



Master of Science in Education:

Childhood and Special Education

Dual Initial Certification Program Childhood 1-6 and Students with Disabilities 1-6

Program Overview

The Master of Science in Childhood and Special Education Dual Initial Certification Program is designed for candidates who have Bachelor's degrees and who seek dual initial certification in Childhood Education (grades 1-6) in addition to Students with Disabilities at the Childhood level.

Program Highlights

- Supportive learning environment with exceptional student services
- Effective and engaging teaching practices
- Convenient schedules enable you to earn an Initial Teaching Certificate in less than 2 years
- Diverse and rewarding learning experiences
- Cohort format with classes held one or two nights a week and every other weekend





Contact Information

For information regarding application and admission to the Master of Science in Childhood and Special Education program, please contact the Office of Graduate Admissions at **(585) 385-8161** or e-mail at grad@sjfc.edu.

For specific information regarding the Master of Science in Childhood and Special Education program, please contact Dr. Susan Schultz, Program Director, at **(585) 385-7296** or e-mail sschultz@sjfc.edu.

Office of Graduate Admissions

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Mission

The mission of the Childhood and Special Education Program is to provide a quality educational experience that prepares candidates for distinguished careers in Childhood and Special Education, and for leadership roles in schools and communities. The Childhood and Special Education program develops the knowledge, skills, and dispositions special educators need to effectively teach all students, including those with exceptional learning needs.

Learning Outcomes

Upon completion of the programs, candidates will be able to:

- Apply knowledge of the philosophical, historical, pedagogical, and legal foundations of special education to organize and design instruction.
- Use knowledge of human development to appreciate and address learning differences.
- Use a variety of approaches, including technology, to help students increase their understanding and command of essential knowledge and skills.
- Model communication skills to help students access, comprehend, and apply information, as well as to acquire knowledge and develop and maintain interpersonal relationships.
- Create an environment in which fairness and respect for diversity are modeled, taught, and practiced to ensure quality learning opportunities for all students.
- Utilize a core body of knowledge in the disciplines to establish curricular goals, design instruction, facilitate student learning, and assess student progress.
- Develop a sense of efficacy and independence in students to develop their character, sense of civic and social responsibility, respect for diverse individuals and groups, and the ability to work constructively and collaboratively with others.
- Design and select a variety of assessment strategies to obtain meaningful and timely information about student learning and development and to help students reflect on their own progress.
- Work collaboratively with parents, guardians, and other caregivers to set and achieve educational goals for their children.
- Provide leadership and work collaboratively with colleagues and others to improve schools and advance knowledge, policy, and practice in the field.
- Reflect, evaluate, and strengthen the quality of professional practice.

Program Format

The Master of Science in Childhood and Special Education Dual Initial Certification program admits new students in the fall semester only. The curriculum is 42 credit hours and can be completed in five semesters. Courses meet in an every other weekend format plus one evening per week. Weekend classes meet Friday evenings from 5:30 - 9:30 p.m. and Saturdays from 9:00 a.m. - 5:00 p.m. Evening classes typically meet from 6:15 p.m. - 9:20 p.m. Included in the program are 150 hours of field experience and 14 weeks of student teaching. Field experiences and student teaching are completed during the day.

New York State Content Area Preparation – 30 Hours

All candidates who are seeking the Childhood and Students with Disabilities Certificates (Grades 1–6) must demonstrate competency in their chosen area of certification. Before admission, transcripts will be reviewed to ensure adequacy of 30 hours of coursework. Applicants must meet the New York State and national requirements identified for the content area or take additional coursework to meet the standards listed. At its discretion, the School of Education Admissions Committee may require that out-of-date coursework be repeated. This coursework must be completed prior to student teaching.

- Humanities, Communication, Written Analysis and Expression
- Minimum 6 credit hours
- History and Social Sciences (Anthropology, Economics, Psychology, Sociology, Geography, Political Science) - Minimum 6 credit hours
- Language Other than English - One year or its equivalent
- Scientific Process (Biology, Chemistry, Earth Science, Physics)
- Minimum 6 credit hours
- Mathematics (Algebra, Geometry, Calculus, Number Theory, Mathematical Statistics or Probability) - Minimum 6 credit hours
- Artistic Expression (Art, Dance, Theater or Music)
- Health, Physical Education, and Family and Consumer Sciences



Admission Requirements

Applicants for graduate study must hold a Bachelor's degree from a regionally accredited college or university and demonstrate the motivation, ability, and preparation to successfully pursue graduate study. Candidates who present satisfactory evidence of the ability to perform at the graduate level are eligible for admission to the graduate program in Childhood and Special Education. The Admissions Committee and the Graduate Program Director judge applicant qualifications. Please refer to the Graduate Application form for more specific application requirements.



Field Experiences and Student Teaching

Field experiences and student teaching are required for certification and the Master’s degree. These experiences allow candidates to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in at least two different school settings. Candidates must successfully complete a minimum of 150 hours of field experience before student teaching.

Student teaching allows candidates to apply, demonstrate, and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in at least two different school settings. Student teaching is full time for 14 weeks, and includes two placements – one as a special education teacher and one as a general education teacher. One of the placements will be in a high-needs school.

To qualify for student teaching, candidates must:

- Complete all degree requirements with the exception of GCED 522.
- Complete all NYS content area requirements.
- Pass the Liberal Arts and Sciences Test (LAST).
- Three other tests (i.e. ATS-W, CST, and Students with Disabilities CST) must be completed before state certification is granted, but can be taken before, during, or after student teaching.

Sample Program Schedule			
Term	Course Title	Credits	Total
Fall	GEDU 520: History and Philosophy of Education	3	9
	GEDU 526: Diversity, Social Justice, and Schooling	3	
	GSED 501: Special Education in Today’s Schools	3	
	GCED 531: Field Experience I	0	
Spring	GSED 500: Critical Issues and Trends in Childhood and Special Education	3	9
	GCED 525: Critical Literacy Through Social Studies	3	
	GRDG 635: Assessment Based Literacy Instruction: Birth – Grade 6	3	
	GCED 532: Field Experience II	0	
Summer	GMST 535: Curriculum, Instruction and Assessment in Mathematics, Science and Technology	3	9
	GSED 502: Methods and Strategies for Teaching Students with Exceptional Learning Needs	3	
	GRDG 650: Literacy Methods and Materials	3	
Fall	GSED 516: Assessment, Diagnosis and Evaluation of Students with Special Needs	3	9
	GSED 508: Behavior Management in the Inclusive Classroom: Childhood	3	
	GCED 522: Research in Teaching, Learning and Motivation	3	
	GSED 555: Field Experience III	0	
Spring	GSED 590: Student Teaching: Special Education and Childhood	6	6
	GSED 585: Student Teaching Seminar: Special Education and Childhood	0	
	GEDU 501: Issues in Student Health and Safety	0	

Course Descriptions

GEDU 501 Issues in Student Health and Safety (0)

This course fulfills the New York State requirement for instructing candidates in the prevention of child abduction (Child Abduction Prevention); preventing alcohol, tobacco, and other drug abuse (Drug and Alcohol Awareness for Educators); instructing safety education; and instructing fire and arson prevention (Violence Prevention and Intervention). The course will run over a three-day period (18 hours), with half of the program devoted to recognition and reporting of child abuse (Identification and Reporting of Child Abuse and Maltreatment), safety education, and child abduction; and the remaining hours devoted to drug abuse recognition and prevention. Those who can document completion of equivalent preparation will be exempt from GEDU 501.

GEDU 520 History and Philosophy of Education (3)

This course provides an overview of the history of education in the United States along with an emphasis on the educational philosophies and social justice issues and events that have influenced and continue to shape the major educational movements in this country. The course also will cover the major aspects of the School of Education's Conceptual Framework. The intent of this class is to provide candidates with an understanding of the roots of the American educational system; influence of culture and race on education; and context for the SoE's Conceptual Framework. Additionally, candidates will be exposed to the information technologies through faculty demonstrations.

GEDU 526 Diversity, Social Justice and Schooling (3)

This course will provide an in-depth exploration of the theory and practice of teaching diverse and heterogeneous populations, and will provide opportunities for candidates to explore the ways in which educational and sociocultural practices and ideologies have worked to undermine learning opportunities for students. As a foundation for building an understanding of contemporary issues of diversity, candidates will explore the ways in which culture and experience influence the construction and deconstruction of knowledge. Throughout the course, candidates will discuss issues related to social justice, and investigate the ideologies and discourses that create inequity in schools and society and result in several forms of social oppression, including but not limited to: racism; classism; sexism; heterosexism; and ableism. They will also be introduced to a variety of conceptual frameworks that support: effective teaching and learning of diverse populations, including students with disabilities; and best practices for instruction, classroom management, curriculum development, and student assessment; the use of technology; and the inclusion of families and communities in the education of their children.

GEDU 500 Critical Issues and Trends in Childhood and Special Education (3)

Candidates research, discuss, and reflect on current issues in each field. The course presents a comprehensive survey of current theory, research, changes, and innovations. Topics cover areas such as inclusive schooling, diversity, and social justice. This course also provides candidates with fundamental skills in conducting a review of the literature in a specialized area and the use of technology.

GSED 501 Special Education in Today's Schools (3)

Designed as an overview of special education, this course will examine the etiologies, and characteristics of the various disability categories. Candidates will study topics such as: the right to education, inclusion and collaboration, federal legislation, disability and the family, disability and diversity, assistive technology, and transition and preparation for adult life. Candidates will begin to focus on integrating educational technologies in the classroom. GSED 501 is a prerequisite for all other courses in the Initial Certification Special Education programs.

GSED 502 Methods and Strategies for Teaching Students with Exceptional Learning Needs (3)

This course will examine methods for teaching students with learning differences and diverse backgrounds. Although the methods presented in the course will be appropriate for students in a variety of settings, emphasis will be placed on inclusive teaching. Topics include: foundation, support and collaboration, academic instruction, adaptations, building a classroom community, responding proactively to students' emotional and behavioral challenges, and building family partnerships. All candidates will know and understand how to use technology in culturally and politically responsible ways.

GSED 508 Behavior Management in the Inclusive Classroom (3)

This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior, and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

GSED 516 Assessment, Diagnosis, and Evaluation of Students with Special Needs (3)

By reviewing the legal provisions in current federal and state regulations, and guidelines regarding assessment of individuals with disabilities, candidates will come to understand their moral and professional responsibilities as special educators. Topics that will be reviewed include the use of technology and assessment tools appropriate for screening, pre-referral, referral, identification, and classification of children and adolescents with special needs. Topics related to the over-representation of students of color in certain disability categories will be explored. The application and interpretation of various other types of assessment strategies will also be covered to assist candidates in making appropriate instructional decisions.

GSED 555 Field Experience III: Childhood Special Education Special Education (0)

This 50-hour fieldwork experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the appropriate level: childhood or adolescence. They will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge and skills under the guidance of practicing school-based educators.

Course Descriptions (continued)

GSED 585 Student Teaching Seminar Special Education and Childhood (0)

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as get feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to: effective planning, instruction, assessment and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds.

GSED 590 Student Teaching Special Education and Childhood (6)

Student teaching is the culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate: proficiencies that support learning by all students; skills for working with colleagues, parents and families and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school.

GCED 522 Research in Teaching, Learning, and Motivation in Childhood Education (3)

Candidates will study the current research that underlies methods and practices that address the needs of all learners. Candidates will learn how to access a wide range of technology, utilize library services and databases, and conduct research to inform practice. Topics will include but not be limited to: excellence and equity in education; cognitive, emotional, and social development; diversity in teaching and learning styles; best practices in research, teaching, and learning; and the use of technology and information literacy to support teaching and learning.

GCED 525 Critical Literacy Through Social Studies (3)

Emphasis is on the cyclical components of planning, implementing and assessing effective social studies instruction for a diversely populated technological classroom. Assessment and reflection are underscored as the tools to indicate student learning and inform future instruction. Candidates will make links between and among the National Council for Social Studies themes, New York State Standards in Social Studies and local curricula to enhance pedagogy and improve student learning. Candidates will learn to introduce social studies to students with a focus on active citizenship. In addition, because this course will also emphasize the use of critical literacy to aid social studies instruction, the New York State Standards for the English Language Arts will be addressed. The course also will feature best practices in classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning for all students.

GCED 531 Field Experience I: Childhood (0)

During the 50-hour field experience, candidates observe various aspects of school and classroom settings that include a wide range of instructional and administrative elements with a small group of students. These

experiences will provide candidates with a chance to work with students in grades 1–6 at varying levels of development and from diverse backgrounds. Candidates will develop a clear understanding of the elements of field experiences as established by New York State and national standards.

GCED 532 Field Experience II: Childhood (0)

During the 50-hour fieldwork experience, candidates observe various aspects of school and classroom settings that include a wide range of instructional and administrative elements with a whole group of students. These experiences will provide candidates with a chance to work with students in grades 1–6 at varying levels of development and from diverse backgrounds. Candidates will develop a clear understanding of the elements of field experiences as established by New York State and national standards. Prescribed courses are to be taken concurrently with the field experience to help candidates integrate theory and practice, and the use of technology.

GRDG 635 Assessment-Based Literacy Instruction (3)

This course will examine the nature and function of formal and informal assessment processes in literacy instruction for an inclusive classroom at the primary grade levels. The course will also include an examination of best practices for students in diverse school settings and a review of assessment strategies designed to enhance literacy instruction through the use of technology. A field experience component in a local school or clinic is required.

Prerequisite or co-requisite: GRDG 620.

GRDG 650 Literacy Methods and Materials (4)

The focus is on current research-supported methods and materials used in developing the listening, speaking, reading, and writing skills of children and adolescents. An additional focus of the course will be to help literacy and subject-area teachers address the needs of diverse learners through the use of multicultural materials, and alternative and adaptive methods, including the use of technology. Candidates will examine models of literacy instruction, as well as commercially published materials and programs.

Prerequisites or co-requisites: GRDG 620 and 635.

GMST 535 Curriculum, Assessment, and Instruction in Math, Science, and Technology (3)

This course is a thorough and comprehensive study of national and state curriculum and assessment standards in mathematics, science, and technology. Candidates will study standards for teaching mathematics and science. Additionally, candidates will discuss and analyze the relative merits of various modes of instructional deliveries (inquiry-based lessons, lectures, demonstrations, activities, projects, small group work, and large group work). Other instructional issues include use of time (time on task, allocated time, management, student attentiveness) and establishing inquiry-based classroom discourse (cueing, wait time, student talk, teacher talk, transforming classroom discourse). Assessment issues include the purposes of assessment (diagnostic, instructional, grading, general achievement, mathematical/scientific disposition, e.g., flexibility, perseverance, valuing mathematics/science), and methods of assessment (observation, performance-based exams, small-group discourse, whole-class discourse, journal writing, homework, group work, rubric development, extended activities/projects, oral presentation, self-assessment, and portfolios). Candidates will be required to prepare a thematic mathematics, science, and technology unit of study.

Note: *This course can not be taken by GMST majors.*