

MSED IN SPECIAL EDUCATION - ADOLESCENCE SPECIAL EDUCATION (GRADES 7-12)

Program Overview

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| Program Coordinator | Barbara Chorzempa, (845) 257-2851, chorzemb@newpaltz.edu |
| Program ID | 060G |
| Credits | 32 |
| Program Length | The MSEd can be completed in 3 semesters if enrolled full-time, but students must complete degree within 5 years |
| Modality | In-person |
| Full-time/Part-time | Full-time |
| Transfer Credits | 6 |
| Capstone | Practicum |
| Licensure/Certification | NYSED Initial/Professional Special Education Generalist: 7-12 |

Program Description

The graduate program in Special Education has been carefully designed to prepare teacher candidates with the skills and qualifications needed to begin a fulfilling career. The Adolescence Special Education Program consists of at least 32 credit hours and leads to the Students with Disabilities Generalist 7-12 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.

Students who enter the Adolescence Special Education Program with initial certification in a content area will also be recommended for an extension on their Students with Disabilities Generalist 7-12 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

You must submit:

- Evidence of NYS initial certification in:
 - 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
- 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.
- Contact information for three references capable of addressing your ability to successfully complete a rigorous graduate program in Special Education.

¹ All candidates completing this program must meet the requirements for initial certification in Adolescence Education and Students with Disabilities, including the requirement for a liberal arts major or a major in an adolescence education subject to be taught.

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 education requirement for professional certification in this field is a master's degree program that meets the education requirements for licensure as a speech-language pathologist.

Application Deadlines

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|------------|------------------|
| April 1 | Fall Admission |
| November 1 | Spring Admission |

Curriculum Requirements

The Adolescence Special Education program consists of 32 credit hours. The plan below illustrates full-time study; however, students may elect to enroll part-time.

| Code | Title | Credits |
|------------------------------|-------------------------------------------------------------------|---------|
| Fall One (12 Credits) | | |
| SPE566 | Introduction to Special Education | 3 |
| SPE567 | Educational Assessment of Students with Disabilities | 3 |
| SPE715 | Issues and Research in Sp Ed | 3 |
| SPE745 | Foundations of Literacy for Adolescent Students with Disabilities | 3 |
| Choose One: | | |
| SPE585 | Fieldwork V: Middle School 7-8 | |

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| SPE586 | Fieldwork VI: High School 9-12 | |
| Spring One (12 Credits) | | |
| SPE559 | Instructional and Behavioral Environments | 3 |
| SPE573 | Collaboration Strategies | 3 |
| SPE746 | Literacy Instruction for Adolescent Students with Disabilities | 3 |
| SPE747 | Instructional Practices in the Content Areas for Adolescent Students with Disabilities | 3 |
| Choose One: | | |
| SPE585 | Fieldwork V: Middle School 7-8 | |
| SPE586 | Fieldwork VI: High School 9-12 | |
| Fall Two (8 Credits) | | |
| SPE572 | Tchg. Learners of Culturally/Linguistically Diverse Backgrounds | 3 |
| SPE763 | Practicum Seminar in Special Education | 1 |
| Practicum in Adolescent Special Education | | 4 |
| Total Credits | | 32 |

Program 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 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. Contact your advisor if you need to amend your [plan of study](#) or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) with a GPA of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) outlined in the Program Overview.

Certification Checklist

- To earn a **NYS Students with Disabilities Generalist 7-12 Certificate**, candidates must provide official transcripts indicating completion of 6 credit hours in each of the following content areas: English, social studies, science, and math. Any deficiencies must be completed before applying for graduation.
- To earn an **extension certificate**, students must provide evidence of a valid NYS Initial teaching certificate in an acceptable content area. Extensions for the following areas are available:
 - SWD - Biology 7-12
 - SWD - Chemistry 7-12
 - SWD - Earth Science 7-12
 - SWD - Mathematics 7-12

- SWD - Physics 7-12
- SWD - Social Studies 7-12
- SWD - Languages other than English (7-12)
American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, and Spanish.
- In order for SUNY New Paltz to recommend a student for certification, you must pass the Students with Disabilities Content Specialty Test.

Program Learning Outcomes

Special Education: Adolescence Education (MSEd)

Program: Special Education
Coordinator: Barbara Chorzempa
SPA: CEC

- **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) legal, social, and historical foundations of the field of special education, 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 (where 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:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.

- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.