

# ADOLESCENT SPECIAL EDUCATION, MASTER OF EDUCATION

Empire State University's Master of Education (M.Ed.) in Adolescent Special Education program is a 33-42 credit program available fully online but requiring access to New York State schools. The program's philosophy and subsequent courses are based on an inclusive model that prepares teacher candidates for collaboration and co-teaching in the inclusion classroom. Completion of this degree program and passing scores on the New York State Teacher Certification Examinations lead to New York State Students with Disabilities 7-12 Generalist Initial and Professional certification. It is designed for those already teaching and certified in New York State but looking for additional certification in Students with Disabilities.

In addition to their coursework, students will complete 50 hours of pre-residency classroom field observations, one residency term under the supervision of a special education critic teacher, and a capstone action research project to meet program requirements leading to Initial Certification.

## Program Delivery and Tuition Rate

This master's program is delivered through online courses. However, the clinical residency experience (four weeks) must be completed in a New York State school. The program is billed at the non-MBA rate.

## Mandatory Professional Licensure Disclosure

New York State takes pride in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires. The full details regarding this disclosure related to the applicable SUNY Empire degree programs may be found here (<https://sunyempire.edu/online-compliance/licensure/>).

## Admission

Admission to this program is selective. This program enrolls new students in the fall term only. A candidate must hold a bachelor's degree from a regionally accredited institution and provide proof of New York State teaching certification.

An ideal candidate will:

- possess 24 credits in the liberal arts and sciences distribution (6 credits in Math, Science, Social Studies and English), and
- have a cumulative GPA of 3.0, or the equivalent

An applicant who meets all other admissions requirements and has no more than 6 credits of liberal arts course deficiencies may be admitted to the program. The student must resolve the deficiencies prior to beginning the clinical residency experience.

## Application

Please see the Graduate Admission (<http://catalog.sunyempire.edu/graduate/admission/>) section of this catalog for a complete listing of materials required to complete a graduate application.

## Program Curriculum

The M.Ed. in Special Education is a 33-42 credit program including classroom observations and residency. The required courses of the degree are outlined in the table below. Some or all foundation courses may be waived at the point of admission. Students should consult with their academic advisor regarding course sequencing and foundation courses.

Code	Title	Credits
<i>Foundation Courses</i>		
EDUC 6010	Middle Childhood & Adolescent Development	3
CURI 6050	Literacy Assessment	3
EDUC 6130	Literacy Across the Curriculum	3
<i>Core Courses</i>		
SPED 6005	Introduction to History of Special Education Law	3
EDUC 6015	Exceptionalities: Individualizing Learning	3
SPED 6025	Teaching & Learning Across the Contents: Methods I	3
SPED 6040	Children with Disabilities: Moderate and Severe	3
SPED 6045	Behavioral Management & Intervention	3
SPED 6050	Teaching Exceptional Adolescents in Inclusive Settings: Methods II	3
SPED 6060	Psychoeducational Assessment Practices & IEP Development	3
SPED 6070	Successful Transitioning Through Partnership and Collaboration	3
SPED 6075	Foundations of Educational Action Research	3
SPED 7020	Special Education Residency Seminar: Certified Teachers	3
<i>Capstone Course</i>		
SPED 7005	Special Education Masters Capstone Final Project	3
<b>Total Credits</b>		<b>42</b>

## Enrollment Sequence

The suggested enrollment sequence below is based on a fall term start and a part-time schedule. Students should seek consultation with their academic advisor to determine their sequencing. The sequence includes all foundational courses (9 credits). See footnote.<sup>1</sup>

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
SPED 6005	Introduction to History of Special Education Law	3
EDUC 6015	Exceptionalities: Individualizing Learning	3
EDUC 6010	Middle Childhood & Adolescent Development <sup>1</sup>	3
		<b>Credits</b>
		<b>9</b>
<b>Spring</b>		
SPED 6025	Teaching & Learning Across the Contents: Methods I	3
SPED 6060	Psychoeducational Assessment Practices & IEP Development	3
		<b>Credits</b>
		<b>6</b>
<b>Summer</b>		
SPED 6045	Behavioral Management & Intervention	3

## 2 Adolescent Special Education, Master of Education

SPED 6040	Children with Disabilities: Moderate and Severe	3
<b>Credits</b>		<b>6</b>
<b>Second Year</b>		
<b>Fall</b>		
SPED 6050	Teaching Exceptional Adolescents in Inclusive Settings: Methods II	3
SPED 6075	Foundations of Educational Action Research	3
CURI 6050	Literacy Assessment <sup>1</sup>	3
<b>Credits</b>		<b>9</b>
<b>Spring</b>		
SPED 7005	Special Education Masters Capstone Final Project	3
SPED 6070	Successful Transitioning Through Partnership and Collaboration	3
EDUC 6130	Literacy Across the Curriculum <sup>1</sup>	3
<b>Credits</b>		<b>9</b>
<b>Summer</b>		
SPED 7020	Special Education Residency Seminar: Certified Teachers	3
<b>Credits</b>		<b>3</b>
<b>Total Credits</b>		<b>42</b>

<sup>1</sup> These are foundational courses and can be waived with appropriate documentation. Candidates who are deficient in one or more core foundational courses will be required to take those courses as part of their program of study.

### Upon successful completion of the program, students will be able to:

- Collaborate with families, related service providers, and other school personnel to design and implement individualized curricula for students with disabilities;
- Develop transition services in consultation with relevant stakeholders;
- Critically evaluate research in special education;
- Articulate the philosophy and classroom application of inclusive education;
- Make instructional and environmental modifications based on students' learning needs;
- Assess behavior to develop and implement a behavior intervention plan;
- Demonstrate effective classroom management practices involving students with disabilities;
- Assess and interpret data to design and implement individualized instruction;
- Implement evidence-based practices to instruct students with disabilities;
- Conduct formative and summative assessments to inform instruction; and
- Demonstrate reflective professional growth practices.