

SPECIAL EDUCATION

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www.newpaltz.edu/edstudies/special_ed.html

Professors

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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).

■ MASTER OF SCIENCE IN EDUCATION DUAL CERTIFICATION PROGRAMS

Childhood Special Education (Grades 1-6) with Certification in Literacy Education (B-6) (059C)

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Applicants with initial certification in Childhood Education will complete 48 credit hours of course work. Upon successful completion of the program, teacher candidates are eligible for NYSED initial certification in Childhood Special Education (1-6) with certification in Literacy Education (B-6). Professional certification requires three years of successful teaching experience at the appropriate grade level(s).

The following initial certification is accepted for admission to the Childhood Special Education (Grades 1-6) with Certification in Literacy Education (B-6) Program:

Childhood Education (1-6)

Admission Requirements

You must submit:

- A completed graduate school application.
- Evidence of initial (provisional) certification.
- One official transcript of all undergraduate and graduate work providing evidence of a baccalaureate degree from an accredited institution with at least a 3.2 cumulative grade point average on a 4.0 scale. Applicants who think 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 Special Education Unit with this information. In these cases, the 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 training in the master's program in Childhood Special Education 1-6 and Literacy Education B-6 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 children.

Program Requirements

- Develop a plan of study with an advisor upon matriculation;
- Complete prescribed course work and other requirements within five years of matriculation;
- Maintain a cumulative average of 3.0 or better, with no more than two grades below B-.
- During the Literacy Content Core courses, students will compile a professional portfolio that will be presented at the end of the program.

Curriculum Requirements / 48 credits

The Childhood Special Education (1-6) and Literacy Education (B-6) program consists of 48 credit hours. You should take these courses in the sequence suggested by your academic advisor.

Required Courses

- SPE700 Educating Special Learners (5 credits)
- SPE701 Educational Assessment of Learners with Disabilities (5 credits)
- SPE731 Literacy and Social Studies Instruction for Childhood Learners with Disabilities (5 credits)
- SPE732 Learning Environments for Childhood Learners with Disabilities (3 credits)
- SPE733 Practicum in Childhood Special Education (6 credits)
- EDI774 Theoretical Foundations of Reading (3 credits)
- EED745 Workshop in the Diagnosis of Reading Difficulties (3 credits)
- EED746 Workshop for the Remediation of Reading Difficulties (3 credits)
- EED565 Content Area Literacy (3 credits)
- EED747 Clinical Practices in Reading (3 credits)
- EDI775 Graduate Seminar in Reading (3 credits)

Elective Courses

- Elective in Research (3 credits)
- Elective in Cultural and Linguistic Diversity (3 credits)

Additional Requirements

- This program is also 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, SPE733.

- Deadlines for practicum and practicum application forms are available in the Educational Studies Office, Old Main Building 108.

Graduation Requirements

- A completed plan of study
- Certification Exams

In order for SUNY New Paltz to recommend a student for certification you must pass the LAST, ATS-W, Multi-Subject Test, and Students with Disabilities Content Specialty Test.

Course Offerings

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 (059C) 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 (059C) 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 (059C) status.

SPE731 Literacy and Social Studies Instruction for Childhood Learners with Disabilities (5)

This course will examine methods for planning, implementing, and evaluating instructional strategies for students with disabilities on the childhood level, particularly in the areas of literacy and social studies. Emphasis will be placed on methods for differentiating instruction based upon learner characteristics, learning environment, curriculum and technology considerations, and state, and national standards. Prerequisite: SPE700 or SPE701 and matriculated (059C) status.

SPE732 Learning Environments for Childhood 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 including childhood learners with disabilities in general education settings will be included. Prerequisite: SPE700 and matriculated (059C) status.

SPE733 Practicum in Childhood Special Education (6)

This course provides students with the opportunity to teach childhood learners with disabilities in a school setting under the direction of a cooperating teacher and a university supervisor. Prerequisite: SPE700, SPE701, SPE702, SPE731, and SPE732 and matriculated (059C) status.

EED565 Content Area Literacy B-6

Explores the theories, methods, and materials necessary for successful integration of reading/writing with content area subject matter for the B-6 learner.

EED744 Workshop in Understanding Reading Problems (3)

The purpose of this course, designed for teachers of all levels, is to provide students who are certified teachers with tools to understand, assess and address reading problems that they may encounter with students in their classes. This course takes a development approach to the reading process, describing each stage and the examples of performance that exemplifies normal development in each one. It also provides examples of performance that differs from the norm, discusses their causes briefly, but focuses on methods of assessment and instruction within the content areas, including English language arts classes that teachers can use to address those differences that manifest as problems that interfere with the learning process. Prerequisite: EDI774 or 99774 and matriculated (029A, 029B, 030A or 030B) status.

EED745 Workshop in the Diagnosis of Reading Difficulties (3)

Familiarizes students with formal and informal instruments used in ongoing diagnosis of reading difficulties. Students prepare case histories based on tests, observations and interviews, and make recommendations for remedial treatment. Prerequisite: EED744 or 35544 and matriculated (029A, 029B, 030A or 030B) status.

EED746 Workshop for the Remediation of Reading Difficulties (3)

Working in a supervised laboratory setting, the student diagnoses, translates diagnostic results into a plan for remediation and carries out the plan within the time limitations of the course. The student develops competency in working with client and parent, in using specific remedial materials and techniques, and in reporting results. Prerequisite: EED745 or 35745 and matriculated (029A, 029B, 030A or 030B) status.

EED747 Clinical Practices in Reading (3)

Under close supervision, student works intensively with one or more children with serious reading problems, diagnosing, establishing a remedial program, tutoring, and reporting results. Student works with the client to discover and monitor the strategies that will bring greater comprehension. Family support is an ongoing consideration. Seminar explores functions and organization of a reading clinic, professional organizations, and professional ethics. Prerequisite: EED746 or 36746 and matriculated (029A, 029B, 030A, or 030B) status.

EDI774 Theoretical Foundations of Reading (3)

This course explores the original theories underlying the reading process and the research on which they are based. Students discuss current theories and write a series of short papers and a research paper as they develop their own theory of reading instruction. They engage in conversations about research in the field, relating it to their work as teachers.

EDI775 Graduate Reading Seminar (3)

Reviews and synthesizes major aspects of reading presented through the master's program, based on required current readings. Additionally requires students to complete an action research project. This is the final course in the master's program in education for students with a K-12 reading concentration. Prerequisite: Matriculated (029A, 029B, 030A, or 030B) status.