

AUSTIN PEAY STATE UNIVERSITY
MASTER OF ARTS IN TEACHING
SPECIAL EDUCATION K-12
Graduate Coordinator: Dr. Gary Stewart 931-221-7696

PROGRAM DESCRIPTION:

The Master of Arts in Teaching (M.A.T.) provides opportunities for persons who hold baccalaureate degrees to complete initial teacher licensure requirements and a master's degree concurrently. This degree program is not available to persons who already hold a professional teaching license. However, persons teaching on an alternative license may qualify for admission to the M.A.T. degree program.

ADMISSION REQUIREMENTS:

- Undergraduate GPA of 2.75
- A calculated index score of 600 based upon the cumulative GPA attained on undergraduate courses taken as part of the bachelor's degree, times 100, plus the score attained on the verbal section of GRE.
- A calculated index score of 600 based upon the cumulative GPA attained on undergraduate courses taken as part of the bachelor's degree, times 100, plus the score attained on the quantitative section of GRE.
- Three recommendations for graduate work

APPLICATION REQUIREMENTS:

Degree: Master of Arts in Teaching
Major: Teaching
Concentration: Special Education (K-12)

MAJOR REQUIREMENTS:

EDUC 5500 Foundations of Education (3)
EDUC 5501 Models of Teaching (3)
EDUC 5520 Teaching in a Pluralistic Society (3)
EDUC 5540 Instructional Tech Strategies (3)
EDUC 5550 Teaching and Learning (3)
SPED 5550 Trends/Issues in Special Education (3)
EDUC 5000 Research in Education (3)
EDUC 5080 Classroom Management (3)
RDG 5040 Content Area Reading **or**
RDG 5361 Teaching Reading (3)
EDUC 5360 Teaching Science and Social Studies (3)
MATH 5100 Teaching Mathematics (3)
SPED 5530 Instructional Implementation in Special Education (3)
SPED 5730 Seminar: Mild and Moderate (3)
SPED 5740 Seminar: Severe/Profound (3)
SPED 5750 Applied Behavioral Analysis (3)
SPED 5720 Multidisciplinary Assessment (3)

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Additional Requirements for Licensure:

Testing Requirements:

Test Code **20522** (K-6) Principles of Learning and Teaching (minimum score 155); Test Code **20353** Education of Exceptional Student (minimum score 144), Test Code **10544** Special Education: Severe to Profound (minimum score 155), Test Code **20201** Reading Across Curriculum (minimum score 151) **AND** Test Code **10542** Education of Exceptional Student: Mild to Moderate Disabilities (minimum score 164).

Clinical teaching:

Students must complete student teaching or complete alternative licensure requirements for this degree.

Milestone Review:

Students must complete four milestones while completing this program. Milestone I will be completed while in Educ 5500, Milestone II in Educ 5501, Milestone III in SPED 5750 and Milestone IV while clinical teaching or teaching on an alternative contract.

Courses with Prerequisites:

Educ 5500 is to be taken the first term of enrollment.

Educ 5501 is to be taken the term after Educ 5500.

SPED 5750 should be taken the last term before clinical teaching.

Important note: Rdg 5361, Math 5100, and Educ 5360 is not offered in the summer.

Educ 5500, 5501, and 5080 is only available in the summer for those on alternative contract.

SPED 5730 and 5740 are offered in the summer only.

Capstone Course:

SPED 5750 is the capstone course for this program and must be taken the last term of enrollment. It is offered fall and spring semesters as it requires interaction in the local schools. Milestone II is prerequisite.

Portfolio Requirement:

Each student must complete an electronic portfolio to complete graduation requirements. LiveText will be the media in which you will create your portfolio.

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**ALIGNMENT OF APSU STANDARDS, COURSES, KEY ASSESSMENT,
 AND PORTFOLIO REVIEW**

AUSTIN PEAY STATE UNIVERSITY PROFESSIONAL EDUCATION STANDARDS	COURSES	KEY ASSESSMENT	PORTFOLIO
<p>STANDARD ONE: PROFESSIONAL GROWTH AND DEVELOPMENT Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who actively seek out opportunities to grow professionally, and who effectively communicate with students, parents, colleagues, and others.</p> <p>1.1 Candidates reflect on effective teaching practices as demonstrated by mentor teachers and colleagues</p> <p>1.2 Candidates consistently reflect on their teaching practices by continually evaluating the effect their instruction has on all students</p> <p>1.3 Candidates monitor their teaching strategies and behavior in relation to student success and use the information to modify and revise instruction accordingly.</p> <p>1.4 Candidates seek professional literature, engage colleagues, participate in professional organizations, and use other resources to support their continuing professional development</p> <p>1.5 Candidates demonstrate a broad knowledge of legal and ethical responsibilities, educational policy, and organizational, historical, and professional dimensions of classrooms and schools.</p> <p>1.6 Candidates effectively communicate with families and teachers, and collaborate with other professionals within the school and within community agencies to foster student learning.</p> <p>1.7 Candidates understand schools as organizations within the larger community and effectively communicate school goals and accomplishments to the community and general public.</p> <p>1.8 Candidates use knowledge of effective verbal, and nonverbal communication techniques to foster</p>	<p>Educ 2100 Educ 5500 Mus 2240 Educ 3070 Educ 5501 Educ 4080 Educ 5080 Methods Courses Block I and II Clinical Teaching</p>	<p>Milestone I Reflection from Foundations course</p> <p>Referenced Research Paper</p> <p>Milestone II Reflection from 3070/5501</p> <p>Referenced Research Paper</p> <p>Milestone III Reflection from 4080/5080 course</p> <p>Referenced Research Paper</p> <p>Milestone IV Reflection from Teaching (Assignment I)</p> <p>Reflection from Teaching (Assignment I)</p> <p>Five examples of meetings attended (faculty meeting, school board meeting, team meeting, PTO/PTA, professional activities.</p> <p>Letter to Parent (both assignments)</p> <p>.</p>	<p>Milestone I Milestone II Milestone III Milestone IV</p>

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<p>active inquiry, collaboration and supportive interaction in the classroom</p> <p>1.9 Candidates use media to foster active inquiry, collaboration and supportive interaction in the classroom.</p> <p>1.10 Candidates write at a professional level, using proper grammar and writing techniques and appropriately referencing research.</p>		<p>Other Admission Interview</p> <p>Clinical teaching evaluations</p>	
<p>STANDARD TWO: KNOWLEDGE OF INSTRUCTION</p> <p>Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.</p> <p>2.1 Candidates understand and use the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study and interdisciplinary instruction) and that foster high expectations for all students.</p> <p>2.2 Candidates organize instruction to create learning experiences that connect real life experiences and enable students to apply learning to future careers.</p> <p>2.3 Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) to achieve different instructional purposes and to meet individual student needs.</p> <p>2.4 Candidates use a wide variety of resources and methods, including technology and assessment data, teacher-created materials, textbooks, technology, community and business resources to develop and use clear, accurate presentations of concepts to promote student learning.</p> <p>2.5 Candidates use reading comprehension and writing strategies in the content area and assist students in applying mathematics concepts to subject content.</p> <p>2.6 Candidates support acquisition of</p>	<p>Educ 3070 Educ 5501 Block I and II Educ 5360 Rdg 5361 Rdg 5362 Rdg 5363 SPED 4350 Math 5100 4400 methods courses Clinical Teaching</p>	<p>Milestone II Unit Plan with variety of lesson plans</p> <p>Milestone IV Unit Plan with variety of lesson plans (Assignment I)</p> <p>Unit Plan with variety of lesson plans (Assignment II)</p> <p>Other Admission Interview</p> <p>Clinical teaching evaluations</p> <p>Passing PLT scores</p>	<p>Milestone II Milestone IV</p>

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<p>English necessary for continuous learning in the content area of students whose first language is not English.</p> <p>2.7 Candidates use their knowledge of subject matter, learning theory, curriculum and student development, assessment measures, and assessed student needs in planning instruction for all students.</p> <p>2.8 Candidates evaluate, select and create learning experiences that are developmentally appropriate, aligned with Tennessee curriculum standards, relevant to students and based upon the principles of effective teaching.</p> <p>2.9 Candidates identify long-range instructional goals, sequence short-range instructional objectives, and develop units and daily lessons that target these goals and objectives.</p> <p>2.10 Candidates work with others in developing individualized plans, adjust goals, teaching strategies or supports to help students with disabilities succeed in the general curriculum and plan for students who require an expanded curriculum.</p> <p>2.11 Candidates use multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving and performance capabilities in the content areas.</p> <p>2.12 Candidates model effective communication strategies in conveying ideas and information, asking questions, listening, giving directions, probing for student understanding, and helping students express their ideas.</p>			
<p>STANDARD THREE: KNOWLEDGE OF ASSESSMENT AND EVALUATION Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing, intellectual, social and physical development of the learner.</p> <p>3.1 Candidates understand the characteristics, uses, advantages and limitations of different types of assessments for evaluating student learning.</p> <p>3.2 Candidates understand state and</p>	<p>Art 3140/3150 Educ 4270 Educ 5530 Educ 3070 Educ 5501 Block I and II Educ 5360 Rdg 5361 Rdg 5362 Rdg 5363 Math 5100 HHP 4210 SPED 3350</p>	<p>Milestone II Sample of assessment measuring variety of objectives</p> <p>Milestone IV EIR (Assignment II)</p> <p>Other Admission Interview</p>	<p>Milestone II Milestone IV</p>

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<p>federal accountability requirements.</p> <p>3.3 Candidates select, construct and use formal and informal assessment strategies and instruments appropriate to the learning expectations being evaluated to make instructional decisions based on student performance information.</p> <p>3.4 Candidates actively solicit and use information about students' learning needs and progress from parents, other colleagues and the students themselves.</p> <p>3.5 Candidates develop and maintain useful records of student work and progress and responsibly communicate student progress to students, parents and other colleagues.</p> <p>3.6 Candidates collaborate with special education teachers and others to plan and design accommodations, modifications, adaptations or alternate assessments, based on the results of recommended individual assessments</p>	<p>4400 methods courses Clinical Teaching</p>	<p>Clinical teaching evaluations</p> <p>Passing PLT scores</p>	
<p>STANDARD FOUR: KNOWLEDGE OF STUDENTS</p> <p>Candidates understand the diverse needs of students and that students differ in their approaches to learning. They can create learning opportunities that meet the needs of all students. They support students' intellectual, social and personal development.</p> <p>4.1 Candidates understand how learning occurs—how all students construct knowledge and acquire skills—and are able to provide learning opportunities that support their intellectual, social and personal development</p> <p>4.2. Candidates draw upon an in-depth knowledge of developmental progression in student physical, social, emotional, moral, and cognitive domains when making instructional decisions .</p> <p>4.3 Candidates recognize that students with disabilities may exhibit greater individual variation and that a disability often influences development and functioning in more than one area</p> <p>4.4 Candidates use this knowledge of</p>	<p>Psy 3130 Educ 5550 Sped 3000 Sped 5550 Block I and II Educ 5360 Rdg 5361 Rdg 5362 Rdg 5363 Math 5100 4400 methods courses Educ 4080 Educ 5080 Clinical Teaching</p>	<p>Milestone III</p> <p>Research paper on issue related to standard</p> <p>Lesson plans demonstrating ability to differentiate instruction</p> <p>Milestone IV</p> <p>Lesson plans demonstrated ability to differentiate instruction (Assignment I)</p> <p>Lesson plans demonstrated ability to differentiate instruction (Assignment II)</p> <p>Other</p>	<p>Milestone III Milestone IV</p>

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<p>students to optimize learning opportunities for each student</p> <p>4.5 Candidates understand and identify differences in student approaches to learning and performance</p> <p>4.6 Candidates design instruction and adapt instructional techniques for all students within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, peer/social groups and exceptional learning needs.</p> <p>4.7 Candidates create a learning community which is inclusive and in which individual differences are respected</p> <p>4.8 Candidates demonstrate an understanding of the implications of disability legislation and special education policies and procedures and they provide equitable access to and participation in the general curriculum for students with disabilities.</p> <p>4.9 Candidates understand language development, the role of language in learning and how culture, gender, and exceptional learning needs affect communication in the classroom.</p> <p>4.10 Candidates act as advocates for all students, advise them, recognize student problems, and seek additional help as needed and appropriate.</p>		<p>Clinical teaching evaluations</p> <p>Passing PLT scores</p>	
<p>STANDARD FIVE: KNOWLEDGE OF CLASSROOM MANAGEMENT</p> <p>Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</p> <p>5.1 Candidates understand human motivation and behavior and create a learning environment that is inclusive and supports positive social interaction, active engagement in learning and self-motivation for all students.</p> <p>5.2 Candidates organize and manage resources such as time, space, facilities, technology, activities, instructional assistants and volunteers to engage all students in productive tasks and maximize the</p>	<p>Educ 3070 Educ 5550 Educ 4080 Educ 5080 Block I and II Educ 5360 Rdg 5361 Rdg 5362 Rdg 5363 SPED 4350 Math 5100 4400 methods courses Clinical Teaching</p>	<p>Milestone III Classroom management plan</p> <p>Milestone IV Classroom Rules (Assignment I)</p> <p>Classroom Procedures (Assignment I)</p> <p>Classroom Floor Plan (Assignment I)</p> <p>Classroom Rules (Assignment II)</p> <p>Classroom Procedures (Assignment II)</p>	<p>Milestone III Milestone IV</p>

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<p>amount of class time spent in learning.</p> <p>5.3 Candidates develop shared expectations for all students and create and maintain a positive, inclusive classroom climate of mutual respect, support and inquiry.</p> <p>5.4 Candidates understand and use a wide variety of classroom management strategies that foster self-control and self-discipline.</p> <p>5.5 Candidates can defuse potential conflict and use conflict resolution strategies to maintain a smoothly functioning learning community.</p>		<p>Classroom Floor Plan (Assignment II)</p> <p>Other Clinical teaching evaluations</p> <p>Passing PLT scores</p>	
<p>STANDARD SIX: KNOWLEDGE OF TECHNOLOGY</p> <p>Candidates promote the equitable, ethical and legal use of technology resources and use technology and technology based resources to facilitate developmentally appropriate student learning, and to enhance their professional growth and productivity</p> <p>6.1 Candidates integrate instructional technology to facilitate learning in their classrooms, to supplement instructional strategies, to design instructional materials, and to enhance hands-on experiences and problem solving</p> <p>6.2 Candidates select and use grade-level and content-specific technology resources, including assistive technology, to increase student participation in the total curriculum.</p> <p>6.3 Candidates apply technology to analyze assessment data and to guide classroom decisions regarding student learning</p> <p>6.4 Candidates use technology in their own learning process and to change their current educational practice.</p> <p>6.5 Candidates use technology to gather, sort, and analyze information needed for their own research projects</p> <p>6.6 Candidates use technology to effectively communicate with students, parents, and colleagues.</p> <p>6.8 Candidates effectively use and manage all technology available to them and explore uses of emerging resources.</p> <p>6.7 Candidates use tools such as databases and spreadsheets for sorting, compiling, and analyzing</p>	<p>Educ 3040 Educ 5540 Art 1070 HHP 2010 CSCI 1010 Mus 3160 Block I and II 4400 methods courses Clinical Teaching</p>	<p>Milestone III</p> <p>Example of use of technology in instruction</p> <p>Example of use of technology to support profession</p> <p>Example of use of technology in ethical manner</p> <p>Milestone IV</p> <p>Example of use of technology in instruction (Either assignment)</p> <p>Example of use of technology to support profession (Either assignment)</p> <p>Ethical use policy for technology for school or classroom (Each assignment)</p> <p>Other Clinical Teaching Evaluations</p> <p>Passing PLT scores</p>	<p>Milestone III Milestone IV</p>

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<p>data gathered from a variety of sources.</p> <p>6.9 Candidates model the legal and ethical use of technology resources</p>			
<p>STANDARD SEVEN: KNOWLEDGE OF CONTENT</p> <p>Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.</p> <p>7.1 Candidates demonstrate a broad general understanding of the major concepts of the discipline they teach, including those addressed in the licensure standards for the teaching endorsement(s) they seek</p> <p>7.2 Candidates understand and are able to use assumptions and the processes of inquiry for the discipline being taught.</p> <p>7.3 Candidates create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several related subject areas.</p> <p>7.4 Candidates use connections in instruction across disciplines and draw on their knowledge to build understanding and motivate students.</p>	<p>General Education Core</p> <p>Courses in Major Courses in Minor Courses in Cognate</p>	<p>Milestone III</p> <p>Passing PRAXIS exams</p> <p>Academic transcript</p> <p>Lesson plan incorporating content knowledge</p> <p>Milestone IV</p> <p>Passing PRAXIS exams</p> <p>Academic transcript</p> <p>Lesson plan incorporating content knowledge (Assignment I)</p> <p>Lesson plan incorporating content knowledge (Assignment II)</p>	<p>Milestone III</p> <p>Milestone IV</p>