

MST IN CHILDHOOD EDUCATION 1-6 AND EARLY CHILDHOOD EDUCATION B-2

Program Overview

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| Program Coordinator | Elizabeth Forde, (845) 257-2865, fordee@newpaltz.edu |
| Program ID | 020E |
| Credits | 46 |
| Program Length | The MST can be completed in two years if enrolled part-time, but students must complete the degree within 5 years |
| Modality | Hybrid (In-person & Online) |
| Full-time/Part-time | Part-time |
| Transfer Credits | 6 |
| Capstone | Practicum |
| Certification/Licensure | NYSED Initial/Professional Early Childhood Education B-2 and Childhood Education 1-6 |

Program Description

The School of Education offers students holding a baccalaureate degree an opportunity to earn a Master of Science in Teaching degree in Childhood Education (1-6) and Early Childhood Education (B-2) leading to NYS initial/professional certification. The typical candidate for the MST will hold a baccalaureate degree in one of the liberal arts or sciences (p. 1) from an accredited college and will have a background in history, a foreign language, mathematics, English, and science.

The program includes instruction in educational studies, developmentally appropriate practices, content pedagogy, research, and one semester of full-time student teaching. It can be completed in four semesters. Professional certification requires three years of successful teaching experience at the B-2/1-6 grade level.

Acceptable Liberal Arts or Sciences Majors

Acceptable majors or equivalent credits must provide the student with "a knowledge base for teaching to the State learning standards for students in the following areas of the childhood education curriculum: the arts; career development and occupational studies; English language arts; health, physical education, family and consumer sciences; languages other than English; mathematics, science and technology; and social studies."¹ Additional guidance regarding the social studies content core provides that "[a]cceptable studies include coursework in economics, government, United States history, world history, geography, sociology, anthropology, and political science."² Further guidance is found in the NYSED Program requirements for students grades prekindergarten through four³ and in the General and Program Specific Requirements for Childhood Education Teacher Certification.

Current acceptable Liberal Arts or Science majors at SUNY New Paltz that meet the above definition typically include the following, provided the students also meet all other admission requirements.

- Anthropology
- Art History
- Asian Studies
- Biology
- Black Studies
- Communication
- Dance
- Economics
- English
- Geography
- Geology (Earth Science)
- History
- Languages other than English (including but not limited to: French, German, Italian, and Spanish)
- Latin American & Caribbean Studies
- Mathematics
- Music
- Political Science
- Psychology
- Sociology
- Theater
- Visual Arts
- Women & Gender Studies

Admission Requirements

- Candidates for admission to the program need to:
- Hold a baccalaureate degree in an approved liberal arts or science area (p. 1) from a regionally accredited institution;
- Have earned an undergraduate grade point average of 3.0 or higher;
- Have completed:
 - 6 college credits of history including American history.
 - 6 credits of mathematics at the college algebra level with a grade of B- or better.
 - 6 credits of science courses.
- Provide one official transcript of all college/university course work.
- Submit two appropriate letters of recommendation on professional letterhead, no older than one year, from individuals who can attest to the candidate's ability to do graduate work and/or to work with children.
- Graduate Admission Essay

Your essay should be typed, double-spaced, and between 400–500 words. Since your essay provides us with a sample of your writing, it should reflect exemplary organization, writing style, and mechanics. Compose and upload an essay that clearly addresses the following:

- How have your previous experiences contributed to your decision to enter the program?
- How will graduate study assist you in achieving your future career and educational aspirations?
- What are your professional goals?

Application Deadlines

April 1 Summer Admission

May 15 Fall Admission

These are firm deadlines, applications submitted after these dates will not be considered.

No Spring admissions.

Curriculum Requirements

| Code | Title | Credits |
|---|--|---------|
| Educational Studies Core (6 Credits) | | |
| SPE565 | Teaching in Inclusive Classrooms | 3 |
| Select one of the following: | | 3 |
| EDS537 | Issues in Multicultural Education | |
| EDS581 | Race and Gender in Education | |
| SED566 | Education Across Borders: International Ideas and Experience | |
| Elementary Content Core (9 Credits) | | |
| EED523 | Reading in the Primary Grades | 3 |
| EED535 | Research in Child, Family, School in Grades B-2 | 3 |
| EED536 | Research in Child, Family, School in Grades 3-6 | 3 |
| Literacy and Diversity (3 Credits) | | |
| Select one from below: | | 3 |
| LED528 | Literacy and Language Learners | |
| EDS549 | Issues in Literacy for Diverse Learners | |
| SPE572 | Tchg. Learners of Culturally/Linguistically Diverse Backgrounds | |
| EED581 | Foundations of Bilingual/Bicultural Education | |
| Education Pedagogy (18 Credits) | | |
| Select one from below: | | 3 |
| EED520 | Literacy and Reading Development - Birth - Kindergarten | |
| EED522 | Play: The Foundations of Literacy for Young children (B-K) | |
| EED580 | Connecting Mathematics, Science, and Technology in Elementary School | 6 |

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| EED579 | Integrating Reading, Language Arts and Social Studies in Grades 1-6 | 6 |
| EED716 | Science, Math, and Engineering for Young Children | 3 |
| Fieldwork (3 Credits) | | |
| EED501 | Fieldwork in Early Childhood | 1 |
| EED502 | Fieldwork in Math, Science, and Technology | 1 |
| EED503 | Fieldwork in Grades 3-6 | 1 |
| Student Teaching (7 Credits) | | |
| EED604 | Student Teaching Grades B-3 | 3 |
| EED605 | Student Teaching Grades 4-6 | 3 |
| EED606 | Student Teaching Seminar | 1 |
| Total Credits | | 46 |

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.

Requirements for Completion of the Degree

Candidates are required to:

- Develop a plan of study with an advisor upon matriculation;
- Complete prescribed course work and other requirements within five years of matriculation;
- Maintain a cumulative average of 3.0 or better, with no more than two grades below B-.

Certification Requirements

- EAS (Educating All Students) test
- Content Specialty Test (CST) Multi-Subjects
- Completion of Child Abuse (mandated reporting) Seminar
- Completion of SAVE workshop
- Completion of DASA workshop
- Training in Health & Safety Education (EDI 095)
- Fingerprinting

Program Learning Outcomes

Childhood Education 1-6 (MST)

Candidates who successfully complete all required components of the Master of Science in teaching program at SUNY New Paltz will:

- **Content Knowledge:** Demonstrate content area mastery by fulfilling the entrance requirements as stipulated by the program.
- **Planning:** Be able to plan lessons in early childhood/childhood education that are standards-based, clear 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, 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.
- **Classroom Experience:** Participate successfully in 3 fieldwork placements with a minimum hours of 120 prior to student teaching. Complete 2 student teaching placements demonstrating knowledge of best practices in early childhood/childhood education.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **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.

- **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.