

Literacy/Special Education (Childhood) (M.S.)

The Esteves School of Education is accredited by the National Council for the Accreditation of Teacher Education (<http://www.ncate.org>).

M.S. in Literacy/Special Education (Childhood)

The dual masters in Literacy/Special Education (Childhood) is intended for teachers who are already certified in elementary education or childhood education. This degree prepares teachers to effectively serve students with disabilities and reading difficulties and is intended to prepare teachers to serve as consultant teachers.

One of the goals of this program is to help diminish the artificial distinctions between teachers of students who have disabilities and those who do not. Another goal of the program is to prepare expert consultant teachers and co-teachers. In this model, the student with disabilities is not removed from the regular class to be served primarily in special classes or resource rooms. The special education teacher, trained to work with students with disabilities in the regular classroom, collaborates with the regular classroom teacher to accommodate the child's needs in the regular program and also delivers instruction in the regular classroom, either to individuals or in small instructional groups.

The program at Sage is relatively small, allowing faculty and students to work closely together. This advisor/student relationship begins when a faculty advisor and a student meet to develop a program tailored to meet the student's educational needs and continues through all the student's coursework, culminating in a portfolio.

All matriculated students complete a signed program schedule. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.
3. Pursuant to the law, each program is entitled to exempt a student from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching field.

Applicants to the Literacy/Special Education (Childhood) program must be current certified teachers. In addition, applicants to the Literacy/Special Education program complete an assessment of writing skills.

Program Summary

Phase I

| Item # | Title | Credits |
|---------|--|---------|
| EDU 576 | Emergent Language & Literature | |
| RWL 572 | Literacy Assessment | |
| SED 555 | Diagnosis and Assessment of Students with Disabilities | |

Phase II

| Item # | Title | Credits |
|---------|---|---------|
| SED 531 | High/Low Incidence Disabilities | |
| SED 532 | Severe and Multiple Disabilities | |
| SED 533 | Strategies for Mathematics: Students with Disabilities | |
| SED 582 | Strategies for Literary Development: Students with Disabilities | |
| EDU 594 | Research and Evaluation in Education | 3 |

Phase III - Part A

| Item # | Title | Credits |
|---------|---------------------------------------|---------|
| SED 595 | Student Teaching in Special Education | |

Phase III - Part B

| Item # | Title | Credits |
|----------|--|---------|
| RWL 620 | Diagnosing Literacy Difficulties | |
| RWL 621 | Teaching Striving Learners | |
| RWL 621P | Practicum: Diagnosis and Remediation of Reading/Writing Difficulties | |

Additional Information

Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.

Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.

United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.

LiveText e-Portfolio System

The Esteves School of Education requires all students to subscribe to Live Text, an electronic portfolio system.

Esteves School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the Esteves School of Education should be aware that missing 1/4 or more of class sessions MAY result in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of Esteves School of Education courses.

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| Total Credits |
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| 45 |
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