DIFFERENTIATED INSTRUCTION, MSED

Program Director: René Hauser, Ph.D.

This degree is designed for general or special education teachers in all developmental areas who wish to meet the needs of all students in increasingly diverse classrooms.

Coursework and field experience are designed to prepare teachers to meet the needs of students with special gifts and talents and those with significant learning and behavior challenges.

The Differentiated Instruction Master’s program provides teachers with extended research-based knowledge in the areas of assessment, differentiated instructional strategies, behavioral strategies, collaborative teamwork, assistive technology, and other inclusive education issues.

The program is intended to help prepare teachers to meet the needs of the full range of students in today’s inclusive and heterogeneous classrooms and has been designed in response to the need for teachers skilled in differentiated instruction strategies appropriate to the growing population of learners who are diverse in their learning and/or behavioral characteristics.

This MSED meets the criteria for, and may be used in partial fulfillment of, the requirements for professional (permanent) teacher certification in New York, and also meets the coursework requirement for the gifted education extension. The degree can be completed in as little as one year.

Students who do not hold a Student with Disabilities certificate should apply to the Differentiated Instruction – Students with Disabilities MSED program.

For more information about this and other Differentiated Instruction programs, please contact the Differentiated Instruction program director.

Information About Certification

New York

The Differentiated Instruction degree requires candidates to have met all requirements for provisional/initial special education teacher certification prior to admission to the degree program and, therefore, is not a path to initial teacher certification. The master’s degree in Differentiated Instruction does meet the criteria for, and may be used in partial fulfillment of the requirements for permanent/professional teacher certification in the same subject area of the teacher’s provisional/initial certificate. Completion of the program meets the requirements for a professional certificate extension in Gifted Education. Neither this master’s degree in Differentiated Instruction nor selected courses from this program may be used to earn certification in special education (Students with Disabilities at any grade level). Those students wishing to earn Students with Disabilities Certification in New York State should enroll in the Differentiated Instruction - Students with Disabilities program.

Students who seek the Gifted Education extension in New York without the master’s degree must contact the program adviser to receive a plan of studies that meets the extension requirements. The only candidates recommended by the School of Education for New York State’s Gifted Education extension without the master’s degree are those who have already attained professional (or permanent) certification.

Admission Requirements

The admission committee reviews the following in considering candidates for this program:

1. Special education teaching certification (or letter of eligibility)
2. Interview
3. Transcripts from all colleges previously attended
4. References (2)
   a. Ability to do graduate work
   b. Success as a teacher
5. Writing sample
6. Test scores: GRE, MAT or another substantially equivalent test
7. Additional information, if requested by program director

Completion Time

Full-time students can complete the degree in 12 months (on campus).

Degree Requirements

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
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<td>RESEARCH METHODS IN THE EDUCATION PROFESSION</td>
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<tr>
<td>EDUC-615</td>
<td>USING DATA FOR SCHOOL IMPROVEMENT</td>
<td>3</td>
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<td>DIFF-503</td>
<td>ASSESSMENT - STUDENT W EXCEPTIONALITIES</td>
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<td>DIFF-504</td>
<td>COMM/COLL SKILL STND-BASE INCLUSIV EDUC</td>
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<td>LANG/LIT/COMM STUDENT W EXCEPTIONALIT</td>
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<td>DIFFERENTIATED INSTR STRAT.</td>
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<td>DIFF-511</td>
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<td>DIFF-512</td>
<td>ADV BEHAVIORAL STRATEGIES</td>
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<td>ASSISTIVE TECHNOLOGY</td>
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<td>DIFF-598</td>
<td>PRACTICUM IN GIFTED EDUCATION</td>
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<td>DIFF-600</td>
<td>CAPSTONE RESEARCH FOR DIFFERENTIATED INSTRUCTION</td>
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Field-Experience Requirements

St. Bonaventure's teacher preparation programs are extensively field-based, and students should expect field-based projects on a routine basis in DIFF courses. If needed, the Office of Field Services can assist students in arranging field placements for these projects. Also, in this advanced certificate program students are expected to complete a practicum experience of 50 clock hours teaching students who learn at a pace and level significantly different from that of their classmates, including but not limited to students with special gifts and talents.

The practicum takes place during regular school hours, near the end of the program, and must be approved by the adviser and the Office of Field Services in advance (by mid-semester prior to the beginning of the field experience).

Students who are teaching in a K12 school setting may be eligible to complete their practicum in their own school or district. This experience is individualized, and should be discussed with the adviser during the first semester of the program so that appropriate arrangements can be

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coordinated. Practicum application forms are available from the Office of Field Services. The practicum experience is a component of DIFF-598.

Exit Criteria
In order to successfully complete the program, a student will be evaluated on the following exit criteria:

1. A cumulative GPA of at least 3.0
2. Successful completion of the internship
3. Submission of a portfolio showing professional growth and accomplishments
4. Successful completion of the comprehensive exam