

# CHILDHOOD SPECIAL EDUCATION, MASTER OF ARTS IN TEACHING

Empire State University's Master of Arts in Teaching (M.A.T.) in Childhood Special Education program is a 45-credit, innovative, clinically rich, approved teacher education program designed to meet the diverse needs and experiences of our students. The fully accredited program is designed for both career changers and recent college graduates seeking 1-6 New York State Initial certification. This **Transitional B** pathway is designed to be completed in two to three years of part-time study.

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. The M.A.T. in Childhood Special Education program's goal is twofold:

- to produce caring and highly specialized teachers who have the ability to meet the challenges in today's inclusion classrooms; and
- to produce teacher candidates who facilitate the growth of their students by empowering students to actively participate in their learning and reach their highest potential.

## Program Delivery and Tuition Rate

Using blended approaches of online, face-to-face and video conferencing, the M.A.T. in Childhood Special Education program is able to serve students in Buffalo, New York City, Rochester, Saratoga Springs and Syracuse. Completion of the program (and passing the appropriate certification exams) leads to Students with Disabilities 1-6 Generalist Initial and Professional certification. The M.A.T. in Childhood Special Education program features extensive mentoring by program faculty, attention to the Common Core Learning Standards and other contemporary issues in New York State education, and a clinical orientation including extensive immersion in New York State schools. This program is billed at the non-MBA rate.

## 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.

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.

## Application

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

## Program Curriculum

Particular attention will be given to instructional design for the inclusive and co-teaching classrooms; special education identification and assessment practices; classroom management and behavioral interventions; foundations of research with an emphasis on action

research; and applied behavioral analysis for severe stereotypical behavior.

Transitional B certification is a full New York State teaching certification that allows qualified students to seek employment as teachers of record after just one year in the program. First-year requirements include successful completion of:

- 18 credits of introductory Special Education coursework
- 50 hours of field experience in New York State schools
- Appropriate New York State Certification Exams
- Child Abuse, School Violence, Autism, & DASA training
- any liberal arts and sciences course deficiencies identified at admission

During the second and third years of the Transitional B certification pathway, students may continue their coursework while working as a full or part-time 1-6 special education teacher in a New York State school<sup>2</sup>. In this setting, students will be mentored by faculty members and networked with other Transitional B certification teachers across the state. The program culminates in the Mentored Teaching Capstone course. In addition to completing the 45-credit program, students must pass the Students with Disabilities CST Exam in order to qualify for Initial certification.

## Suggested Enrollment Sequence

First Year		
<b>Fall</b>		
SPED 6005	Introduction to History of Special Education Law <sup>1</sup>	3
SPED 6010	Child and Adolescent Development <sup>1</sup>	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
EDUC 6015	Exceptionalities: Individualizing Learning <sup>1</sup>	3
SPED 6025	Teaching & Learning Across the Contents: Methods I <sup>1</sup>	3
<b>Credits</b>		<b>6</b>
<b>Summer</b>		
SPED 6040	Children with Disabilities: Moderate and Severe <sup>1</sup>	3
SPED 6045	Behavioral Management & Intervention <sup>1</sup>	3
<b>Credits</b>		<b>6</b>
<b>Second Year</b>		
<b>Fall</b>		
SPED 6055	Teaching Exceptional Children in Inclusive Settings	3
SPED 6065	Special Education Mentored Teaching I	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
SPED 6060	Psychoeducational Assessment Practices & IEP Development	3
SPED 6080	Special Education Mentored Teaching II	3
<b>Credits</b>		<b>6</b>
<b>Summer</b>		
SPED 6085	Collaboration in Special Education	3
<b>Credits</b>		<b>3</b>
<b>Third Year</b>		
<b>Fall</b>		
SPED 7030	Special Education Mentored Teaching III	3
CURI 6050	Literacy Assessment	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
EDUC 6130	Literacy Across the Curriculum	3

SPED 7035	Special Education Mentored Teaching Capstone	3
	<b>Credits</b>	<b>6</b>
	<b>Total Credits</b>	<b>45</b>

<sup>1</sup> Each course integrates structured field experiences in New York State schools.

<sup>2</sup> Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs (e.g. teacher certification programs) and/or to meet licensure/certification requirements for certain professions (e.g. K-12 teaching). Students who have concerns about such matters are advised to contact the dean's office of their intended academic program.

**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.