

MSED ADOLESCENCE ED: ENGLISH

Program Overview

Education Coordinator	Mary Sawyer, (845) 257-3114, sawyerm@newpaltz.edu
English Coordinator	Cyrus Mulready, (845) 257-2739, mulreadc@newpaltz.edu
Program ID	034B
Credits	30
Program Length	Students must complete the program within 5 years.
Modality	In-person
Full-time/Part-time	Either
Transfer Credit	6-9
Capstone	Portfolio
Certification/Licensure	NYSED Professional Adolescent Education: English

Program Description

The Master of Science in Education (MSEd.) is a 30 credit graduate program designed with flexibility in mind. It allows initially certified adolescence educators the opportunity to tailor the program to their interests. At its core, the MSEd. aims to deepen teachers' knowledge of subject content, of the theory and practice of teaching and learning, and of the diverse contexts of education. In a two-semester course, students develop skills in research-based inquiry focused on the classroom. This graduate program enables students to complete the curriculum requirement for professional certification in New York State.

Admission Requirements

- Submit one official transcript of all college course work.
- A 3.0 or better GPA in all undergraduate course work and in an appropriate undergraduate major.
 - Students must have completed 36 semester hours of English, exclusive of freshman composition.
 - The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field, including course work that includes a broad and rigorous general education component.
- Evidence of valid NYS Initial Teaching Certification in Adolescence Ed: English (grades 7-12)
- Write an admissions essay responding to the following prompt:
 - Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?
As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.
- Submit a 10-15 page academic writing sample.
- Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.

- Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g. job supervisor). We will not accept references from friends or family members.

Application Deadlines

March 1	Fall Semester
October 1	Spring Semester

Applications received after this date will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

Code	Title	Credits
PROFESSIONAL EDUCATION (6 Credits)		
Select two from the list below:		6
SED548	Literacy Instruction in the Secondary School	
SED549	Teaching Literacy Across the Disciplines 6-12	
SED556	Storytelling, Folklore and the English Language Arts Curriculum	
SED566	Education Across Borders:International Ideas and Experience	
SED742	Teaching Dramatic Literature in the Secondary School	
SED743	Teaching Writing and Thinking in the Secondary School	
SED745	Teaching Literature in the Middle School Every Semester	
SED748	Teaching Literature in the High School Spring	
DIVERSITY EDUCATION (3 Credits)		
Consult your Advisor for an appropriate diversity course.		3
RESEARCH REQUIREMENT (6 Credits)		
SED701	Inquiry into Teaching, Learning, and School: Part I	3
SED702	Inquiry into Teaching, Learning, and School: Part II Every Semester	3
DISCIPLINE-SPECIFIC ELECTIVES (15 Credits)		
Consult your Advisor for appropriate elective courses.		15
Total Credits		30

- 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

Complete prescribed course work and other requirements within five years after matriculation.

Deficiencies in the candidate's undergraduate preparation in the subject area or major shall be remedied by early advisement with the Secondary Education advisor.

Maintain a cumulative grade point average of 3.0 or better, with no more than two grades below B-.

Program Learning Objectives

Adolescence Education English (MEd)

Candidates who successfully complete all required components of the Adolescence Education English program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area mastery by completing 15 hours of masters-level coursework in English and develop a portfolio that evidences outstanding performance in coursework and professional practice.
- **Critical Inquiry and Intellectual Development:** Inquire and reflect critically on sociological, historical, and other aspects of educational practice and policy; engage in data-informed decision-making processes; demonstrate the ability to employ evidence-based practices; and continually develop disciplinary and pedagogical knowledge and skills oriented towards high-quality teaching and learning standards.
- **Professional Skills and Disposition:** Develop respectful relationships with students, families, communities and colleagues; practice an ethically informed philosophy; and participate effectively in institutional change.
- **Culturally Responsive Practice and Social Justice:** Understand and apply practices that promote respect, inclusion and equity in teaching, learning, and student development based on social identity markers including, but not limited to, race, gender, class, sexual orientation, disability, language, religion, culture, national origin, epistemology, and family life.
- **Democratic Citizenship and Student Advocacy:** Respect education as a human right and a foundation to active inclusion and participation in public life, and aspire to be agents of change in response to persistent barriers to equal educational opportunity.
- **Technology:** Demonstrate knowledge and skill with using appropriate educational technology to enhance learning in adolescence education.
- **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.