MSED IN SECOND LANGUAGE ED - NON-CERTIFICATION

Program Overview
Program Coordinator
Devon Duhaney, (845) 257-2853, duhaneyd@newpaltz.edu
Program ID 064
Credits 36
Program Length Program can be completed in 3 semesters if enrolled full-time, but students must complete program within 5 years.
Modality In-person
Transfer Credits 6
Capstone SED701 Research Study Proposal

Program Description
This 36-credit non-certification TESOL program leads to an MSED in Second Language Education. It is designed for individuals interested in developing their knowledge and skills in teaching second language acquisition in a variety of professional spaces outside the NYS P-12 school district like teaching abroad or working in higher education (e.g. community college or adult programs/adult literacy).

Since this program does not lead to NYS P-12 ESOL certification, students will participate in field experiences in spaces outside of P-12 schools, such as community-based organizations, or in appropriate settings in P-12 schools.

Admission Requirements
• One official transcript 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 in the major, and a 3.0 cumulative GPA overall. Candidates must have completed a baccalaureate degree with a concentration in one of the liberal arts or sciences.
• An admission essay demonstrating experience and/or interest in working with culturally and linguistically diverse students.
• Satisfactory completion of twelve semester hours of study of a language other than English. All courses must be conducted in the target language.
• Three letters of recommendation.
• For international students, a minimum score of 90 on the internet-based TOEFL exam.

Program Requirements
• File a “plan of study” during the first semester after matriculation.
• Any deficiencies in the candidate’s previous training shall be removed by early advisement with the Second Language Education program advisor.
• Completion of prescribed course work and other requirements within five years after matriculation.
• Maintain a cumulative grade point average of 3.0 or better with no more than two grades below B-.
• Successful completion of capstone experience during the final semester of study.

Program Learning Outcomes
Second Language Education (MSED)
Candidates who successfully complete all required components of the TESOL K-12 program at SUNY New Paltz will:

• Content Knowledge: Demonstrate content area mastery by completing at least 30 hours of coursework in TESOL methods and content.
• Planning: Be able to plan lessons in TESOL that are standards-based, clear, logical and organized, rely upon a variety of appropriate instructional strategies and appropriate technologies, and differentiate instruction, providing opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
• Assessment and P-12 Learning: Be able to choose, design, and implement authentic and appropriate formative and summative

Code Title Credits
Fall One (13 Credits)
SED573 Teaching English as a New Language I 3
SED507 Fieldwork II Second Language Education 1
EED581 Foundations of Bilingual/Bicultural Education 3
SED578 Second Language Learning 3
SED577 Applied Linguistics for Teachers of English as a New Language (ENL) 3

Spring One (13 Credits)
SED576 Teaching English as a New Language II 3
assessments to evaluate student learning, differentiate and adapt assessments for ELLs through logical decision-making, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.

- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content and pedagogical content knowledge, appropriate and effective technology, and a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful for students while teaching.

- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, demonstrate the ability to respond appropriately to challenges that arise in teaching, and develop respectful relationships with students, families, communities and colleagues.

- **Critical Thinking:** Identify, analyze, and evaluate different methods of planning, assessing, and teaching in order to develop well-reasoned arguments that support pedagogical decisions.

- **Information Management:** Use technology and basic research techniques in order to locate, evaluate, and synthesize best-practices concepts in content knowledge, planning, assessment, and pedagogical practice.