



BLACK HILLS

STATE UNIVERSITY

College of Education and Behavioral Sciences

Graduate Handbook

for

Master of Arts in Teaching

K-12 Special Education

*The mission of the School of Education is to prepare competent,
confident, and caring professionals.*

MASTER OF ARTS IN TEACHING: K-12 SPECIAL EDUCATION (MAT-SPED)

The Master of Arts in Teaching Special Education (MAT-SPED) graduate programs at Black Hills State University (BHSU) facilitate professional growth while providing initial certification in K – 12 SPED teaching by taking online classes at the graduate level. This is intended for candidates with bachelor’s degrees who decide to pursue a career in K-12 special education.

National and State Standards

Courses in each of the areas of emphasis align with South Dakota state standards and InTASC Model Core Teaching Standards and Learning Progressions for Teachers. Core courses are guided by propositions of the standards of the designated professional association, Council for Exceptional Children.

<i>Standard</i>	<i>Description</i>
<i>1: Learner Development and Individual Learning Differences</i>	<i>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. 24:53:07:18 (2) Knowledge of the developmental characteristics of the elementary level, middle level, and secondary level learner and of the student with disabilities</i>
<i>2: Learning Environments</i>	<i>Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.</i>
<i>3: Curricular Content Knowledge</i>	<i>Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. 24:53:07:18 - (3) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning</i>
<i>4: Assessment</i>	<i>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</i>
<i>5: Instructional Planning and Strategies</i>	<i>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</i>

<i>6: Professional Learning and Ethical Practice</i>	<i>Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</i>
<i>7: Collaboration</i>	<i>Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</i>
<i>8: Content Area Literacy</i>	<i>24:53:07:18 - (1) Competency in the teaching of content area literacy and instructional methods in the content area specific to the discipline</i>
<i>9: Technology Integration</i>	<i>24:53:07:18 - (4) Integrating technology into teaching and learning</i>
<i>10: South Dakota Indian Studies</i>	<i>24:53:07:18 - (5) Completion of a three semester hour course in South Dakota Indian studies</i>
<i>11: Middle Level Learners</i>	<p><i>24:53:07:18 - (6) Verification that the candidate has completed studies and field experiences in the following:</i></p> <ul style="list-style-type: none"> <i>(a) Design curriculum and instructional strategies for middle level learners;</i> <i>(b) Developmental characteristics of the middle level learner; and</i> <i>(c) Concepts of middle level education or the middle level learner.</i>

Specific MAT-SPED Admission Requirements

Apply online for admission to graduate studies. Submit completed application form and a \$35.00 application fee. Request that an official undergraduate transcript showing your posted baccalaureate degree be sent from the institution that awarded the degree to BHSU Admissions, along with graduate transcripts if you wish to transfer graduate credit. Submit a current resume/vita and two letters of recommendation, one from your current employer. Submit a letter of interest in the MAT-SPED program. Finally, complete and submit a admission application packet to the school of education. You will receive an email from the Director of Graduate Studies regarding your acceptance to the program.

To be accepted, students must have:

1. An undergraduate degree (BS or BA)
2. A cumulative undergraduate grade point average of 2.70 or higher
3. Current Resume/Vita
4. Two accepted letters of recommendation (one from current employer)
5. Letter of interest in the MAT-SPED program

MAT-SPED Programs of Study

MAT-SPED graduate degree program of study includes areas of emphasis in Education Studies and K-12 Special Education. Completion of the MAT-SPED program of study results in initial licensure or endorsement as a K-12 generalist special education teaching certificate or license.

Program of Study (47 total hours)

Course Number	Course Title Search Course Descriptions HERE	Credit Hours
ED 622	Foundations of Education & Learning Theory	3
INED 511	South Dakota Indian Studies	3
SPED 506	Introduction to Assistive Technology	2
SPED 510	Behavior Management of Exceptional Children	3
SPED 513	Serving Students with MR, DD, and Severe Disabilities	3
SPED 517	Vocational-Transitional Programming	3
SPED 520	Curriculum & Instructional Strategies K-12	3
SPED 531	Identification and Assessment in Special Education	3
SPED 535	Characteristics and Exceptionalities of Adolescents	3
SPED 553	Introduction to Autism Spectrum Disorders	3
SPED 560	Family Systems and Professional Collaboration	3
SPED 585	Special Education Law	2
SPED 695	SPED Practicum (<i>elementary level</i>)	1
ED 695	Pre-Student Teaching SPED Practicum (<i>secondary level</i>) *co-requisite with SEED 508	1
SEED 508	Planning, Managing & Assessing the 7-12 Diverse Classroom *co-requisite with ED695	3
SEED 550	5-12 Teaching Reading in Content Area	3
SPED 688	Student Teaching (16 weeks: requires 8wks at elementary and 8wks at secondary)	4
EDFN 790	Seminar Performance Assessment	1
	Grand Total	47 credits

MAT-SPED Culminating/Capstone Event – Performance Assessment

Each MAT-SPED graduate student is required to complete the Praxis Performance Assessment for Teachers ([PPAT](#)).

The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the [InTASC Model Core Teaching Standards](#), demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher. It is designed to:

- develop more effective teachers in the classroom
- identify strengths and areas for improvement of practice
- allow student teachers to continually refine their teaching practices
- contribute to a development plan for professional growth (taken from ets.org)