MSED IN SECOND LANGUAGE EDUCATION - TESOL

Program Overview

Program Coordinator	So Lim Kim, (845) 257-2826, kims23@newpaltz.edu
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	Full-time or 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

Code	Title	Credits
Core Courses (23 Credits)		
SED573	Teaching English as a New Language I	3
SED507	Fieldwork I 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
SED576	Teaching English as a New Language II	3
SED509	Fieldwork II Second Language Education	1
SED575	Teaching Literacy in English as a New Language	3
SED580	English Grammar for Teachers of English as a New Language (ENL)	3
Student Teaching (7 Credits)		
SED579	Practicum in Teaching English as a Second Language	6
SED607	Practicum Seminar: Second Language Education	1
Additional Courses (6 Credits)		
SED560	Technology in the Classroom	3
SPE565	Teaching in Inclusive Classrooms	3
Total Credits		**36**

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under “Graduation” tab according to the schedule in the academic calendar.
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your plan of study
- Contact your advisor if you need to amend your plan or process transfer credit.
- Ensure that you are in good academic standing with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the specified time limit outlined in the Program Overview.

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 and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.

- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.