SPECIAL EDUCATION PRACTICUM

Candidates complete a special education practicum in a classroom that includes students with disabilities (e.g., consultant teaching classrooms, resource rooms, self-contained classrooms). The practicum can also be completed in the candidate's own classroom as long as there are students with Individualized Education Programs enrolled in the class. Every candidate works under the guidance of a mentor who holds a master's degree and certification in special education.

WHO IS THE PROGRAM DESIGNED FOR?
The 40-credit-hour degree program is registered with the New York State Department of Education and is designed for initially certified teachers. Course offerings will be cyclic so that a candidate may complete all work at an expedited pace or pursue the degree over a longer period of time while holding a full-time teaching position.

TEACHER CERTIFICATION

This 40-credit-hour program leads to initial/professional certification in teaching students with disabilities, grades 1-6, or teaching students with disabilities, grades 7-12. Candidates must hold a teaching certificate in either grades 1-6 or a 7-12 academic content area to be admitted and therefore may use this degree to satisfy requirements for professional certification in New York state.

CERTIFICATE OF ADVANCED STUDIES IN SPECIAL EDUCATION

The graduate division of education offers a program leading to a Certificate of Advanced Studies in special education. The CAS may qualify candidates for special education certification in grades 1-6 or 7-12 provided all other New York state certification requirements are met. The CAS in special education is open to students who hold a baccalaureate degree from an accredited institution and have completed an M.S. in Education from an accredited institution.

The certificate consists of 24 hours of course work. Fieldwork in various formats is also a requirement. If judged to be relevant courses, up to six graduate hours of transfer credit may be accepted toward program fulfillment by the degree and certificate programs.

COURSE REQUIREMENTS

The required core courses are designed to meet the New York state requirements for approved programs.

- Required Foundations Courses (15 credit hours)
  - EDU 528 Multicultural Education
  - EDU 530 Behavior Management and Classroom Motivation
  - EDU 539 Characteristics of Students with Exceptional Needs
  - EDU 565 Assessment of Students with Exceptionalities
  - EDU 595 Introduction to Educational Research

- Required Advanced Courses (12 credit hours)
  - EDU 572 Reading Difficulties: Diagnosis and Intervention
  - EDU 700 Educational and Assistive Technology
  - EDU 720 Current Issues in Special Education
  - EDU 768 Methods of Teaching Children with Disabilities (grades 1 – 6 only)
  - Prerequisite to EDU 795 with 50 hours of field work OR
  - EDU 770 Special Methods of Teaching Adolescents with Disabilities (grades 7 – 12 only)
  - Prerequisite to EDU 795 with 50 hours of field work

- Required Field Courses (Six credit hours)
  - EDU 794 Seminar in Special Education
  - EDU 795 Practicum in Special Education (100 hours)

- Supplemental Electives (Six credit hours)
  - EDU 558 Using Literacy Technology
  - EDU 561 Literacy: Early Grades
  - EDU 562 Literacy: Intermediate Grades Syllabus
  - EDU 575 Literacy: Upper Grades
  - EDU 645 Curriculum Planning; Design, Implementation and Evaluation
  - EDU 651 Introduction to Counseling
  - EDU 666 Abnormal Psychology

- Required Culminating Experience (One credit hour)
  - EDU 799 Comprehensive Portfolio Advisement
GOAL OF THE PROGRAM

The goal of the program is to provide teachers with the knowledge of instructional principles and practices for teaching students with disabilities and to offer the opportunity to pursue a master of science in education degree. To that extent, the program provides an understanding of:

- The field of special education historically, theoretically and legislatively.
- Human diversity and its impact on families, cultures and schools.
- How individual learning differences provide a foundation for individualizing instruction.
- Instruction and instructional planning as instrumental in special education practice.
- The importance of assessment in the identification, planning and evaluation of individual learning needs and accomplishments.
- The ethical and professional standards and practices in special education.
- The fact that special educators work collaboratively with others and advocate for the learning and well-being of individuals with exceptional learning needs.