Master of Arts in Teaching (M.A.T.) with a major in Special Education

Certification areas: Special Education Adapted Curriculum (Intellectual Disabilities), Special Education General and Adapted Curriculum (Autism Spectrum Disorders), Special Education Deaf Education, Early Childhood Special Education, Special Education Physical and Health Disabilities (Orthopedic Impairments), Special Education General Curriculum (Behavior/Learning Disabilities)

The M.A.T. major in Special Education prepares students to teach children with mild to moderate behavior and learning disabilities (e.g., dyslexia and other specific learning disabilities, attention disorders, emotional behavior disorders, mild intellectual disabilities); moderate, severe, and profound intellectual disabilities; autism spectrum disorders; physical and health disabilities (orthopedic impairments); students who are deaf and hard of hearing; or young children with disabilities. The students are provided coursework and practicum experiences resulting in knowledge of characteristics, curriculum, instructional strategies, and classroom management procedures.

The M.A.T. degree program contains those courses required for professional certification within each certification area listed. Students who first complete a planned program of study developed with their faculty advisor, and then successfully complete the entire program of study and program requirements (including prerequisites and required coursework and passing scores on the GACE Content Assessments for their concentration) receive a M.A.T. in Special Education and will be recommended by GSU for a clear renewable certificate in the special education concentration that they completed. In the case students elect to only receive the certification and not the Master’s degree, all coursework and program requirements indicated for certification only on the Program of Study must be successfully completed. Due to the permeable and iterative design of the program, courses in some of the concentrations must be taken in sequence beginning in the fall. Consult your advisor.

Program Admission
Admissions criteria help to ensure that candidates are prepared for the rigorous curriculum requirements of the graduate program. Candidates must meet all admission requirements of the College of Education as stipulated by the Office of Academic Assistance and Graduate Admissions. Candidates who are considered for the M.A.T. Special Education program must meet the following criteria prior to program entry:

- undergraduate degree from an accredited college or university
- undergraduate GPA of 2.5 or higher
- official scores on the Graduate Record Exam (GRE) from the past five years
- passing scores on the GACE Program Admission Assessment or exemption from this test based on GRE, SAT, or ACT scores.
- candidates must also submit two academic or professional letters of recommendation, a resume, and a goal statement.
Program Academic Regulations

Students may complete the following prerequisite courses at Georgia State University while completing the M.A.T. degree; however, none of this coursework will be counted toward the master’s degree requirements.

- **Early Childhood Special Education General Curriculum Concentration**
  - Human Growth and Development (EPY 2050) or its equivalent
  - Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020) or its equivalent
  - Applied Behavior Analysis (EXC 7030) or its equivalent
  - Methods of Teaching Reading (EDRD 6600 or EDRD 7600)
  - Linking Literacy Assessment and Classroom Instruction (EDRD 7550) or Individual Assessment and Instruction for At-Risk Readers (EDRD 7650)
  - Methods of Teaching Mathematics (EDMT 7400) or its equivalent
  - Initial Practicum (EXC 7929) or its equivalent

- **Special Education Adapted Curriculum (Intellectual Disabilities) Concentration**
  - Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020) or its equivalent
  - Methods of Teaching Reading (EDRD 6600 or EDRD 7600) or its equivalent

- **Special Education Deaf Education Concentration**
  - Human Growth and Development (EPY 2050)
  - Characteristics of Disability (EXC 4010 preferred; EXC 4020 or its equivalent accepted)
  - Methods of Teaching Reading (EDRD 6600 or EDRD 7600)

- **Special Education General Curriculum (Behavior/Learning Disabilities) Concentration**
  - Characteristics of Students with Disabilities (EXC 4010) or its equivalent

- **Special Education General/Adapted (Autism Spectrum Disorders) Concentration**
  - Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020) or its equivalent
  - Methods of Teaching Reading (EDRD 6600 or EDRD 7600) or its equivalent (SDU/PLU credits will be accepted for students in ASD who will have a content concentration in an area other than reading.)
  - EXC 7250 Characteristics of Severe Intellectual Disability and Autism (3)

- **Special Education Physical and Health Disabilities (Orthopedic Impairments) Concentration**
  - Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020) or its equivalent
  - Applied Behavior Analysis (EXC 7030) or its equivalent
  - Methods of Teaching Reading (EDRD 6600 or EDRD 7600) or its equivalent
  - Methods of Teaching Mathematics (EDMT 7400) or its equivalent
In addition to these prerequisite coursework requirements:

- Students in all Special Education programs, except Intellectual Disabilities and Autism Spectrum Disorders, must take the courses and complete the portfolio for the PSC Georgia Reading Endorsement.

- Students must earn a grade of “B” or higher in each course in the teaching field/major area (B). If the student earns a grade below “B” in a course, s/he must repeat that course. Students will be allowed to repeat a course in this manner one time. Students who fail to earn a grade of “B” or higher after taking the course a second time will be scholastically excluded from this major.

- Evaluation of a student’s performance is continuous and involves consideration of the student’s performance in all academic settings. Inappropriate or unprofessional conduct by a student may result in the student being withdrawn from a course, a practicum, or the program. If removal from a course is necessary, the student will receive the grade of “F” and may be judged ineligible to re-enroll in the course.

Program Degree Requirements
Master of Arts in Teaching in Special Education

Substitutions may be made for courses previously taken or other appropriate experiences with the consent of the students’ major adviser and the department chairperson.

Professional Studies (9)
Select one (3):
- EPSF 7100 Critical Pedagogy (3)
- EPSF 7110 Multicultural Education (3)
- EPSF 7120 Social and Cultural Foundations of Education (3)

Select one (3):
- EPRS 7900 Methods of Research in Education (3)
- EPRS 7910 Action Research (3)
- EPRS 7920 Classroom Testing, Grading, and Assessment (3)

Required (3):
- EPY 7080 The Psychology of Learning and Learners (3)

*Early Childhood Special Education concentration students can take EPY 7080 The Psychology of Learning and Learners (3) or EPY 7090 The Psychology of Learning and Learners: The Young Child (3).

Teaching Field/Major (27-30) – Select one of the following six concentration areas:
Early Childhood Special Education Concentration (27)
Required (27):
EXC 7000 Collaboration with Parents and Professionals (3)
EXC 7010 Language Development and Language Disabilities (3)
EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
EXC 7300 Assistive Technology: Reading and Academics (3)
EXC 7320 Methods of Teaching Low-functioning Students with Autism Spectrum Disorders (3)
EXC 7330 Physical and Health Management of Students with Disabilities (3)
EXC 7650 Characteristics of Young Children with Disabilities (3)
EXC 7660 Methods of Teaching Young Children with Disabilities (3)
EXC 7939 Practicum II: Early Childhood (3)

In the Professional Studies section, Early Childhood Special Education concentration students can take EPY 7080 The Psychology of Learning and Learners (3) or EPY 7090 The Psychology of Learning and Learners: The Young Child (3).

Special Education Adapted Curriculum (Intellectual Disabilities) Concentration (27)
Required (24):
EXC 7030 Applied Behavior Analysis (3)
EXC 7250 Characteristics of Severe Intellectual Disability and Autism (3)
EXC 7260 Characteristics of Severe Physical and Multiple Disabilities (3)
EXC 7280 Methods for Teaching Students with Severe Disabilities (3)
EXC 7281 Adapted/Functional Curriculum for Students with Severe Disabilities (3)
EXC 7290 Methods for Teaching Students with Physical and Multiple Disabilities: Reading/Academics (3)
EXC 7330 Physical and Health Management of Students with Disabilities (3)
EXC 7925 Practicum I: Intellectual Disabilities (3)
EXC 7935 Practicum II: Severe Intellectual Disability (3)
Other graduate level courses must be approved by major professor.

Students who are not already highly qualified teachers per the federal mandate of No Child Left Behind will select two of three courses listed as “Professional Studies” in the options listed above in section A plus ECE 7580/EDLA 7580 Language Foundations of Literacy Learning (3) or EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3).

Special Education Deaf Education Concentration (30)
Required (30):
EDRD 7650 Individualized Literacy Assessment and Instruction (3)
EXC 6350 Orientation to Deafness (3)
EXC 6360 Audiological Considerations (3)
EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
EXC 7360 Language Development in Students Who Are Deaf/Hard of Hearing (3)
EXC 7390 Reading and Writing Instruction for Deaf/Hard of Hearing (3)
EXC 7400 Methods of Teaching Students Who are Deaf/Hard of Hearing (3)
EXC 7430 Auditory and Speech Development in Students Who are Deaf/Hard of Hearing (3)
EXC 7920 Practicum I: Deaf/Hard of Hearing (3)
EXC 7940 Practicum: Deaf/Hard of Hearing (3)

Students who need an extra practicum prior to student teaching (e.g., for ASL proficiency may also take EXC 7930 Practicum II: Deaf/Hard of Hearing.

Candidates must post a rating of “Intermediate” on a recognized assessment of their signing skills (e.g. SLPI, ASLPI, EIPA) before admission to EXC 7940 Practicum: Deaf/Hard of Hearing.

Special Education General Curriculum (Behavior/Learning Disabilities) Concentration (27)
Required (27):
EXC 6560 Educational Evaluation of Students with Disabilities (3)
EXC 6570 Individual and Classroom Management (3)
EXC 6580 Instructional Methods for Students with Behavior Learning Disabilities (3)
EXC 6590 Functional and Social Methods for Students with Behavior Learning Disabilities (3)
EXC 6661 Practicum I: Special Education General Curriculum: Consultative (3)
EXC 6671 Partnerships and Practicum II: Special Education General Curriculum: Consultative (3)
EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
EDRD 6600 Introduction to Material and Methods of Reading Instruction or EDRD 7600 Theory & Pedagogy in the Study of Reading (3)
EDRD 7650 Individual Assessment and Instruction for At-Risk Readers (3)

Special Education General/Adapted (Autism Spectrum Disorders) Concentration (27)
Required (27):
EXC 7030 Applied Behavior Analysis (3)
EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
EXC 7280 Methods for Teaching Students with Severe Disabilities (3)
EXC 7310 Strategies for Challenging Behaviors (3)
EXC 7315 Assessment and Curricular Planning for Students with Autism Spectrum Disorders (3)
EXC 7320 Methods of Teaching Low-functioning Students with Autism Spectrum Disorders (3)
EXC 7325 Methods of Teaching High-functioning Students with Autism Spectrum Disorders (3)
EXC 7926 Practicum I: Autism (3)
EXC 7936 Practicum II: Autism (3)

Students who do not have a content concentration based on previous coursework in social science, science, math, or language arts, will complete the Reading Endorsement and will select two of the three “Professional Studies” courses from the options listed above in section A, plus EDRD 7650 Individual Literacy Assessment and Instruction (3).

Special Education Physical and Health Disabilities (Orthopedic Impairments) Concentration (27)
Required (27):
EDRD 7650 Individualized Literacy Assessment and Instruction (3)
EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
EXC 7260 Characteristics of Severe Physical and Multiple Disabilities (3)
EXC 7280 Methods for Teaching Students with Severe Disabilities (3)
EXC 7290 Methods for Teaching Students with Physical and Multiple Disabilities: Reading and Academics (3)
EXC 7300 Assistive Technology: Reading and Academics (3)
EXC 7330 Physical and Health Management of Students with Disabilities (3)
EXC 7927 Practicum I: Physical and Health Disabilities (3)
EXC 7937 Practicum II: Physical and Health Disabilities (3)

Program total: minimum of 36 semester hours (Deaf Education Concentration is a minimum of 39 hours)