programs | 3 |
| | Advanced Graduate Professional Dispositions | 0 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 33.5 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Secondary English certified teachers with a desire to become leaders and mentors who are critical thinkers and reflective decision-makers in their schools. Teachers who hold a professional certificate in another content area but have an interest in an advanced degree in Secondary English will not be eligible for a certificate upgrade until passing the GACE. Additionally, they will be required to sign the Out of Field Certification form.

What you learn:

Thomas University's graduate programs for certified teachers are designed to enhance the role of the teacher as a leader in the school community. The program's professional practices include candidate proficiencies related to expected knowledge, skills, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences will be designed to address the following advanced outcomes:

- **Advanced Professional and Pedagogical Knowledge:** The candidate uses research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- **Research and Inquiry Skills :** The candidate designs and implements research and assessment practices to improve teaching and learning for all learners.
- **Professional and Ethical Practice:** The candidate possesses and practices a core set of professional and ethical dispositions, serves as a teacher leader and mentor, and models practices that embrace the importance of life-long learning.

How you learn:

The courses in this program are eight weeks in length. Each course meets online from 5:45 – 8:45 p.m. every-other-week using Zoom. These synchronous face-to-face meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Students must 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. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program students will have earned a Master of Education degree in Secondary Education English and will be eligible for a certificate upgrade in the state of Georgia.

Degree Requirements:

| Advanced Professional Knowledge (15 Hours) | | |
|---|--|-------------|
| EDU 620 | Applying Technologies for Effective Instruction | 3 |
| EDU 622 | Current Issues and Trends in Education | 3 |
| EDU 623 | Educational Assessment and Decision Making | 3 |
| EDU 624 | Collaborative Classrooms Through Social Emotional Learning | 3 |
| EDU 625 | Diversity and Exceptionality in the 21st Century Classroom | 3 |
| M.Ed. Secondary English (9 Hours) | | |
| ENG 603 | Rhetorical Theory and the Craft of Argument | 3 |
| ENG 604 | Poetry (Genre Study) | 3 |
| ENG 613 | Race, Gender & Culture in Modern British Literature | 3 |
| Research and Inquiry Skills (6 Hours) | | |
| EDU 610 | Educational Research | 3 |
| EDU 612 | Teacher as Researcher | 3 |
| Professional and Ethical Practice (3 Hours) | | |
| EDU 600 | Intro to Graduate Programs | 3 |
| | Advanced Graduate Professional Dispositions | 0 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 33.5 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Early Childhood teachers professionally certified in Elementary Education, Birth thru K, or Special Education K-5 General Curriculum with a desire to become more effective in the classroom.

What you learn:

Thomas University's graduate programs for certified teachers are designed to enhance the role of the teacher as a leader in the school community. The program's professional practices include candidate proficiencies related to expected knowledge, skills, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences will be designed to address the following advanced outcomes:

- **Advanced Professional and Pedagogical Knowledge:** The candidate uses research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- **Research and Inquiry Skills:** The candidate designs and implements research and assessment practices to improve teaching and learning for all learners.
- **Professional and Ethical Practice:** The candidate possesses and practices a core set of professional and ethical dispositions, serves as a teacher leader and mentor, and models practices that embrace the importance of life-long learning.

How you learn:

The courses in this program are eight weeks in length. Each course meets online from 5:45 – 8:45 p.m. every-other-week using Zoom. These synchronous face-to-face meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Students must 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. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program students will have earned a Master of Education degree in Elementary Education with a Reading or K-5 Math Endorsement and will be eligible for a certificate upgrade in the state of Georgia.

Degree Requirements:

| Advanced Professional Knowledge (12 Hours) | | |
|--|--|---|
| EDU 620 | Applying Technologies for Effective Instruction | 3 |
| EDU 622 | Current Issues and Trends in Education | 3 |
| EDU 623 | Educational Assessment and Decision Making | 3 |
| EDU 624 | Collaborative Classrooms Through Social Emotional Learning | 3 |

| K-5 Math Endorsement (12 Hours) | | |
|---------------------------------|---|---|
| MTH 670 | Set Theory | 3 |
| MTH 674 | Developing Algebraic Concepts | 3 |
| MTH 675 | Developing Geometric Concepts | 3 |
| MTH 685 | Concepts & Applications of Probability and Statistics | 3 |

| Reading Endorsement (12 Hours) | | |
|--------------------------------|--|---|
| RDE 651 | Foundations of Literacy and Assessment | 3 |
| RDE 653 | Comprehension, Curricular, and Programmatic Strategies for Improving Literacy Across the Content Areas | 3 |
| RDE 654 | Enhancing Literacy with Literature | 3 |
| RDE 656 | Patterns of Practice in the English Language Arts | 3 |

| Research and Inquiry Skills (6 Hours) | | |
|---------------------------------------|-----------------------|---|
| EDU 610 | Educational Research | 3 |
| EDU 612 | Teacher as Researcher | 3 |

| Professional and Ethical Practice (3 Hours) | | |
|---|---|-------------|
| EDU 600 | Intro to Graduate Programs | 3 |
| | Advanced Graduate Professional Dispositions | 0 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 33.5 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Certified teachers with a desire to obtain a non-administrative leadership role in their school while they continue to teach in the classroom. Candidates admitted to the M. Ed. in Teacher Leadership must hold a Georgia professional T-4 certificate and have at least 1 year of certified teaching experience.

The purpose of this program is to prepare classroom teachers to develop as leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning in their schools and districts. Participants in this program will also possess the understandings that enable them to use fundamental research methods to address educational problems and assume leadership roles beyond the classroom.

How you learn:

This program is offered in two different formats: blended and synchronous online. You will select the option that you prefer.

Synchronous Online Option: All programs are offered in this format. For five nights out of each 8-week course, a synchronous online class session will be held from 5:45 to 8:45 p.m., during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

Career Outcomes:

Upon completion of this program, students will have earned a Master of Education degree in Teacher Leadership. Recommendation for a Service (S) certificate P-12 requires a passing score on the Teacher Leadership GACE. Once the GACE is passed, students will receive a level T-5 certificate upgrade.

Degree Requirements:

| Advanced Professional Knowledge (9 hours) | | |
|--|---|------|
| EDU 604 | Observation and Analysis | 3 |
| EDU 615 | Education Law | 3 |
| EDU 620 | Applying Technologies for Effective Instruction | 3 |
| Research and Inquiry Skills (6 hours) | | |
| EDU 619 | Action Research for the Teacher Leader | 3 |
| EDU 617 | Using Data to Improve Schools | 3 |
| Professional and Ethical Practice (18 hours) | | |
| EDU 600 | Intro to Graduate Programs | 3 |
| EDU 602 | Teacher as Leader and Mentor | 3 |
| EDU 611 | Leading the Professional Learning Community | 3 |
| EDU 618 | Building Collaborative Teams | 3 |
| EDU 602 | Teacher Leadership Residency I | 3 |
| EDU 675 | Teacher Leadership Residency II | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 33.5 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above. Candidates must also meet the following requirements:

- The name of a school-based mentor to serve on the Candidate Support Team throughout the program

For:

Certified teachers with a desire to obtain a non-administrative leadership role in their school while they continue to teach in the classroom. Candidates admitted to the Ed. S. degree in Teacher Leadership must hold a Master's degree and possess a Georgia professional T-4 or higher certificate (or comparable professional certificate from another state) and have at least 1 year certified teaching experience.

The purpose of this program is to prepare classroom teachers to develop as leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning in their schools and districts. Participants in this program will also possess the understandings that enable them to use fundamental research methods to address educational problems and assume leadership roles beyond the classroom.

How you learn:

This program is offered in two different formats: blended and synchronous online. You will select the option that you prefer.

Blended Option: This is offered to districts/areas with 10 or more students in a cohort.* These students will meet face to face at a brick and mortar location or synchronously online for five nights out of each 8-week course, from 5:45 to 8:45 p.m.. These class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

Synchronous Online Option: All programs are offered in this format. For five nights out of each 8-week course, a synchronous online class session will be held from 5:45 to 8:45 p.m., during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Those who choose the blended format in an area that does not meet the minimum of 10 students will be switched to fully synchronous online in lieu of cancelling the cohort.

Career Outcomes:

Upon completion of this program, students will have earned Education Specialist degree in Teacher Leadership. Recommendation for a Service (S) certificate P-12 requires a passing score on the Teacher Leadership GACE. Once the GACE is passed, students will receive a level T-6 certificate upgrade.

Degree Requirements:

| Advanced Professional Knowledge (3 hours) | | |
|--|---|------|
| EDU 604 | Observation and Analysis | 3 |
| Research and Inquiry Skills (6 hours) | | |
| EDU 619 | Action Research for the Teacher Leader | 3 |
| EDU 617 | Using Data to Improve Schools | 3 |
| Professional and Ethical Practice (24 hours) | | |
| EDU 600 | Intro to Graduate Programs | 3 |
| EDU 602 | Teacher as Leader and Mentor | 3 |
| EDU 611 | Leading the Professional Learning Community | 3 |
| EDU 615 | Educational Law | 3 |
| EDU 616 | Educational Reform | 3 |
| EDU 618 | Building Collaborative Teams | 3 |
| EDU 602 | Teacher Leadership Residency I | 3 |
| EDU 675 | Teacher Leadership Residency II | 3 |
| | Advanced Graduate Professional Dispositions | 0 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 33.5 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above. Candidates must also meet the following requirements:

- The name of a school-based mentor to serve on the Candidate Support Team throughout the program

For:

Certified teachers with a desire to develop a deeper and broader knowledge of curriculum, pedagogy, and assessment. Candidates admitted to the M.Ed. degree in Curriculum & Instruction must possess a Georgia professional T-4 certificate.

How you learn:

This program is offered in two different formats: blended and synchronous online. You will select the option that you prefer.

Blended Option: This is offered to districts/areas with 10 or more students in a cohort.* These students will meet face to face at a brick and mortar location or synchronously online for five nights out of each 8-week course, from 5:45 to 8:45 p.m.. These class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

Synchronous Online Option: All programs are offered in this format. For five nights out of each 8-week course, a synchronous online class session will be held from 5:45 to 8:45 p.m., during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Those who choose the blended format in an area that does not meet the minimum of 10 students will be switched to fully synchronous online in lieu of cancelling the cohort.

Career Outcomes:

Upon completion of this program students will have earned a Master of Education degree in Curriculum & Instruction. Recommendation for a Service (S) certificate P-12 requires a passing score on the Curriculum and Instruction GACE.

Degree Requirements:

| Advanced Professional Knowledge (21 hours) | | |
|---|--|------|
| EDU 603 | Best Practices in Teaching and Learning | 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 613 | Curriculum Design and Development for Student Achievement | 3 |
| EDU 625 | Diversity and Exceptionality in the 21st Century Classroom | 3 |
| EDU 622 | Current Issues & Trends in Education | 3 |
| Research and Inquiry Skills (6 hours) | | |
| EDU 610 | Educational Research | 3 |
| EDU 612 | Teacher as Researcher | 3 |
| Professional and Ethical Practice (6 hours) | | |
| EDU 600 | Intro to Graduate Programs | 3 |
| | Advanced Graduate Professional Dispositions | 0 |
| EDU 629 | Curriculum & Instruction Capstone | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 33.5 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Certified teachers with a desire to obtain a non-administrative leadership role in their school while they continue to teach in the classroom. Candidates admitted to the Teacher Leadership Endorsement Only must hold a Bachelor degree and possess a Georgia professional T-4 or higher certificate (or comparable professional certificate from another state) and have at least 1 year certified teaching experience.

The purpose of this program is to prepare classroom teachers to develop as leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning in their schools and districts. Participants in this program will also possess the understandings that enable them to use fundamental research methods to address educational problems and assume leadership roles beyond the classroom.

*Students must 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. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

How you learn:

This program is offered in two different formats: blended and synchronous online. You will select the option that you prefer.

Blended Option: This is offered to districts/areas with 10 or more students in a cohort.* These students will meet face to face at a brick and mortar location or synchronously online for five nights out of each 8-week course, from 5:45 to 8:45 p.m.. These class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

Synchronous Online Option: All programs are offered in this format. For five nights out of each 8-week course, a synchronous online class session will be held from 5:45 to 8:45 p.m., during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Those who choose the blended format in an area that does not meet the minimum of 10 students will be switched to fully synchronous online in lieu of cancelling the cohort.

Career Outcomes:

Upon completion of this program students will have earned an endorsement in Teacher Leadership.

Endorsement Requirements:

| Course Number | Course Title | Hours |
|--------------------|---|-----------|
| EDU 601 | Orientation to Advanced Programs | .5 |
| EDU 604 | Observation and Analysis | 3 |
| EDU 611 | Leading the Professional Learning Community | 3 |
| EDU 618 | Building Collaborative Teams | 3 |
| EDU 619 | Action Research for the Teacher Leader | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 13 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

Candidates must also meet the following requirements:

- The name of a school-based mentor to serve on the Candidate Support Team throughout the program

This is a non-degree program and therefore not eligible for financial aid

For:

Early Childhood educators who seek to enhance their mathematical content and pedagogical knowledge in grades K-5. Candidates who possess a valid Level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate in one of the following fields:

Elementary Education (P-5), Middle Grades Mathematics (4-8), Special Education General Curriculum / Early Childhood Education (P-5); or Any of the following certificates combined with a core academic content concentration in mathematics: Special Education General Curriculum (P-12); Special Education Adapted Curriculum (P-12); Special Education Behavior Disorders (P-12); Special Education Learning Disabilities (P-12); Special Education Deaf Education (P-12); Special Education Physical and Health Disabilities (P-12); Special Education Visual Impairment (P-12); or Gifted Education (P-12).

*Candidates must have surpassed one year of successful teaching experience.

What you learn:

Candidates will enhance their mathematics content knowledge in grades K-5.

How you learn:

Synchronous Online: This is a fully online cohort. For five Monday nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. This program is offered as a stand-alone endorsement program or as an endorsement program embedded in an M. Ed. or Ed. S. program.

*Students must 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. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program, candidates will have earned a K-5 Math Endorsement to be added to their current teaching certification.

Endorsement Requirements:

| EDU 601 | Orientation to Advanced Programs | .5 |
|--------------------|---|-----------|
| MTH 676 | Developing Concepts of Number and Operation | 3 |
| MTH 678 | Developing Concepts of Algebraic Thinking and Data Analysis | 3 |
| MTH 679 | Developing Concepts of Geometry and Measurement | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 10 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

This is a non-degree program and therefore not eligible for financial aid

For:

Certified teachers who wish to develop specific knowledge related to reading and language development, assessment, instruction, and remediation of reading disability. Candidates must hold a Georgia professional T-4 certificate or higher.

What you learn:

Candidates learn how to recognize the characteristics of Dyslexia and support students with Dyslexia in the field and at the grade levels of their base certification.

How you learn:

Synchronous Online: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. This program is offered as a stand-alone endorsement program or as an endorsement program embedded in an M. Ed. or Ed. S. program.

*Students must 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. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program candidates will have earned a Dyslexia Endorsement to be added to their current certification.

Endorsement Requirements:

| EDU 601 | Orientation to Advanced Programs | .5 |
|-------------|---|----|
| EDU 635 | Literacy Development and Dyslexia | 3 |
| EDU 636 | Assessment of Reading and Language Disabilities | 3 |
| EDU 637 | Interventions for Students with Dyslexia | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 10 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

This is a non-degree program and therefore not eligible for financial aid

For:

Candidates who seek the knowledge, skills, and dispositions to become effective online teachers. Candidates must hold a Georgia professional T-4 certificate or higher.

What you learn:

Candidates learn to plan, design, facilitate and deliver online instruction for P-12 students.

How you learn:

Synchronous Online: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. This program is offered as a stand-alone endorsement program or as an endorsement program embedded in an M. Ed. or Ed. S. program.

*Students must 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. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program, candidates will have earned an Online Teaching Endorsement to be added on to their current teaching certification.

Endorsement Requirements:

| EDU 601 | Orientation to Advanced Programs | .5 |
|--------------------|---|-----------|
| EDU 620 | Applying Technology for Effective Instruction | 3 |
| EDU 621 | Instructional Design and Practices for Online Instruction | 3 |
| EDU 627 | Digital Learning Assessment Design and Data Analysis | 3 |
| EDU 628 | Internship in Digital Learning | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 13 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

This is a non-degree program and therefore not eligible for financial aid

For:

Certified teachers who wish to enhance their understanding of how gifted learners grow and develop in order to design and teach developmentally appropriate and challenging learning experiences. Candidates must hold a Georgia professional T-4 certificate or higher.

What you learn:

Candidates will learn to create academically aligned curriculum for advanced learners that helps meet their social and emotional needs, furthers their development and keeps them engaged in classwork.

How you learn:

Synchronous Online: This is a fully online cohort. For five Tuesday or Wednesday nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. This program is offered as a stand-alone endorsement program or as an endorsement program embedded in an M. Ed. or Ed. S. program.

*Students must 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. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program, candidates will have earned a Gifted In-Field Endorsement to be added to their current teaching certification.

Endorsement Requirements:

| EDU 601 | Orientation to Advanced Programs | .5 |
|-------------|---|----|
| EDU 632 | Characteristics of Gifted Children | 3 |
| EDU 633 | Curriculum & Instruction for Gifted Children and Youth | 3 |
| EDU 634 | Assessment & Program Implementation for Gifted Children and Youth | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 10 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

This is a non-degree program and therefore not eligible for financial aid

For:

The purpose of the ESOL Endorsement program is to prepare individuals to serve in ESOL teaching positions or education classrooms with an EL population in PK-12 schools including, but not limited to public, waiver, charter schools, and private schools (i.e. faith-based schools, early learning centers, hospitals, juvenile detention centers).

What you learn:

Completers of the ESOL Endorsement will be able to:

- Demonstrate knowledge of English language structures, English language use, and second language acquisition and development processes to help English Learners (ELs) acquire academic language and literacies specific to various content areas.
- Apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELs as supported by research and theories.
- Plan supportive environments for ELs, design and implement standards-based instruction using evidence based, EL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual EL outcomes and adjusting instruction.
- Apply assessment principles to analyze and interpret multiple and varied assessments for ELs, including classroom-based, standardized, and language proficiency assessments and understand the importance of communicating results to other educators, ELs, and ELs' families.
- Apply principles of effective leadership when collaborating with local and district school personnel on issues related to EL instruction, and school, district, and state policies and state and federal legislation that impact ELs educational rights.

How you learn:

Synchronous Online: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. This program is offered as a stand-alone endorsement program or as an endorsement program embedded in an MAT or M. Ed. program.

*Students must report a minimum GPA of 3.0 on a 4.0 scale. Applicants with a GPA lower than 3.0 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. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program candidates will have earned an ESOL Endorsement to be added on to their current certification.

Endorsement Requirements:

| EDU 601 | Orientation to Advanced Programs | .5 |
|--------------------|--|-----------|
| EDU 645 | Language Development and the Classroom | 3 |
| EDU 646 | Cultural Issues and English Language Learners | 3 |
| EDU 647 | Methods and Resources for Teaching English Language Learners | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 10 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

The purpose of the Reading Endorsement program is to give classroom teachers additional knowledge to meet literacy needs of learners across the grade levels. Emphasis will be on understanding readers and the reading process, linking assessment and instruction, and using instructional strategies in specific content courses.

What you learn:

Completers of the Reading Endorsement will be able to:

- Utilize knowledge of the major theoretical, conceptual, and evidence-based foundations of literacy and language development and the ways in which they interrelate.
- Apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to provide a coherent and motivating literacy program that addresses both general and discipline specific literacy processes.
- Examine, select, and use appropriate assessments to gather evidence for all students' content knowledge and literacy processes within a discipline for instructional and accountability purposes.
- Examine their own culture and beliefs; set high expectations for their students; and learn about and appreciate the cultures of their students, families, and communities to inform instruction.
- Apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies.
- Reflect upon practice, use ongoing inquiry to improve their professional practice and enhance students' literacy learning, and advocate for students and their families to enhance students' literacy learning.

How you learn:

Synchronous Online: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. This program is offered as a stand-alone endorsement program or as an endorsement program embedded in an MAT or M. Ed. program.

*Students must report a minimum GPA of 3.0 on a 4.0 scale. Applicants with a GPA lower than 3.0 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. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program candidates will have earned a Reading Endorsement to be added on to their current certification.

Endorsement Requirements:

| EDU 601 | Orientation to Advanced Programs | .5 |
|--------------------|---|-----------|
| RDE 651 | Foundations of Literacy and Assessment | 3 |
| RDE 653 | Comprehension, Curricular and Programmatic Strategies | 3 |
| RDE 654 | Enhancing Literacy with Literature | 3 |
| RDE 656 | Patterns of Practice in the English Language Arts | 3 |
| EDU 699 | Advanced Candidate Program Completion | .5 |
| Total Hours | | 13 |

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

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) Those applying for the Master's degree or Endorsement Only programs must hold a bachelor's degree. Applicants for the Ed. S. program must hold a master's degree. These degrees must be in a relevant field from a regionally accredited college or university. 2) Hold a Professional teaching certificate. 3) Have access to a classroom for field work. 4) 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. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant. 5) International students seeking admission into a graduate program must submit a Test of English as a Foreign Language (TOEFL) score of 500 (paper-based) or 173 (computer-based), or 61 (internet-based) OR China (CET) Foreign Language Exam for English minimum undergraduate of Level 4, graduate of Level 6, OR International English Language Testing System (IE LTS) minimum 5.0.

Along with proof of the above criteria, teachers are required to submit the following along with their application for Graduate Admissions: 1) A personal statement of career and educational objectives, including why you want to pursue a graduate degree (maximum two pages). 2) Official transcripts showing conferral of your highest degree completed and any other graduate coursework. 3) Three professional or academic references. 5) Mentor Form for Teacher Leadership program and Educational Leadership Programs.

Technology Requirements

The following are technology and software requirements for students in the Division of Education at Thomas University. The following are technology and software requirements for students in the Division of Education at Thomas University. The recommendations are required to complete course requirements using Canvas.

- A reliable high speed Internet connection (DSL or Cable)
- A current computer with Windows 8.1 or 10 or Mac OS9 or OSX
- Google Chrome and Firefox Browsers
- Microsoft Office Suite for Windows or Mac
- A headset with microphone (USB connection)
- A printer
- A built in camera on computer or external camera
- The latest version of Apple iTunes: <http://apple.com/itunes>
- The latest version of Apple Quicktime: <http://www.apple.com/quicktime>
- The latest version of Adobe Reader: <http://get.adobe.com/reader>
- The latest version of Adobe FlashPlayer: <http://get.adobe.com/flashplayer>
- Chrome books do not work well with Zoom, so they should not be used.

Transfer Credits

Students in a master's degree program may transfer in no more than 20% of the total degree hours required to earn the degree at Thomas University, from another institution. Graduate program directors must approve any credit for transfer that fall within the scope of Thomas University's curriculum. There is a possibility for a National Board Certified Teacher (NBCT) to receive up to six semester hours of graduate credit to apply to a Division of Education program at Thomas University.

Cohort Information

Although our graduate programs are scheduled to meet one night per week at the same time and location, we reserve the right to change meeting times and/or locations due to any extenuating circumstances. These programs are dependent on a minimum of 10 and class size is limited to 20 students.

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

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| Graduate Information Office | Amanda Crawford | (229) 231-1860 | acrawford@graduateprogram.org |
| Admissions Office | | (800) 538-9784 x1074 | |
| Financial Aid Office | | (229) 584-2460 | finaid@thomasu.edu |
| Student Accounts Office | | (229) 584-2461 | student.account@thomasu.edu |
| Graduate Coordinator | Gale Neal | (229) 226-1621 x1135 | gneal@thomasu.edu |