MSED IN SECOND LANGUAGE EDUCATION - TESOL

Program Overview

Program Coordinator
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Program ID
065

Credits
36

Program Length
The MSED can be completed in two years if enrolled part-time, but students must complete the degree within 5 years

Modality
In-person

Full-time/Part-time
Part-time

Transfer Credits
6

Capstone
Practicum

Licensure/Certification
NYSED Initial/Professional ESOL (all grades)

Program Description

In response to the regional need for professionals prepared to educate linguistically and culturally diverse students, SUNY New Paltz offers a Master of Science in Education in Second Language Education. This thirty-six credit program leads to certification (initial and professional) in English to Speakers of Other Languages (Pre K-12).

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.

Curriculum Requirements - TESOL

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SED573</td>
<td>Teaching English as a New Language I</td>
<td>3</td>
</tr>
<tr>
<td>SED507</td>
<td>Fieldwork I Second Language Education</td>
<td>1</td>
</tr>
<tr>
<td>EED581</td>
<td>Foundations of Bilingual/Bicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>SED578</td>
<td>Second Language Learning</td>
<td>3</td>
</tr>
<tr>
<td>SED577</td>
<td>Applied Linguistics for Teachers of English as a New Language (ENL)</td>
<td>3</td>
</tr>
<tr>
<td>SED576</td>
<td>Teaching English as a New Language II</td>
<td>3</td>
</tr>
<tr>
<td>SED509</td>
<td>Fieldwork II Second Language Education</td>
<td>1</td>
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</table>

Student Teaching (7 Credits)

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SED579</td>
<td>Practicum in Teaching English as a Second Language</td>
<td>6</td>
</tr>
<tr>
<td>SED607</td>
<td>Practicum Seminar: Second Language Education</td>
<td>1</td>
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</table>

Additional Courses (6 Credits)

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SED560</td>
<td>Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>SPE565</td>
<td>Teaching in Inclusive Classrooms</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits
36

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 practicum during the final semester of study.

Additional State Certification Requirements

In addition to degree requirements, candidates must meet several New York State certification requirements which include:

1. Attending a number of workshops, designed to assist teachers in:
   a. preventing violence in the schools (S.A.V.E)
   b. recognizing symptoms of child abuse and neglect,
   c. providing a safe and supportive learning environment through the training for Dignity for All Students Act (DASA), and
   d. by completing the Health & Safety training.

2. Satisfying the New York State Certification Testing requirements, which include:
   a. Content Specialty Test (for initial certification)

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 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.