

SPECIAL EDUCATION

845-257-2831

www.newpaltz.edu/edstudies/special_ed.html

Professors

Spencer Salend, Ed.D., University of Kentucky

Catharine Whittaker, Ph.D., Ohio State University

Associate Professors

Barbara Chorzempa, Ph.D., University of Maryland

Laurel M. Garrick Duhaney, Ph.D., Southern Illinois University, Carbondale

Robin Smith, Ph.D., Syracuse University

Assistant Professors

Jane Sileo, Ed.D. University of Nevada, Las Vegas

Michael Smith, Ph.D., University of South Florida

■ MASTER OF SCIENCE IN EDUCATION

Special Education

Jane Sileo, Co-Coordinator, 845-257-2835, sileoj@newpaltz.edu

Catharine Whittaker, Co-Coordinator, 845-257-2843, whittakc@newpaltz.edu

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).

Early Childhood Special Education (Birth – Grade 2) (060E)

Jane Sileo, Co-Coordinator, 845-257-2835, sileoj@newpaltz.edu

Catharine Whittaker, Co-Coordinator, 845-257-2843, whittakc@newpaltz.edu

Applicants with initial certification in Early Childhood Education B-2 will complete 36 credit hours of course work. Upon successful completion of the program, teacher candidates are eligible for NYS Education Department initial certification in Early Childhood Special Education B-2.

The following initial certification is accepted for admission to the **Early Childhood Special Education program:**

Early Childhood Education B-2

Admission Requirements

You must submit:

- A completed graduate school application.
- Evidence of initial (provisional) certification (if applicable).
- 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 Early Childhood 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 young children.

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 Early Childhood Special Education program consists of 36 credit hours, 33 credit hours are core courses and 3 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)
or
- EED716 Science and Math for Young Children (3 credits)
- SPE703 Research in Special Education (3 credits)
- SPE731 Literacy and Social Studies Instruction for Childhood Learners with Disabilities (5 credits)
- SPE732 Learning Environments for Childhood Learners with Disabilities (3 credits)
- SPE753 Practicum in Early Childhood Special Education (6 credits)
- SPE798 Young Children with Disabilities (3 credits)

Elective Courses

- Elective in Diversity (3 credits)

Additional Requirements

- 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, SPE753.
- 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

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 (060E) 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 (060E) 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 (060E) status.

EED716 Science and Math for Young Children

Develop in children scientific and mathematical curiosity, awareness and skill in fundamental processes, concepts and operations. A variety of approaches, focusing on sensory experiences to develop concepts in science and math. A study of developmental stages of children as they relate to concept and skill acquisition.

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 (060E) 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 (060E) 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 (060E) status.

SPE753 Practicum in Adolescent Special Education (6)

This course provides students with the opportunity to teach early childhood learners with disabilities in a school setting under the direction of a cooperating teacher and a university supervisor. Prerequisite: SPE700, SPE701, SPE702 or EED716, SPE731, and SPE732 and matriculated (060E) status.

SPE798 Young Children with Disabilities

This course examines current issues, research, and best practices to support successful programming for young children with disabilities (birth to eight years) and their families.