



M.S. Special Education: Childhood (Grades 1-6)

The mission of the Education department at Daemen College is to develop community-focused, life-long learners who are prepared for life and leadership in an increasingly complex and interdependent world.

Our students engage in active discourse and field experience, thereby enhancing personal and professional growth. Graduates demonstrate knowledge, understanding and skills in the liberal arts and sciences; content and pedagogical knowledge; proactive and equitable response to diversity and exceptionality; and professional skills necessary for reflective practice.

The education department is focused on developing innovative programs that address the changing needs of society through interdisciplinary partnerships.

- The Teacher Preparation Programs support the recruitment and retention of diverse teacher candidates at both the undergraduate and graduate level(s). This support is demonstrated through a sincere commitment to recognize and address local and regional needs in the field of education.
- The Applied Behavior Analysis [ABA] Program advances the field of behavior analysis to improve lives through education, research, and promotion of ethical, evidence-based practice.

Why enroll in the M.S. in Special Education at Daemen?

- Small classes allow for individualized attention.
- Students are provided opportunities to work with children with disabilities in both suburban and urban settings.
- Coursework prepares students for all aspects of their future careers by teaching them how to write and implement lesson plans aligned to the NYS Common Core/Next Generation learning standards and understanding the laws that protect students with IEPs.
- Students learn practical ways to conduct research and how to apply research-based strategies.
- Daemen College is currently pursuing accreditation of its educator preparation programs by the Association for Advancing Quality in Educator Preparation (AAQEP). Pursuant to §52.21 of the Regulations of the Commissioner of Education, the educator preparation programs offered by Daemen College are considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation.

Initial/Professional Certification (Grades 1-6)

- This program is for individuals seeking certification from the State of New York who do not possess a teaching certificate in special education.
- The student must possess a bachelor's degree from an accredited college or university in an acceptable liberal arts concentration and demonstrate a major area of study.
- In order to receive initial certification, candidates must successfully pass the edTPA, EAS (Educating All Students), and the appropriate CSTs (Content Specialty Tests).
- In order to receive professional certification, the candidate must possess an initial certification, complete three years of paid, full-time teaching experience and receive one year of mentoring.

Professional Certification (Grades 1-6)

This program is for individuals seeking professional certification from the State of New York. The individual must already possess an initial teaching certificate in special education. A copy of his or her teaching certificate must accompany the other required documentation as part of the admissions application.

*did you
know...*

Graduate students enrolled in the Initial/Professional program have the opportunity to complete a 30 hour practicum within the Thomas Reynolds Center for Special Education and After-School Programs. As part of the practicum, graduate students work with students with learning disabilities in an academic after-school program, develop and implement Math and ELA lessons and use technology within their classroom instruction.

Alyssa, MS in Special Education: Childhood Education (1-6) Professional Program

"I chose the Thomas Reynolds Center at Daemen College because everyone I spoke to in the field of education spoke highly of the program. Everyone I asked knew previous Graduate Assistants and said that the training and professional development they had received made them an easy hire in schools.

I would highly recommend the Thomas Reynolds Center to anyone and everyone. There is no question that the Thomas Reynolds Center program was the best choice I have ever made for myself. I received classroom experience that I would not have received elsewhere. In addition, the teachers and Graduate Assistants became a family and a support group which pushed me to do better for both myself and my students. ***The reputation behind the Thomas Reynolds Center program helped me during the interview process because I was offered a job at every place that I interviewed!***

The best part of the Thomas Reynolds Center program was the caring and professional environment that the teachers and supervisors created for me. For example, if I needed supplies or advice I felt comfortable going to any one of them, and I did....many times. There is no other program like this, so what are you waiting for? Apply!"

Program Plan for Professional Students

Fall Semester: 12 credits (1st Semester)

- SED 600: Research Methods in Special Education
- SED 606: Instructional Methods and Strategies for Learners with Special Needs
- SED 612: Quality Inclusion/Collaboration Methods
- SED 639: The Writing Process and Students with Disabilities

Spring Semester: 12 credits (2nd Semester)

- SED 603: Standards Based Assessment and Instruction for Students with Disabilities
- SED 610: Seminar in Special Education/Action Research
- SED 635: Reading Diagnosis and Instruction
- SED 642: Curriculum Modifications in the Content Areas of Math, Science, Social Studies, and Technology

Summer Semester: 6-9 credits (3rd Semester)

- SED 602: Special Education: Laws and Trends
- SED 615: Issues, Trends, and Research in Special Education
- SED 696: Capstone Project
- SED 699: Research Project in Special Education

Total credits with SED 696 = 30

Total credits with SED 699 = 33



Program Plan for Initial/Professional Students

Fall Semester: 12 credits (1st Semester)

- SED 504: The Reading Process for Students with Disabilities (15 hour practicum)
- SED 506: Instructional Methods and Strategies for Learners with Special Needs (30 hour practicum)
- SED 512: Collaborative Approaches within Inclusive Programs
- SED 600: Research Methods in Special Education

Spring Semester: 12 credits (2nd Semester)

- SED 503: Assessment and Evaluation of Students with Disabilities (20 hour practicum)
- SED 513: Survey of Learning Disabilities
- SED 535: Reading Diagnosis and Instruction (20 hour practicum)
- SED 610: Seminar in Special Education/Action Research

Summer Semester: Summer Semester: 12-15 credits (3rd Semester)

- SED 502: Special Education: Laws and Trends
- SED 505: Classroom and Behavior Management for Students with Disabilities (15 hour practicum)
- SED 540: Survey of Emotional and Behavioral Disorders
- SED 559: Introduction to Autism Spectrum Disorders
- SED 696: Capstone Project
- SED 699: Research Project in Special Education

Fall Semester: 6 credits (4th Semester)

- SED 570: Special Education Student Teaching and Seminar for Children with Disabilities
- SED 580: Special Education Student Teaching and Seminar at the Intermediate Level for Children with Disabilities

Total credits with SED 696= 42

Total credits with SED 699= 45

Prerequisite Course Work (if required and authorized by Faculty Advisor and Graduate Program Director)

- SED 500: Educational Psychology
- SED 501: Introduction to Special Education