

## **SPECIAL EDUCATION**

845-257-2831

[www.newpaltz.edu/edstudies/special\\_ed.html](http://www.newpaltz.edu/edstudies/special_ed.html)

### **Professors**

Spencer Salend, Ed.D., University of Kentucky

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## **■ MASTER OF SCIENCE IN EDUCATION**

### **Special Education**

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The Department of Educational Studies of SUNY New Paltz offers a master's degree in Special Education. Teacher candidates pursue a program of study in Early Childhood Special Education (Birth – Grade 2), Childhood Special Education (Grades 1-6), Adolescence Special Education (Grades 7-12), Childhood Special Education (Grades 1-6) and Literacy Education (Birth – Grade 6), and Adolescence Special Education (Grades 7-12) and Literacy Education (Grades 5-12).

### **Adolescence Special Education (Grades 7-12) (060G)**

Jane Sileo, Co-Coordinator, 845-257-2835, [sileo@newpaltz.edu](mailto:sileo@newpaltz.edu)

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The Adolescent Special Education Program consists of at least 36 credit hours and leads to the Students with Disabilities 7-12 Generalist certificate. This NYS certificate requires that candidates have 6 credit hours in each of the following content areas: English, social studies, science, and math. Students who are deficient in any of these credits must fulfill them before graduation from the Adolescence Special Education master's program.

Professional certification for each of these programs requires three years of successful teaching experience at the appropriate grade level(s).

Initial certification is not required for admission to this program. However, students who enter the Adolescence Special Education Program with initial certification in a content area will be eligible for an extension on their Students with Disabilities 7-12 Generalist certification in that content area. Extensions for the following areas are available:

SWD- Earth Science (grades 7-12)

SWD- Biology (grades 7-12)

SWD- Chemistry (grades 7-12)

SWD- Physics (grades 7-12)

SWD- Social Studies (grades 7-12)

SWD- Mathematics (grades 7-12)

SWD- English Language Arts (grades 7-12)

SWD- Languages other than English (grades 7-12)

American Sign Language

Cantonese

Chinese

French

German

Greek

Hebrew  
Italian  
Japanese  
Latin  
Mandarin  
Russian  
Spanish

## Admission Requirements

You must submit:

- A completed graduate school application.
- Evidence of initial certification is required *if* the applicant would like to be recommended for an extension in one of the areas listed above.
- One official transcript of all undergraduate and graduate work providing evidence of a baccalaureate degree from an accredited institution with at least a 3.0 cumulative grade point average on a 4.0 scale.
- Applicants who believe that their scores on the Miller Analogies Test or the Graduate Record Examination will enhance their application may include this information with their application or provide the Special Education Unit with this information. In these cases, special education faculty will consider this information as another indicator of your suitability for graduate work in special education.
- A typed statement that describes your educational aspirations, experiences in working with students in educational settings, and how the Master's Program in Adolescence Special Education will help you achieve your personal and professional goals. The response should be 300- 400 words in length. The special education faculty will examine the writing sample with respect to content, clarity and organization of ideas, grammar, and style.
- Three letters of professional recommendation written on professional letterhead.

All letters must:

1. Be dated and current;
2. Address how long the writer has known you and in what capacity;
3. Two letters should be written by faculty with whom you have taken a college level class. These letters of reference should address your academic performance and your ability to successfully complete a rigorous graduate program in Special Education. We prefer that these letters come from full-time faculty at a college or university.
4. One letter should be written by one of the following individuals: a student teaching supervisor, a cooperating teacher, an administrator in a school, or a supervisor in an agency that is related to education. This letter of reference should address your ability to work with adolescents.

## Application Deadlines

- Fall and Summer Admission: April 1
- Spring Admission: November 1

## Program Requirements

- Complete the prescribed course work and other requirements within five years after matriculation.
- Maintain a cumulative grade point average of 3.0 or better, with no more than two grades below B-.

## Curriculum Requirements / 36 credits

The Adolescence Special Education program consists of 36 credit hours, 30 credit hours are core courses and 6 credit hours are electives.

### Required Courses

- SPE700 Educating Special Learners (5 credits)
- SPE701 Educational Assessment of Learners with Disabilities (5 credits)
- SPE702 Teaching Math, Science and Technology in Inclusive Classrooms (3 credits)
- SPE703 Research in Special Education (3 credits)
- SPE741 Literacy and Social Studies Instruction for Childhood Learners with Disabilities (5 credits)
- SPE742 Learning Environments for Childhood Learners with Disabilities (3 credits)

- SPE743 Practicum in Childhood Special Education (6 credits)

### **Elective Courses**

- Elective in Diversity (3 credits)
- Elective in Collaboration (3 credits)

### **Additional Requirements**

- NYS certification requires that candidates have 6 credit hours in each of the following content areas: English, math, science, and social studies. Students who are deficient in any of these credits must fulfill them before graduation from the Adolescence Special Education master's program.
- This program is field-based. As a result, a significant amount of your teacher preparation program will be conducted in the professional field under supervision with students and cooperating teachers. The required practicum is offered during the spring and fall. Summer practicum is available to those meeting certain criteria. This is important to consider in planning your program since working in the field demands that you have time available to spend in schools, clinics, and classrooms. This may necessitate an adjustment of your daily schedule. You must have a 3.0 average in graduate courses in order to enroll in the practicum course, SPE743.
- Deadlines for practicum application forms are available in the Educational Studies Office, Old Main Building 108.

### **Graduation Requirements**

- Certification Exam  
In order for SUNY New Paltz to recommend a student for certification you must pass the Students with Disabilities Content Specialty Test.

### **Course Offerings**

#### **SPE563 Multiple Intelligences in Inclusive Classrooms (3)**

Participants will develop understanding and skills in the use of multiple intelligences for planning and collaborating in instructional design, supporting students' full participation, and working with colleagues and community.

#### **SPE572 Teaching Learners of Culturally/Linguistically Diverse Backgrounds (3)**

This course examines the academic and social challenges education poses faced by students from culturally and linguistically diverse backgrounds. Methods for implementing culturally relevant instruction and programs for all students will be discussed.

#### **SPE700 Educating Special Learners (5)**

This course will examine issues related to the education of learners with special needs, including the philosophical, historical, social, and legal foundations of special education; characteristics of learners with disabilities; employment and independence for learners with disabilities; and professionalism and ethical practices. The course will also offer students field-based experiences working with learners with disabilities in educational programs that address a wide range of academic, social, and transitional needs. Prerequisite: Matriculated (060G) status.

#### **SPE701 Educational Assessment of Learners with Disabilities (5)**

This course explores critical issues in the educational assessment process and focuses on the use of informal and formal assessment strategies to identify and assess learners with disabilities. This course offers students field-based experience in assessing the educational performance of learners with disabilities. Prerequisite: SPE700 and matriculated (060G) status.

#### **SPE702 Teaching Math, Science and Technology in Inclusive Classrooms (3)**

This course examines methods for planning, implementing, and evaluating instructional strategies for students with disabilities, particularly in the areas of math, science, and technology. It emphasizes differentiating instruction based upon learner characteristics, learning environment, curriculum and standards. Prerequisite: SPE700 or SPE701 and matriculated (060G) status.

#### **SPE703 Research in Special Education (3)**

Reviews current issues in special education research. Students design and execute a research project addressing their interest. Prerequisite: SPE700 and matriculated (060G) status.

#### **SPE741 Literacy and Social Studies Instruction for Adolescent Learners with Disabilities (5)**

Examines methods for planning, implementing, and evaluating instructional strategies for students with disabilities on the adolescent level, particularly in the areas of literacy and social studies. It emphasizes differentiating instruction based upon learners, environment, curriculum, and standards. Prerequisite: SPE700, SPE701 and matriculated (060G) status.

#### **SPE742 Learning Environments for Adolescent Learners with Disabilities (3)**

This course will focus on planning and implementing safe, positive and supportive learning environments. Teaching pro-social skills, and employing best practices for adolescent learners with disabilities in general education settings will be included. Prerequisite: SPE700 and matriculated (060G) status.

**SPE743 Practicum in Adolescent Special Education (6)**

Provides students with the opportunity to teach adolescent learners with disabilities in a school setting under the direction of a cooperating teacher and a university supervisor. Prerequisite: SPE700, SPE701, SPE702, SPE741, SPE742 and matriculated (060G) status.

**SPE750 Collaboration Strategies for Educators (3)**

This course offers information, theories, resources, and guidelines to help educators enhance their ability to collaborate effectively with families, other professionals, and community members to support the teaching and learning processes.

**SPE761 Working with Families of Students with Disabilities (3)**

An investigation of various problems confronting parents, siblings, and other members of the family of persons with disabilities. Such issues as schooling, personal-social adjustment, vocational adjustment, and independent living arrangements are addressed.