



M.S. Special Education: Childhood (Grades 1-6) TEACHER PREPARATION PROGRAM WITHIN THE THOMAS REYNOLDS CENTER FOR SPECIAL EDUCATION

Our Mission

The Thomas Reynolds Center for Special Education and After-School Programs' mission statement is to effectively prepare teacher candidates to teach research-based learning strategies that assist students with disabilities in mastering academic content within the NYS Common Core/Next Generation Learning Standards.

Our Focus

- The Thomas Reynolds Center for Special Education and After-School Programs (the Center) provides academic assistance in an after-school program environment to elementary school students with disabilities and students at-risk for academic failure who attend partner schools.
- The programs are embedded within an innovative teacher preparation model through which graduate students enrolled in Daemen's Masters in Special Education/Childhood Education program are selected to serve as Center Graduate Assistants.
- Center Graduate Assistants are paid an hourly wage to provide homework help and remedial instruction in Math and ELA to participating students. They develop daily lesson plans that are aligned to the NYS Common Core/Next Generation learning standards. In addition, they receive professional development training from both master teacher academy coordinators and Center consultants in the appropriate use of chosen Math and ELA curricula, instructional technology, student empowerment, and behavior management.
- Center Graduate Assistants benefit from an intensive theory to practice teacher preparation model, wherein all theoretical coursework is completed Monday-Thursday evenings and can be put into practice the following day at the Center's after-school program with participating students. They also partake in the Center's annual research project, focused on executive function strategy instruction, and present a poster at Daemen's annual Academic Festival.
- 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.

did you know...

Did you know.... For the last two years, 100% of the Thomas Reynolds Center Graduate Assistants obtained employment in the field of education prior to or soon after graduation!

Graduate Assistant Opportunities

- Partial tuition scholarship
- Part-time employment in Special Education field: Approximately 15 hours per week during Center operations at \$11.40 per hour
- Hands-on teaching experience in an after-school tutoring program
- Involvement in scholarly research
- Collaborate/develop relationships with partner school personnel
- Direct instruction from master teachers in the areas of reading, writing, mathematics, and student empowerment
- Training and professional development opportunities
- Integration of technology into classroom instruction
- Development of paper/electronic portfolios and interview skills

Minimum Qualifications

- Certification in Special Education and/or Elementary Education or acceptable Liberal Arts degree
- Acceptance into Daemen College's Graduate Program in Special Education
- Status as full-time matriculated Daemen College student
- Demonstration of academic excellence evidenced by undergraduate transcript
- Proof of fingerprint clearance issued by NYS Department of Education
- Availability to work approximately 15 hours a week per partner school calendar and summer program requirements
- Ability to complete masters program curricula in three full-time consecutive semesters (fall, spring, summer), if required course prerequisites are met
- Two letters of reference from college professors or educational professionals familiar with applicant's academic ability or professional competence

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

For more information or to receive an application packet contact Megan Beardi, Assistant Director of Graduate Admissions, at mbeardi@daemen.edu or 716-566-7861.