

INCLUSIVE SPECIAL EDUCATION: SEVERE/MULTIPLE DISABILITIES

Master of Science (M.S.) Degree



The Syracuse University School of Education's Teaching and Leadership Programs prepare educators to promote active learning and academic achievement for all students in inclusive environments and to serve as principled leaders and advocates for students in their schools, communities, and profession. We offer master's degree programs in special education leading to the following degrees and certifications:

- Master of Science (M.S.) degrees for those seeking to meet requirements for initial New York State (NYS) certification in teaching students with disabilities at the early childhood, childhood, or adolescent levels;
- Master of Science (M.S.) degrees for those who have received initial NYS certification to teach students with disabilities and wish to acquire additional specialization in severe and multiple disabilities (*the program described here*).

Inclusive Special Education: Severe/Multiple Disabilities

PROGRAM FEATURES

- A 31-credit program designed to enhance professional credentials by satisfying requirements for a NYS annotation (to their certificate) in severe/multiple disabilities, while earning a master's degree;
- Special emphases on working in inclusive classrooms, serving diverse student populations, using technology (including assistive technology), and achieving full professional practice as a teacher, researcher, and builder of practical theory;
- Flexible time options that allow full-time students to earn their degrees in 12 to 16 months and part-time students to proceed at a pace that satisfies their individual needs, with late-afternoon classes;
- Study at a research university with a long-standing reputation as a leader in special education.

ADMISSION PREREQUISITES

Applicants to the program are expected to have completed requirements for the following before beginning the program:

- A bachelor's degree from an accredited institution.
- NYS initial certification in students with disabilities (birth-2, 1-6, 5-9, or 7-12).

Admission is competitive. Decisions are based on grade point average (GPA), recommendations, field experience, and the stated goals of candidates. An undergraduate GPA of at least 3.0 is required, with exceptions considered on a case-by-case basis. An in-person or telephone interview is also required. Competitive scores on the Graduate Record Examination (GRE), Miller Analogy Test (MAT), or other acceptable, nationally normed admissions examination are required.

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NEW YORK STATE TEACHER CERTIFICATION INFORMATION

Students who successfully complete this program qualify for an Annotation in Severe and Multiple Disabilities and may also use this master's degree as a credential to meet academic requirements for additional professional certificates after initial certification. Students apply for the Annotation in Severe and Multiple Disabilities through the NYS approved program. Applications for other New York State professional certificates are made by the student directly to the NYS Education Department through the certificate progression pathway. Some teaching experience is required before the professional certificate is awarded. No additional NYS teacher examinations are required for the annotation in severe and multiple disabilities.

SYRACUSE UNIVERSITY

CONTACT

School of Education

Inclusive Special Education:
Severe/Multiple Disabilities M.S.

Department of Teaching and Leadership

Professor Gail Ensher
315-443-9650

Michelle Mondo
315-443-2685

soe.syr.edu

PROGRAM REQUIREMENTS

CORE COURSES

COURSE NUMBER		CREDITS
SPE 613	Developmental Therapy for Children with Disabilities	3
SPE 618	Augmentation of Communication in the Inclusive Classroom	3
SPE 623	Families of Students with Disabilities	3
SPE 634	Collaboration/Cooperation in Schools	3
SPE 644	Significant Disabilities/Shifts in Paradigms and Practices	3
SPE 649	Practicum in Significant Disabilities (at grade level of certification)	1
SPE 653	Positive Approaches to Challenging Behaviors	3
<i>OR</i>		
SPE 665	Positive Behavior Supports in Secondary Schools	3
SPE 705	Practicum in Psycho-educational Evaluation and Planning for Exceptional Children (early childhood or school-aged section)	3
SPE 690	Independent Study: CAPSTONE PROJECT	3
<p>The capstone project requires a review of research and analysis relating to a topic agreed upon by student and advisor. The study must address at least one of three major proficiency areas in working with students with severe-to-profound disabilities: content knowledge, inclusive and culturally responsive pedagogy, or assessment of student learning. The research paper and supporting data collected during the course of a semester are presented in fulfillment of final program requirements.</p>		

ELECTIVE COURSES (TWO REQUIRED) BY ADVISEMENT 6

Examples include:

CFE/DSP 614	Critical Issues in Disability and Inclusion
CFE/DSP 688	Social Policy and Disability
COU/DSP 723	Psychological, Social, and Cultural Aspects of Disability
LAW 763	Disability Law
RED 626/SPE 627	Early Intervention for Children's Reading Problems
<i>OR</i>	
RED 621	Literacy Intervention for Special Educators, Grades K-12
SPE 609	Teaching Children and Adolescents with Autism
SPE 633	The High Risk Infant: Medical Treatment and Educational Interventions

Others by advisement

CFE = Cultural Foundations of Education
COU = Counseling and Human Services
DSP = Disability Studies Program
LAW = Law
RED = Reading and Language Arts
SPE = Special Education