

MAT Special Education General Curriculum K-12

Overview

The Master of Arts in Teaching (MAT) is designed to offer realistic, practical preparation for enriched classroom teaching through a balanced program of liberal arts and professional studies. Courses throughout the program focus on inquiry — the processes by which students and teachers ask questions, study, and learn about the human experience.

Program coursework includes requirements for initial teacher licensure in the area of Special Education General Curriculum (K-12). To be recommended for teacher licensure and the MAT degree, students must complete all relevant program requirements including all VDOE required content for the endorsement, pass all relevant assessments, and receive the MAT degree. The MAT program offers close contact with faculty members and advisors and extensive observation and hands-on experience in the classroom.

Practicum Requirement

The practicum experience is designed for MAT students who are preparing to teach as a career. Students have the opportunity to observe and assist teachers in the classroom and to discuss their experiences with the instructor and other students. Students are required to complete 140 clock hours of practicum experience. Through this experience, students become familiar with the dynamic culture of schools and classrooms and their curricula, teaching strategies, and organizational and management features.

Students learn more from the practicum experience if they actively assist in the classroom. The student should confer with the cooperating teacher regarding graduate course assignments to be completed in the practicum and plan how the MAT course assignments can best be accomplished. In the practicum, students work under the supervision of an experienced teacher and begin to apply the knowledge and skills gained in MAT courses in the context of today's classrooms. The practicum requirement also includes completion of a practicum journal, documenting the student's actual time in the classroom (clock hour form) as well as activities and reflections upon the classroom experiences. Students should refer to the "Graduate Practicum Handbook" available on the myMBU School of Education tab for additional information on this requirement.

Requirements

Students are required to maintain a GPA of 3.0 throughout the program and must have earned a minimum of 35 credit hours.

Department: [Education](#)

Type: MAT

Special Education General Curriculum K-12

Item #	Title	Credits
ED 510	PRACTICUM	0.5
ED 511	PRACTICUM	0.5
ED 512	PRACTICUM	0.5
ED 513	PRACTICUM	0.5
ED 601	LIFESPAN HUMAN DEVELOPMENT	3
ED 602	FOUNDATIONS OF EDUCATION	3
ED 603	ASSESSMENT OF & FOR LEARNING	3
ED 606	INTG LIT TO IMPROVE CONT AREA LEARN	3
ED 622	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 624	IEP DEVELOPMENT & IMPLEMENTATION	3
ED 625	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 637	TRANS FOR EXCEP LEARNERS	3
ED 638	COLLAB TO SUPPORT EXCEP LEARNERS	3
ED 639	ASSESS & EVAL IN SPED & GIFTED ED	3
ED 642	INSTRUCTIONAL STRATEGIES IN READING AND WRITING IN SPED	3
IN 602	METHODS OF TEACHING MATH- SPED	3
IN 620	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 614	STUDENT TEACHING: SPECIAL EDUCATION	6
ED 611	SEMINAR	2
ED 613	REFLECTIVE SYNTHESIS PROJECT	1

Additional Requirements

- Students must meet the requirements of the *Teacher Education Program - Initial Licensure Levels of Progression*
- To be processed for licensure, students must earn a B- or better in Student Teaching
- No areas of concern on the Professional Qualities and Dispositional Traits evaluation
- Participation in required student and program evaluations
- Passing scores on the RVE (prior to 9/1/22) or Teaching Reading: Elementary as required by the Commonwealth of Virginia
- Successful completion of certification or training in emergency first aid, hands-on cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)
- Successful completion of the following modules: Child Abuse Recognition and Reporting, Cultural Competency (or take ED 646), Dyslexia Awareness, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia, Special Education Meaningful IEP Training and Building a More Inclusive School Community, and the Professional Ethics Module

Total credits:

50