MSED IN SPECIAL EDUCATION - EARLY CHILDHOOD & CHILDHOOD (BIRTH-GRADE 6)

Program Overview

Program Coordinator  Barbara Chorzempa, (845) 257-2851, chorzemb@newpaltz.edu
Program ID  060B
Credits  38
Program Length  The MSEd can be completed in 4 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  NYS Initial/Professional Certification in SWD Early Child B-2 & SWD Childhood 1-6

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. Applicants with NYS Initial Certification in Early Childhood Education (B-2) or Childhood Education (1-6) will complete 38 credit hours of course work. Upon successful completion of the program, teacher candidates are eligible for the NYS Education Department initial certification in Early Childhood Special Education B-2 and Childhood Special Education 1-6.

Admission Requirements
• Evidence of NYS Initial Teaching Certification in:
  • Early Childhood Education (B-2) and/or Childhood Education (1-6)  
  NOTE: Candidates holding initial certification in only one of those areas must meet the requirements for certification in the other before program completion
• 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.
• 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.

Application Deadlines
April 1  Fall and Summer Admission
November 1  Spring Admission

Curriculum Requirements
The Early Childhood/Childhood Special Education program consists of 38 credit hours. The plan below illustrates full-time study; however, students may elect to enroll part-time.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPE566</td>
<td>Introduction to Special Education</td>
<td>3</td>
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<tr>
<td>SPE567</td>
<td>Educational Assessment of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE715</td>
<td>Issues and Research in Sp Ed</td>
<td>3</td>
</tr>
<tr>
<td>SPE735</td>
<td>Foundations of Literacy for Childhood Students with Disabilities</td>
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Choose One:
SPE583  Fieldwork III: Primary (Grades 1-3)
SPE584  Fieldwork IV: Intermediate (Grades 4-6)

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<tr>
<td>SPE559</td>
<td>Instructional and Behavioral Environments</td>
<td>3</td>
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<tr>
<td>SPE573</td>
<td>Collaboration Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SPE736</td>
<td>Literacy Instruction for Childhood Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE737</td>
<td>Instructional Practices in the Content Areas for Childhood Students with Disabilities</td>
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Choose One:
SPE583  Fieldwork III: Primary (Grades 1-3)
SPE584  Fieldwork IV: Intermediate (Grades 4-6)

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<tr>
<td>SPE572</td>
<td>Tchg. Learners of Culturally/Linguistically Diverse Backgrounds</td>
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<tr>
<td>SPE797</td>
<td>Early Intervention in Special Education</td>
<td>3</td>
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<tr>
<td>SPE798</td>
<td>Early Childhood Special Education</td>
<td>3</td>
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<tr>
<td>SPE581</td>
<td>Fieldwork I: Birth-Pre-K</td>
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<tr>
<td>SPE582</td>
<td>Fieldwork II: Kindergarten</td>
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Spring Two (5 Credits)

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<tr>
<td>SPE763</td>
<td>Practicum Seminar in Special Education</td>
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<tr>
<td></td>
<td>Practicum in Childhood Special Education</td>
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</table>

Total Credits  38

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-

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 to your daily schedule. You must have a 3.0 average in graduate courses and no more than two courses with a B- 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.

Program Learning Outcomes

Special Education: Early Childhood Education (MSEd)

• 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: 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 management: 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.