MPS in Social Justice Educational Studies

Program Overview

Program Coordinator
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Program ID 072C
Credits 36

Program Length
The MPS can be completed in 1.5 years if enrolled full-time, but students must complete degree within 5 years

Modality In-person
Full-time/Part-time Full-time or Part-time
Transfer Credits 9
Capstone Seminar
Licensure/Certification NYSED Professional Special Subject Certification

Program Description

The 36-credit program is available to special-subject teachers (family/consumer science, health, music, physical education, or technology education) who are initially certified to teach in New York and are seeking professional certification. The program of study focuses on content and skills necessary for teaching the diverse student population of New York State, with an emphasis on socially just teaching practices and settings. Teachers graduate with knowledge and strategies to actively engage and challenge all students to reach their fullest potential-intellectually, emotionally, and socially.

The Master of Professional Studies (MPS) in Social Justice Educational Studies offers a self-reflective, process-oriented approach to diversity, equity, and social justice. The program integrates intellectual/cognitive and social/emotional learning through an experiential and participatory process that centers social justice and critical thinking. Students work collaboratively to foster personal, communal, and institutional social change and to promote more humane, democratic, and inclusive classrooms, organizations, and communities.

Admission Requirements

Social Justice Educational Studies: Special Subject Teacher Certification (072C)

• One official copy of all undergraduate and graduate course work; the baccalaureate transcript should be from a regionally accredited institution with a minimum 3.0 cumulative grade point average. The degree should contain appropriate courses in the special subject area of certification.
• New York State Initial Teacher Certification in Family/Consumer Science, Health, Music, Physical Education, or Technology.
• Contact information for three individuals who have a professional relationship with the prospective student and can provide a reference addressing the student's potential for graduate work.
• A two-page letter describing how you expect the MPS Social Justice Educational Studies Program will help you meet your personal and professional goals. This can be integrated into the statement on the application form.
  • An interview with a member of the faculty.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDS541</td>
<td>Approaches to Social Justice Educational Studies</td>
<td>3</td>
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<tr>
<td>EDS581</td>
<td>Race and Gender in Education</td>
<td>3</td>
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<tr>
<td>EDS748</td>
<td>Qualitative Research Methods</td>
<td>3</td>
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<td>EDS749</td>
<td>Seminar in Social Justice Educational Studies</td>
<td>3</td>
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<tr>
<td>SPE565</td>
<td>Teaching in Inclusive Classrooms</td>
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Electives in Social Justice Education (9 Credits)
Select three courses from the list below:

- EDS515: Conflict Resolution in Education
- EDS552: Restorative and Transformative Justice and Practice
- EDS555: Antioppressive Pedagogies and Practices
- EDS582: Exploration of Gender in Education
- EDS732: Group Dynamics
- EDS741: Social-Emotional Learning for Social Justice
- EDS753: Leadership in Education and Human Service Settings

Electives in Content Area (6 Credits)
Work with Advisor to select two appropriate courses.

Electives in Social Justice Education, Foundations, and Special Education (6 Credits)
Work with Advisor to select two appropriate courses.

Total Credits 36

• Review plan of study with advisor during first semester of coursework
• Complete prescribed coursework and other certification requirements within five years after matriculation
• Maintain a cumulative grade point average of 3.0 or better in both total program and core courses, with no more than two grades below B-.

Program Learning Outcomes

Social Justice Educational Studies (MPS)

We are attempting to know, learn, and be differently. This work is and always will be unfinished. As we learn new information and ways of being, we are also cognizant that social justice work must be sustainable for self, community, and society. In our program, students work toward:

• Social Justice Content Knowledge

Understanding that systems of inequality shape our lives and institutions, they will engage social justice education to foster more sustainable, equitable, and just relationships.

• Applying Theory to Practice

Utilizing processes of self-reflection and assessment, they will engage in action and reflection (praxis) that center justice-oriented theories, beliefs, values, and relationships.
• Critical Analyses

Drawing on reflective, critical thinking, listening, and questioning practices, they will integrate critical analyses into their educational work.

• Fostering Equity

Recognizing that social inequalities reflect an inability or unwillingness to be in positive relationship with difference, they will foster educational and social equity that seeks to transform relationships and share power across differences.

• Participatory, Collaborative Approaches to Pedagogy

With an understanding of embodied, antioppressive, and experiential learning practices, they will employ creative, holistic, collaborative approaches in their pedagogical settings.

• Written and Oral Communication

Practiced in small and large group discussions, presentations, and in applying feedback to their own work, they will effectively communicate orally and in writing, including through qualitative research that reflects social justice principles.

• Socially Responsible Leadership

Understanding connections between personal, institutional, and social change, they will lead as ethically and socially responsible human beings in their workplaces and communities.