Program: M.S. Ed. 36 Credit Program in Adolescent Generalist Special Education

Steps in the Program

Decision Point 1: Admission to Program

• Applicants must submit the following:
  1. A bachelor’s degree from an accredited college or university.
  2. A minimum undergraduate grade average of 3.0.
  3. An essay outlining career goals.
  4. A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.
  5. Two letters of recommendation.
  6. Successful participation in an interview.

Decision Point 2: Enrollment for Student in the Special Education Sequences of Study

Applicants must:

1. Meet the following GPA requirements.
   • An earned GPA of 3.0 higher through the first 18 credits of graduate study.
   • If conditions were placed on the initial matriculation involving additional course work, all conditions must be met on or before the completion of the 18 credits. In order to register for course work beyond 18 graduate credits, the student may be required to provide a 15 to 30 minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement, where needed. Each student may be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.
   • Students must take and submit grades earned on the Special Education Content Specialty Test.

2. Have met with an advisor to make sure all prerequisites have been fulfilled.

3. Submit a complete student teaching or teaching internship application.
   • Applications are due between March 1st and April 1st for fall student teaching/teaching internship.
   • Applications are due between October 1st and November 1st for spring student teaching/teaching internship.
   • All applications require signature from School of Education program coordinator or advisor.
   • Student teaching applicants also need to submit negative tuberculosis skin test results (from the past 12 months) or a negative chest x-ray (for those who have ever had a positive tuberculosis skin test – x-ray must be from the past 5 years).

4. Register and validate for student teaching/teaching internship course(s).

5. Attend the student teaching orientation at the beginning of the student teaching semester.
6. Fingerprinting

All Lehman College School of Education students must be fingerprinted and pass a New York City Department of Education (NYCDE) background check prior to receiving fieldwork placement assistance or a fieldwork letter of introduction. Applications are accepted in Carman Hall, Room B33.

Please note: Lehman College School of Education offers fingerprinting on-site twice a year for all student teachers. All student teachers need fingerprint clearance from either the New York City Department of Education or the New York State Education Department before the start of their student teaching experience. Any student teaching applicant who has not been fingerprinted will have an opportunity to do so on campus the semester prior to their student teaching course. For additional information, please contact Elvani Pennil, Coordinator of the Professional Development Network, at elvani.pennil@lehman.cuny.edu

Decision Point 3: Exit Requirements

Applicants must submit the following:

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Content Specialty Tests (CSTs):
  The CSTs (except those for languages other than English) consist of multiple-choice questions and a written assignment. The CSTs for languages other than English include recorded listening and/or speaking components and writing components. The American Sign Language CST includes video-recorded signing components. CSTs measure knowledge and skills in the content area of the candidate’s field of certification. Visit the website http://www.nystce.nesinc.com Refer to “Test Selection” for information about specific CST that you required to take and pass.

- For applicants that need to complete an Autism workshop can visit WorkshopsExpress.com: WorkshopsExpress.com is a subsidiary of Education Workshops Group an approved provider of the State Education Department of New York. Workshops Express also offers the Child Abuse workshop.
- Complete the Bullying and Discrimination Prevention and Intervention workshop.
- Make an appointment with Ms. Ruth Jordan, Carman Hall-Room B 33 to discuss certification requirements.

Note: Candidates who apply for initial certification on or after May 1, 2014 will be required to take the Academic Literacy Skills Test, edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test in lieu of Liberal Arts and Sciences Test (LAST), Assessments of Teaching Skills-Written (ATS-W), and Content Special Test (CST); and Content Specialty Test (CST). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at http://www.nystce.nesinc.com/NY_annProgramUpdate.asp.

Graduate Courses: Degree Requirements

See Program Plan (attached)

I have met with this candidate to discuss program/certification requirements:

__________________________________________

Program Coordinator ______
I read this document and I have been advised about the courses that I need to complete my program and certification.

_________________________
Candidate
Date: _____________________

Cc: Candidate
   Department
   Office of the Dean, School of Education
LEHMAn COLLEgE-SCHOOL OF EDUCATION

ADOLESCENT GENERALIST - SPECIAL EDUCATION

Name _____________________________  EMPLID ________________________________

Address ______________________________________________________________________

Telephone #__________________ Home ___________________ Cell ____________________

Email __________________________________________________________________________

Matriculation Date_________________________ Graduation Date_________________________

Semester 1:
EDS 712 (3) The Adolescent with Disabilities.
EDS 743 (3) Behavioral Assessment, Management, and Change

Semester 2:
EDS 741 (3) Psycho-educational Evaluation of Children with Learning Problems
EDS 715 (3) Research in Special Education

Semester 3:

EDS 716 (3) Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Adolescents with Disabilities in Inclusive Settings

In addition to the special education courses, candidates are required to take four additional courses for pedagogy in each of the content areas including Literacy/English (EDR 713 or ESC 522), Mathematics (ESC 532), Science (ESC 519), Social Studies (ESC 532 or ESC 533). Permission for those courses is provided in conjunction with the appropriate program offering the courses. Advisers in the Middle and High School Department may suggest alternate courses to fulfill these requirements.

ESC 519 (3) Teaching Science in Middle and High School

EDR 713 (3) Teaching Literacy
or ESC 522: Teaching English in Middle and High School.

ESC 532 (3) Teaching Mathematics in Middle and High School

ESC 533 (3) Teaching World History in Middle and High School.
or ESC 534 (3), Teaching U.S. History and Government

LAST SEMESTER: Candidates must take all methods courses before taking student teaching Must take/pass all exams (Except EdTPA) before student teaching

EDS 719 (3) Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
EDS 720 (3) Seminar in Student teaching