

MSED LITERACY EDUCATION (ALL-GRADES)

Program Overview

Program Coordinator	Lizabeth Cain, (845) 257-2864, cainl@newpaltz.edu
Program ID	030P
Credits	36
Program Length	The MSEd can be completed in one year if enrolled full-time. Students have a maximum of five years to complete the program.
Modality	In-person or Online
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6 or 12 (Students seeking their second MSEd may transfer up to 12 credits.)
Capstone	Clinical Intervention Course
Licensure/Certification	NYSED Initial/Professional Literacy Education (All Grades)

Program Description

The State University of New York at New Paltz offers a graduate program in Literacy Education (all grades) for students interested in becoming a literacy specialist. Our **new, flexible, fully online curriculum** that lets you join a cohort of remote learners in completing classes and fieldwork requirements remotely. Our traditional, on-campus model remains available, and we can also accommodate part-time or accelerated course schedules to help you achieve your goals in a way that fits into your life. Successful applicants will have initial New York State teaching certification (in one of the areas below) and a baccalaureate degree from an accredited institution.

Additionally, we offer **an accelerated program** for students seeking a second master's degree in literacy education. Successful second-degree applicants will have earned a master's degree in a related field within education and be certified in one of the areas below:

Acceptable NYS Teaching Certification Areas:

- Early Childhood (B-2) or Childhood Education 1-6
- Adolescent Education (Grades 7-12) or Adolescence/Middle Grades Education (all subjects)
- Special Education (B-2, 1-6, or 7-12)
- Speech and Hearing Handicapped
- Music Education
- Art Education

NOTE: Three years of teaching experience as a certified literacy teacher is required for professional certification.

Admission Requirements

The following are the minimum standards for admission. Meeting the minimum requirements does not guarantee admission to the program. Candidates for admission must:

- Complete an admission application available online using the link above.

- Provide one official copy of all transcripts of all previous college/university course-work from regionally accredited institutions, with a cumulative undergraduate grade point average (GPA) of 3.0 or higher;
- Provide evidence of initial/provisional or professional/permanent teaching certification* in elementary education (B-2, Pre-K-6, Grades 1-6), or Secondary Education (Grades 7-12 or Adolescence/Middle Grades Education, all subjects), or in Special Education, Speech and Hearing Handicapped, Music Education, or Art Education
- Request two recommendations from college/university faculty on professional letterhead supporting the applicant's potential to undertake graduate study;
- Submit a well-written essay of no more than 500 words describing your educational aspirations, experience working with students in educational settings, and how training in a master's program in literacy education will help you achieve your personal and professional goals.

*Applicants with a GPA of at least 3.0 may apply and be provisionally accepted pending NYS Teaching Certification. If accepted provisionally, candidates must submit evidence of NYS teaching certification by the end of their first semester of graduate study.

Application Deadlines

April 15	Fall/Summer Admission
October 15	Spring Admission

Accepting on a rolling basis until the program is full. However, students who submit after the deadline may get news of admission after advanced registration and some classes may be full.

Curriculum Requirements

Code	Title	Credits
Sequential Core (21 Credits)		
LED720	Theoretical Foundations of Reading and Writing	3
LED740	Workshop in Understanding Literacy Difficulties	3
LED745	Workshop in Diagnosing Literacy Difficulties	3
LED759	Action Research for Literacy Leaders	3
LED760	Literacy Leadership and Coaching	3
LED780	Workshop in the Intervention of Literacy Difficulties	3
LED785	Clinical Practices in Literacy	3
Distributive Core (12 Credits)		
LED512	Children's and Young Adult Literature	3
LED528	Literacy and Language Learners	3
LED540	Content Area Literacy	3
LED510	Teaching Writing & Multimodal Text Production	3
Diversity Elective (3 Credits)		
Select one course from list below:		3
EDS537	Issues in Multicultural Education	
EDS581	Race and Gender in Education	
SED566	Education Across Borders: International Ideas and Experience	
SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	
EDS549	Issues in Literacy for Diverse Learners	
Total Credits		36

Program Requirements

This program requires a minimum of 60 hours in an educational setting. As a result, part of your teacher preparation program will be conducted in the professional field under supervision with students and cooperating teachers. The required practica are offered during the spring and fall. This is important to consider in planning your program since working in the field demands that you have time available to spend in schools, clinics, and classrooms. This may necessitate an adjustment to your daily schedule.

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.
- **Needs and Strengths:** Candidates will establish individualized learning goals and progress monitoring plan.
 - **Dispositions:** Candidates will demonstrate positive professional dispositions with their students, students’ families, their colleagues, and their professors.
 - **Pedagogical Practice:** Candidates will demonstrate skill in: professional judgment and communication; use of varied evidence-based instructional and assessment approaches, tools, and texts; ability to teach from a strengths-based perspective; and design an effective physical and social learning environment.
 - **Educational Technology:** Candidates will demonstrate ability to use digital texts and resources to improve student literacy learning.
 - **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.

Requirements for Completion of Degree

Candidates are required to:

- Develop a plan of study with an advisor upon matriculation;
- Complete no more than 6 credits of course-work toward the degree prior to matriculation;
- Complete prescribed course-work and other requirements within five years of matriculation;
- Maintain a cumulative average of 3.0 or better. The Literacy Sequential Core courses require a B (84) or better to proceed to the next course in the sequence. If you do not earn a B (84), you can retake one course, one time.

Program Learning Outcomes

- **Content Knowledge:** Candidates will demonstrate content knowledge related to: major theories and evidence-based practices in literacy education; Literacy curriculum and assessment; understanding and valuing diversity; learning environments that accelerate literacy development; and adult learning theory and coaching.
- **Planning:** Candidates will demonstrate ability design and implement curriculum to meet the specific literacy needs of learners. Candidates demonstrate ability to adapt materials and instruction to meet the evolving needs of learners as evidenced through ongoing progress monitoring.
- **Assessment of P-12 Learning:** Candidates will demonstrate ability to correctly use a variety of literacy assessments to analyze students’