

SPECIAL EDUCATION, MSED

Campus: NYC, Westchester

For

Certified childhood or adolescent teachers who want to become specialists in teaching students with disabilities.

What You Learn

Become prepared to work with students who have disabilities. Deepen your knowledge about the characteristics of typical and atypical learners. Learn how to effectively use inclusive practices and differentiated instruction for students with special needs and learning styles.

How You Learn

The 30-credit master's program is organized into three interrelated strands that integrate theory, technique, and practice in instruction and assessment.

The program culminates in a one-semester, full-time practicum in a classroom setting and a related, teacher-as-researcher course that includes an action research project.

Career Outcomes

After completing the program, candidates are eligible for an initial or professional certificate in teaching students with disabilities.

Prerequisites

Candidates must have a bachelor's degree or higher from an accredited institution and must submit an official transcript. Minimum GPA of 3.0. (Upon the recommendation of the dean, graduate faculty admissions committee, or the director of Student Support Services, candidates whose GPA is less than 3.0 may be admitted on a conditional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully.)

Provisional or Initial New York State teaching certificate or comparable certificate from another state. The age level of the certificate held at program entry will determine the level of the certification in teaching students with disabilities for which the student will be eligible. Specifically, individuals with certification in teaching students at the Childhood level will be eligible for entry into the program leading to certification in teaching students with disabilities in Childhood Education; and those with certification in teaching Adolescents may enter the program leading to certification in teaching students with disabilities in Adolescent Education.

Candidates must also have transcripts demonstrating arts and sciences, content area major, and pedagogical core consistent with our program requirements. For candidates seeking adolescent certification, in addition to meeting the general requirements for the content core, which includes a major, concentration, or the equivalent in one or more of the liberal arts and sciences, additional requirements include six semester hours in each of the following subjects: math, science, English language arts, and social studies to provide an academic foundation to prepare the candidate to teach to the state's learning standards and to teach in supportive roles such as consultant teachers, resource-room service providers, and integrated co-teachers. Two of the courses must be at the 200 or above level.

We require the GRE-Graduate Record Examination—General Test. Performance on the GRE will not outweigh the other required criteria in your application.

Code	Title	Credits
Special Education Core		
ED 650	Research/Theory in Developing Literacy	3
ED 670	Trends and Issues in Special Education	3
ED 671	Assessment, Diagnosis, Evaluation and Instructional Planning	3
ED 675	Students with Severe Disabilities	3
ED 677	Literacy for Children with Special Needs	3
TCH 211A	Child Abuse and Violence Prevention	0
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	0
Strands		
Select one of the following:		9
Childhood Strand (p. 2)		
Adolescent Strand (p. 2)		
Special Education Core II		

ED 679	Practicum in Special Education	3-6
ED 690	Teacher as Researcher	3
Total Credits		30

Childhood Strand

Code	Title	Credits
ED 672	Differentiating Curriculum and Instruction	3
EDG 607	Supporting Positive Behavior and Autonomy	3
EDG 618	Individual Program Planning	3

Adolescent Strand

Code	Title	Credits
EDG 607	Supporting Positive Behavior and Autonomy	3
EDG 616	Cross-Disciplinary Instruction and Assessment in Inclusive Adolescent Classroom	3
EDG 618	Individual Program Planning	3