

MSED IN TEACHING STUDENTS WITH DISABILITIES (P-12)

Program Overview

Program Coordinator	Barbara Chorzempa, (845) 257-2851, chorzemb@newpaltz.edu
Program ID	060P
Credits	30
Program Length	The MSED can be complete in one year if enrolled full-time, or two years if attending part-time. Students have a maximum of five years to complete the program.
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6
Capstone	Practicum
Licensure/Certification	NYSED Initial/Professional Students with Disabilities (SWD) All Grades SWD 7-12 subject-area extensions in: English Language Arts, American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Biology, Chemistry, Earning Science, Physics, Mathematics, Social Studies.

Program Description

The graduate program in teaching Students with Disabilities (All Grades) has been carefully designed to prepare teacher candidates with the skills and qualifications needed to begin a fulfilling career. The MSED Program consists of 30 credit hours and leads to the Students with Disabilities All Grades 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 master's program.

Students who enter the program with initial certification in a content area will also be recommended for an extension on their Students with Disabilities Generalist All Grades certification in that content area. Extensions for the following areas are available:

- SWD- Biology (grades 7-12)
- SWD- Chemistry (grades 7-12)
- SWD- Earth Science (grades 7-12)
- SWD- Mathematics (grades 7-12)
- SWD- Physics (grades 7-12)
- SWD- Social Studies (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

[Apply Now](#)

You must submit:

- Evidence of NYS initial certification in:
 - Childhood Education grades B-6 or 1-6
 - Adolescence Education¹ grades 7-12 in one of the following disciplines: Biology, Chemistry, Earth Science, Physics, Social Studies, Mathematics, English Language Arts; or
 - Languages other than English grades 7-12 in one of the following areas: American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish; or
 - Visual Arts Education (all grades), Music Education (all grades), Health Education (all grades), Technology Education (all grades) or Teaching English to Speakers of Other Languages (all grades)
- 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. Including the following courses:
 - 6 credits of English composition courses with a grade of at least B
 - 6 credits of History

- 6 credits of Science
- 6 credits of Mathematics
- Graduate Admissions Essay:
Describe your personal and professional experience that led you to apply to the New Paltz Special Education program. How do you see the New Paltz Special Education program helping you advance toward your 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:
 - be dated and current.
 - address how long the writer has known you and in what capacity.
 - address your suitability for graduate work in special education, referring to your academic abilities, ability to work with students and others, and your professional commitment
 - 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.
 - 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 or adolescents.

¹All candidates completing this program must meet the requirements for initial certification in Adolescence Education and Students with Disabilities, including the requirement for a I
² This program may not be used for students with initial certification in Teaching Students with Speech and Language Disabilities who are seeking professional certification. The edu

Application Deadlines

May 1	Fall Admission
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There will be no Spring admission for 2025.

Curriculum Requirements

Sample Full-time Schedule

Fall Term (15 Credits)		
SPE566	Introduction to Education of Students with Disabilities	3
SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	3
SPE755	Foundations of Literacy for Students with Disabilities	3
SPE715	Issues and Research in Sp Ed	3
SPE773	Practicum and Seminar in Teaching Students with Disabilities I	3
Spring Term (15 Credits)		
SPE559	Instructional and Behavioral Environments	3
SPE567	Educational Assessment of Students with Disabilities	3
SPE756	Literacy Instruction for Students with Disabilities	3
SPE757	Instructional Practices in the Content Area for Students with Disabilities	3
SPE774	Prac & Sem Tchng Sts w Dis II	3
Total Credits		30

Sample Part-time Schedule

Fall One (6 Credits)		
SPE566	Introduction to Education of Students with Disabilities	3
SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	3
Spring One (6 Credits)		
SPE567	Educational Assessment of Students with Disabilities	3
SPE757	Instructional Practices in the Content Area for Students with Disabilities	3
Fall Two (9 Credits)		
SPE755	Foundations of Literacy for Students with Disabilities	3
SPE715	Issues and Research in Sp Ed	3

SPE773	Practicum and Seminar in Teaching Students with Disabilities I	3
Spring Two (9 Credits)		
SPE559	Instructional and Behavioral Environments	3
SPE756	Literacy Instruction for Students with Disabilities	3
SPE774	Prac & Sem Tchng Sts w Dis II	3
Total Credits		30

Degree Requirements

This program requires a minimum of 60 hours in an educational setting. As a result, part of your teacher preparation program will be conducted in the professional field under supervision with students and cooperating teachers. The required practica are offered during the spring and fall. 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 to your daily schedule.

Graduation Checklist

- Apply for graduation via my.newpaltz.edu under “Graduation” tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#).
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) outlined in the Program Overview.

Program Learning Outcomes

MSEd Teaching Students with Disabilities (P-12)

- **Content Knowledge:** Teacher candidates who successfully complete the Special Education Master’s Degree program will develop the knowledge, skills, and dispositions needed to demonstrate content mastery of the a) foundations of the field of special education (e.g., legal, social, and historical perspectives), b) characteristics of learners with disabilities, c) general and specialized curricula, d) state/national, professional and ethical standards; and e) current policies and issues within the field of special education.
- **Planning:** Teacher candidates who successfully complete the Special Education Master’s Degree program will develop the knowledge, skills, and dispositions needed to plan universally designed lessons in the core content areas that a) address appropriate standards, b) include differentiated instructional strategies, c) utilize assistive and adaptive technologies (as appropriate), and d) promote the valuing of diversity, respect, and inclusion in safe, democratic, and equitable learning environments.
- **P-12 learning:** Teacher candidates who successfully complete the Special Education Master’s Degree program will develop the knowledge, skills, and dispositions needed to design, administer, score, and interpret informal and formal assessments that inform the educator’s comprehensive understanding of a student’s interests, strengths and needs, and guide educational decisions.
- **Dispositions:** Teacher candidates who successfully complete the Special Education Master’s Degree program will develop the knowledge, skills, and dispositions needed to demonstrate the use of professional ethical principles and professional practice standards; conduct themselves as reflective practitioners; participate effectively in institutional change, social justice, and student advocacy; and establish positive, professional interpersonal relationships with students, families, colleagues, staff and administrators.
- **Pedagogical practice:** Teacher candidates who successfully complete the Special Education Master’s Degree program will develop the knowledge, skills, and dispositions needed to select, implement, and evaluate curriculum, instructional materials and practices, and behavior management techniques needed to promote active student engagement and maximize student learning—including a variety of developmentally and contextually appropriate evidence-based practices and culturally responsive practices.
- **Critical Thinking and Reasoning:** Teacher candidates who successfully complete the Special Education Master’s Degree program will develop the knowledge, skills, and dispositions needed to not only develop their own critical thinking skills by evaluating their methods for planning, implementing, and assessing students with disabilities, but also provide opportunities to develop the critical thinking and problem-solving skills of their students across the disciplines.
- **Information Literacy:** Teacher candidates who successfully complete the Special Education Master’s Degree program will develop the knowledge, skills, and dispositions needed to:

- use available instructional technologies to extend and/or enhance instructional assessment, planning, and delivery activities designed for students with disabilities; and,
- support the social, environmental, and academic needs of students with disabilities through considerations of assistive and augmentative technologies.