

Name:

Student ID:

Advisor:

**Master of Arts in Teaching: Major in Special Education
Planning Sheet for Concentration in *General Curriculum***

Phase I (27 hours)

Take these courses first; they are required prerequisites for the courses below.

		Semester	Grade
SPED 5100	Introduction to Special Education (3) (f, s, su)	_____	_____
SPED 5173	Diagnostic Assessment (3) (f, s, su)	_____	_____
SPED 5175	Instructional Planning in Special Education (3) (f, s, su)	_____	_____
SPED 5270	Classroom Management (3) (f, s, su)	_____	_____

You may take these courses next:

SPED 5272	Teaching Mathematics to Learners w/ Special Needs (3) (f, s, su)	_____	_____
SPED 5275	Teaching Reading to Learners w/ Special Needs (3) (f, s, su)	_____	_____
SPED 5277	Teaching Writing to Learners w/ Special Needs (3) (f, s, su)	_____	_____
SPED 6690	Consultation and Collaboration (3) (f, s, su)	_____	_____
SPED 6475	Internship: General Curriculum (3) (f, s)	_____	_____

Apply for Standard Professional I license through the TEAL office for admission to Phase II.

Phase II (12 hours)

Advanced Content

		Semester	Grade
RSCH 7113*	Single-Case Research (3)(s)	_____	_____
RSCH 6101	Research Methods (3) (f, s, su)	_____	_____
SPED 6503	Instructional Design in Special Education (3) (f)	_____	_____

* Note: If doing a research project complete this course before SPED 6691 (a)

Professional and Leadership Development (take these across three semesters)

SPED 6691a	Seminar in Professional and Leadership Development (1) (f, s)	_____	_____
SPED 6691b	Seminar in Professional and Leadership Development (1) (f, s)	_____	_____
SPED 6691c	Seminar in Professional and Leadership Development (1) (f, s)	_____	_____

Capstone Experience (choose one):

_____ Comprehensive Portfolio _____ OR _____ Research Project _____

Apply for Degree and Admission to Candidacy with Graduate School.

For deadlines and forms go to: http://www.uncc.edu/gradmiss/c_graduation.html

Report of project/portfolio sent to the Graduate School.

Apply for "M" license through the TEAL office.

Overview

The M.A.T. in Special Education is organized around five major goals. These goals and related experiences are designed to help teachers become data-based decision makers. We believe that master teachers are self-reflective, lifelong learners who have an advanced understanding of child development, content, and pedagogy; and who use research, experience, and professional judgment to lead others in collaborative planning implementation and evaluation of effective instruction for students with disabilities. The program is responsive to expectations set forth by NCATE (National Council for the Accreditation of Teacher Education), NCDPI (North Carolina Department of Public Instruction), NBPTS (National Board of Professional Teacher Standards), CEC (Council for Exceptional Children), and the 1997 NC Excellent Schools Act.

GOALS

1. Self-direct their personal and professional growth as educators through life-long learning by: (a) initiating professional inquiry through conversations with colleagues and parents; (b) examining the professional literature to foster professional growth and instructional improvement; (c) participating voluntarily in personal and professional development opportunities; (d) setting high expectations for their own academic and instructional performance; (e) seeking improvements in their instruction and learning from and with students, parents, colleagues, and other education professionals; and (f) participating in professional organizations.
2. Respond effectively to diversity in the classroom by: (a) expecting and respecting differences among children who are influenced by development, exceptionalities, and diversity; (b) promoting understanding and respect for all members of the classroom community; (c) helping children, parents, and colleagues develop a global perspective; (d) applying knowledge at all levels of interaction with students – from modifying instruction for individuals to creating a classroom environment where all children are welcome and can be successful learners; (e) interacting humanely with learners with exceptionalities; and (f) producing positive and observable changes in performance over time, over increasingly complex tasks, in increasingly less restrictive placements.
3. Demonstrate advanced knowledge of the content and pedagogy needed in educating students with exceptionalities by: (a) applying advanced knowledge in the assessment and instruction of basic academic skills, functional skills, study skills, survival skills, social/emotional skills, career and vocational skills, and behavior management skills; (b) helping students acquire appropriate knowledge and skills through effective instructional and assessment practices; (c) interfacing curricular issues of special education with those of general education; (d) using technology to support student learning; and (e) assisting students in making sense of their learning by integrating curriculum and connecting their in-school experiences with their future career options outside of school.
4. Improve educational practice through self-reflection, self-evaluation, and applied research by: (a) engaging in study which leads to continuous improvement of teaching and learning; (b) investigating and solving educational problems through the collection and interpretation of data generated by students; (c) evaluating, monitoring, and enhancing the progress of each student; (d) implementing instruction which is driven by data-based decisions; and (e) modifying instructional practices based upon the data collected on students' learning and behavioral progress.
5. Serve as leaders in the implementation of the collaborative efforts of all professionals involved in the educational preparation of students with exceptionalities by: (a) taking responsibility for sharing in decision-making relative to school-wide issues; (b) asking for and sharing successful instructional approaches and solutions with colleagues, parents, and students; (c) sharing educational responsibility with parents and students themselves; (d) serving as a leader in planning and implementing programs for the transition from school-to-work and independent living; (e) demonstrating strategies which include collaboration between teachers and paraprofessionals; (f) serving as mentors for colleagues; (g) supporting interagency collaboration between school(s) and other human service agencies (such as Vocational Rehabilitation); and (h) establishing or enhancing collaborative efforts between school and parent/advocate groups.