

SPECIAL EDUCATION, M.A.T.

e-Learning

The M.A.T. in Special Education program prepares teacher candidates to develop and implement culturally responsive special education services for students with disabilities in kindergarten through twelfth grade. The program focuses on the unique needs of:

1. children and youth with disabilities;
2. Alaska's diverse Native and non-Native communities; and
3. Alaska's remote, rural, and urban communities.

The M.A.T. in Special Education is designed for candidates who are seeking initial certification in special education. The M.A.T. in Special Education program is designed to accommodate working professionals, offering courses in the evenings. Courses are offered year-round online using a variety of virtual platforms. This e-Learning format allows candidates who live and work in Alaska's remote and rural communities to remain in their home communities while completing their graduate studies.

Requires membership in the SOE data management system. Refer to the FAQ in the Student Services page of the SOE website for additional information <https://www.uas.alaska.edu/education/student-services/index.html> (<https://www.uas.alaska.edu/education/student-services/>)

Application Requirements

1. A completed graduate application and \$60 nonrefundable application fee.
2. An official transcript indicating a baccalaureate degree and a GPA of 3.00
3. Two Letters of Recommendation on UAS form.
4. A writing sample consisting of (a) Statement of professional objectives, 1 to 2 pages in length, and (b) Statement of your commitment to diversity in the classroom, 1 to 2 pages in length. Instructions for writing sample: MAT Writing Sample Instructions (https://uas.alaska.edu/education/documents/special_ed/MAT_writing_sample_instructions.pdf)
5. Passing Praxis Core/CASE exam scores must be sent to UAS Admissions and to the Department of Education & Early Development (DEED) using the code R7027. Additional instructions and information on this requirement: http://www.uas.alaska.edu/education/documents/Praxis_CASE.pdf

Exit Criteria

1. Satisfactory completion of all courses
2. GPA of 3.00 or higher
3. Praxis Core/CASE exam scores meeting Alaska Department of Education & Early Development requirements for initial teacher certification.
4. Portfolio

Requirement	Hours
Minimum Credit Hours	39
Foundational Courses	9
Program Requirements	39

Code	Title	Credits
Foundational Course		
ED S380	Multicultural Education ¹	3
EDSE S482	Inclusive Education for Students with Disabilities	3
EDSE S486	Special Education through the Lens of Alaska Native Peoples ²	3
Program Requirements		
ECE S689	Early Literacy: Culturally Responsive Reading Practices	3
ED S688	Student Teaching	6
EDSE S605	Early Childhood Special Education	3
EDSE S610	Assessment of Students with Disabilities	3
EDSE S612	Curriculum and Strategies: Low Incidence	3
EDSE S622	Curriculum and Strategies: High Incidence	3
EDSE S685	Transition Planning for Secondary Students	3
EDSE S687	Supporting Student Engagement	3
EDSE S694	Special Education Practicum	3
EDSE S695	Professional and Ethical Practice	3
Choose two of the following courses:		6
AKL S410	Indigenous Language Curriculum Design & Instruction	
ED S680	Perspectives in Multicultural Education	
EDSE S609	Classroom Management and Child Guidance in ECE ³	
EDSE S677	Language & Literacy: Assessment & Intervention	
EDSE S692	Seminar:	
Advisor Approved Elective		
Upper division course ⁵		
Total Credits		48

¹ If not already taken, this course could be satisfied by taking a graduate level course listed on the DEED Website for multicultural and cross-communication or by taking ED S680 which is listed in the major elective section. It is possible that a course could meet one of the required major elective courses and satisfy the foundation requirement.

² This course satisfies the DEED Alaska Studies course requirement as well as meets the required foundation course.

³ This will count toward a pre-K special education endorsement from DEED.

4 Taking ED S680 will fulfill the major elective requirement and will satisfy the ED S380 Multicultural Education course listed in the foundation section.

⁵ *Or other upper-division (400 level) or graduate level EDSE courses from UAF or UAA. Consult with your advisor regarding options.*

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Upon completion, students will be able to:

1. Council for Exceptional Children Standard 1 Engaging in Professional Learning and Practice within Ethical Guidelines: Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
2. Council for Exceptional Children Standard 2 Understanding and Addressing Each Individual's Developmental and Learning Needs: Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high-quality learning experiences reflective of each individual's strengths and needs.
3. Council for Exceptional Children Standard 3 Demonstrating Subject Matter Content and Specialized Curricular Knowledge: Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
4. Council for Exceptional Children Standard 4 Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making: Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
5. Council for Exceptional Children Standard 5 Supporting Learning Using Effective Instruction: Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction,

flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

6. Council for Exceptional Children Standard 6 Supporting Social, Emotional, and Behavioral Growth: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
7. Council for Exceptional Children Standard 7 Collaborating with Team Members: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.