The Master of Arts in Teaching: Elementary Education (MAT) is a program of study that prepares career changers who do not have an undergraduate degree in education for initial teacher certification to enter the elementary school classroom. The candidate will complete 43 credit hours of course work in preparation for 12 credit hours of Clinical Experience. Candidates enrolled in this program are evaluated in their comprehension of the content areas of English, math, science, and social studies by completing the College Basic Academic Subjects Test (College BASE). Results of this exam are used to advise candidates who need to complete courses in those content areas that are deficient in order to be better prepared for pedagogy courses. The candidate may begin the program in Term I or Term III. The curriculum includes a minimum of 75 hours of field experiences prior to 65 days of Clinical Experience in a public school elementary classroom with a cooperating teacher.
Foundations of Education (3)
This course is an in-depth study that integrates concepts and information from major social sciences and philosophy to examine the challenges and problems of teaching in modern schools. Focusing on historical, cultural socioeconomic and political issues that affect education, the course asks students to examine the dispositions, knowledge and skills, current instructional standards, and to determine their path for growth and development into an effective teacher for all children.

Nature of the Exceptional Child (3)
This course explores diversity in the preK-12 classroom. In addition to all categories of special education, the teacher candidate will examine the nature, cause and programming needs of gifted/talented (G/T) and culturally/linguistically diverse (CLD) students. The specific learning characteristics and instructional strategies as well as legal and educational implications for meeting the needs of these students in general and special education classrooms environments will be addressed. Field lab of 12 hours in a setting which serves individuals with disabilities is required.

Literacy for the Elementary Learner (3)
This course is designed to familiarize candidates with the national and state curriculum standards, the South Carolina teacher assessment instrument ADEPT, the elementary language arts school curriculum, lesson planning, and the development and use of multiple materials, teaching strategies and assessment tools to meet the needs of diverse learners in today's classrooms.

Best Practices for the Elementary Classroom/Field Experience I (3)
This course is designed to familiarize students with the national and state curriculum standards, the South Carolina teacher assessment instrument ADEPT, the curriculum of the elementary school, lesson planning, and development and use of multiple teaching strategies. The field experience provides opportunities for observation, reflection, actual teaching, and assessment in an elementary classroom. Field experience of 15 hours required.

Essentials of Teacher Candidacy (1)
This course provides the pre-teacher candidate with an overview of the requirements for the successful completion of the Teacher Education Program. Topics include the conceptual framework of the College of Education, code of ethics, Praxis test, unit assessment system, field experiences, Clinical Experience, ADEPT, INTASC, NCTE, and SPAs. This course meets one full Saturday during the semester. Lab Fee: $110.00

Best Practices for the Elementary Classroom/Field Experience II (3)
This course explores all phases of planning instruction for all elementary learners. During Field Experience II, the teacher candidate will be familiarized with the concepts, skills, and process necessary to write South Carolina standards-based Long Range Plans and a Unit Work Sample. Teacher candidates will plan, implement, and reflect on lessons which address student needs and demonstrate best pedagogical practices. Field experience of 25 hours required.

Classroom Management (3)
Classroom management encompasses all of the teacher's interactions with the students, classroom environment, rules and procedures, instructional strategies, and the development of engaging work. The course is designed to assist teachers in developing the practical application of effective management techniques based upon current research of best practices. Distinctions will be made through comparison and assessment and between a "well managed" class and a class engaged in learning.

Educational Psychology (3)
This course is based on a psychological foundation for teaching. Developmental theories, diversity, approaches to instruction, differentiation, exceptional students, and assessment are studied and practiced. Emphasis is placed on the implications of the developmental process for the design of appropriate curriculum and instruction based on national and South Carolina Standards.
Math/Science for the Elementary Learner (3)
This course is a study of teaching strategies, materials, activities, and assessment instruments used for teaching science and mathematics in an integrated manner in an elementary school setting. The course will focus on the use of appropriate state and national standards for each area, designing of lesson plans, unit plans, and appropriate assessment instruments to monitor student progress.

Social Studies for the Elementary Learner (3)
The focus of this course is on the various content areas, Culture, Economics, Geography, Government and Civics, and Individuals and Groups, and their historical and current influences on our world/society. Students will select content to be taught using South Carolina Academic Standards.

Art and Music for the Elementary Learner (3)
This course researches and assesses strategies for integrating music and art into content areas of the elementary school. Effective best practices for teaching art, music, drama, and dance to diverse student populations will be researched as well as the use of traditional and non-traditional forms of assessment in the integration of the components found in art and music as they are integrated into the content areas taught in the elementary school. Special attention will be given to the development of age and developmentally appropriate activities to meet the needs of all students.

Health and Physical Education for the Elementary Learner (3)
This course is designed to give candidates seeking a degree in Elementary Education an understanding of the major concepts in the subject matter of health education and physical education. Candidates must be able to use the subject matter of health education to create opportunities for K-6 student development and practice of skills that contribute to good health. In addition, candidates must have an in-depth understanding of human movement and the benefits of physical activity for their K-6 students. Candidates will become familiar with the South Carolina Health and Fitness Act of 2005 and Healthy People 2010 and will use these frameworks to assist in the development and support of a healthy, active lifestyle for their students. Candidates will plan and implement lessons focusing on health, physical education, or physical activity goals.

Technology for the 21st Century Classroom (3)
Based on the National Educational Technology Standards (NETS) of the International Society for Technology in Education (ISTE), this course focuses on the fundamental concepts, skills, and strategies for applying technology in an educational setting. This course provides opportunities for the teacher candidate to show competency in the ISTE-NETS standards. The teacher candidate will learn the latest pedagogical strategies that incorporate technology, including Interactive Whiteboards, iPods, and cell phones.

South Carolina History (3)
A study of South Carolina political, economic, and social development from 1670 to the present, with an emphasis on historiography skills and research. Students will focus their attention on a specific era of South Carolina history and will be expected to produce original research using period resources.

Pre-Clinical Experience (3)
Implementation of a wide array of developmentally effective approaches to teaching and learning, and the effective use of assessment strategies to positively impact students’ development and learning for elementary majors; supervision by university and public school partners in a general education setting. Thirty five (35) hours of field placement required. This course must be taken the semester prior to Clinical Experience.

Clinical Experience (12)
Placement in the Clinical Experience provides opportunities for teacher candidates to become collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work; make informed decisions drawing on a variety of sources; and integrate theory and practice. Teacher candidates work under the guidance of Cooperating Teachers and University Supervisors in a public school setting. Sixty-five (65) days of service in a public school cooperating classroom is required. May be repeated only by permission of the Coordinator of Teacher Certification. Prerequisites: A minimum grade of "C" in all professional education courses, completion of Benchmark II, and the successful completion of all Praxis II Licensure Area Tests and the appropriate Principles of Learning and Teaching Test.

Always check the current course catalog found on the Anderson University website for the most up-to-date program information.
TO APPLY FOR FINANCIAL AID, PLEASE SUBMIT THE FOLLOWING:
For consideration of federal and state funds, complete the Free Application for Federal Student Aid (FAFSA). FAFSA information is listed below. All online students receive a tuition discount, which makes them ineligible for institutional scholarships. The information below shows the various types of funds available to online students. For information visit andersonuniversity.edu/admission/freshmen/financial-aid.

FAFSA INFORMATION
- PIN website: www.pin.ed.gov
- FAFSA website: http://www.fafsa.ed.gov
- Anderson school code: 003418

VETERANS BENEFITS:
Anderson University is proud to partner with the U.S. Department of Veteran Affairs in assisting our military veterans in obtaining their education. Check out our Veterans Benefits flier to learn how the process works. You can also contact our VA Certifying Official at: veteranaffairs@andersonuniversity.edu or 864-231-5742.
HISTORY
Anderson University traces its origins back to 1911, when it was chartered as a four-year college for women. Public minded citizens of Anderson, South Carolina wanted a college to be established in the growing area since a previous institution, The Johnson Female University had closed during the Civil War. With a donation of land and money from area citizens, the South Carolina Baptist Convention agreed to partner with those who wanted an institution of higher learning in Anderson, and the school opened its doors in 1912.

What we know as Anderson University has throughout its history adapted to the educational needs of South Carolinians and those outside the State seeking a great education in a Christian environment. In 2005, the school officially became Anderson University as it added graduate programs and reorganized into colleges. The University is in the midst of the biggest period of growth in its history, having nearly doubled in enrollment over the past 7 years. Today, 2,908 students enjoy a high-quality education in some 53 fields of study.

AU’s scenic campus, located in the historic district of Anderson, South Carolina, benefits from its proximity to the foothills of the Blue Ridge Mountains and the vibrant city of Greenville, South Carolina. Anderson’s campus has recently grown from its original 68 acres to more than 270 acres, including four new major building projects that have been completed within the past four years.
Anderson University has received numerous accolades and national recognition as an intentionally Christian university offering exceptional academics.

Recent recognitions include:
- Top Tier University#20 on 2014 ranking of Regional Colleges (South) - U.S. News & World Report
- One of “America’s 100 Best College Buys”
- One of “49 Up-and-Coming” universities to watch, for progress and innovation, for the past five years in a row - U.S. News & World Report
- 138 Best Southeastern Colleges - The Princeton Review
- The #2 Regional College in the South for “Excellence in Teaching” - U.S. News & World Report
- A Best Christian College - Institutional Research & Evaluation