

# WORLD LANGUAGE EDUCATION

## Program Overview

Education Coordinator	Devon Duhaney
Content Coordinator	Mary Christensen (French) and Deyanira Rojas-Sosa (Spanish)
Program ID	French Specialization 111F, Spanish Specialization 111S
Credits	39
Program Length	The MAT can be completed in 3 semesters if attending full-time. But students must complete the program within 5 years.
Modality	
Full-time/Part-time	Either
Transfer Credit	9
Capstone	Portfolio and Practicum
Certification/Licensure	NYSED Initial/Professional Adolescent Education in French or Spanish

## Program Description

The Master of Arts in Teaching (MAT) in World Language Education is a 39 credit program designed specifically for college graduates holding an appropriate liberal arts degree in French or Spanish who have not had a formal background in education and who wish to prepare for a teaching career in adolescence education grades 7-12.

Upon successful completion of the program, candidates will be recommended to the New York State Education Department for Initial/Professional Certification.

## Admission Requirements

- A 3.0 or better GPA in all undergraduate course work and in an appropriate undergraduate major.
  - The undergraduate major (French or Spanish) 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
- 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.*
- An Oral Proficiency Interview (OPI) is required of applicants so that the faculty may determine applicants' proficiency in French or Spanish.
- 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

July 31	Fall Admission
January 1	Spring Admission

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

## Curriculum Requirements

French Specialization (code 111F) | Spanish Specialization (111S)

Code	Title	Credits
<b>Term One (15 Credits)</b>		
SED540	Graduate Foundations of Adolescence Education Seminar	1
SED525	Digital Literacies and Learning in Secondary Education	1
SED703	Curriculum: Designs for Literacy, Learning, and Assessment in Adolescence Education	3
SED551	Field Experience I	1
SPE565	Teaching in Inclusive Classrooms	3
1st Course in Target Language (French or Spanish)		3
Select a diversity course		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	
EDS552	Restorative and Transformative Justice and Practice	
EDS555	Antioppressive Pedagogies and Practices	
<b>Term Two (16 Credits)</b>		
EDS539	Social Foundations of Education	3
Course in discipline or alternative by advisement		3
2nd Course in Target Language (French or Spanish)		3
EDS730	Adolescent Development	3
SED547	World Language Skills and Methods in Adolescence Education	3
SED552	Field Experience II	1
<b>Term Three (8 Credits)</b>		
SED553	Field Experience III	1
Practicum in World Language Education (7-9)		3
Practicum in World Language Education (10-12)		3
SED606	Practicum Seminar	1
<b>Total Credits</b>		<b>39</b>

## Graduate Checklist

- Apply for graduation via [my.newpaltz.edu](http://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](http://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

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-.

Student teaching with seminar and fieldwork III (14 credits).

## Additional Requirements

- Culminating assessments are required (e.g., comprehensive examination, teaching portfolio, thesis). Students must attend four state-mandated workshops:
  - a. Recognizing and reporting symptoms of child abuse
  - b. Prevention of school violence (SAVE).
  - c. Dignity for ALL Students Act (DASA)
  - d. Health and Safety Education (EDI095)
- These workshops can be taken at SUNY New Paltz campus.
- Students must obtain fingerprint clearance. See this site for more info: <https://www.newpaltz.edu/ugc/education/secondaryed/adtlreq.html>
- Students must have good moral character. Applicants for certification are asked to provide information about past convictions, misconduct, etc., on the application for a certificate, and the New York State Education Department is authorized to investigate complaints regarding an applicant's past convictions or any acts which raise a reasonable question as to the individual's moral character.
- Students must receive satisfactory scores on the New York State Teacher Certification Examinations. More information on these tests may be obtained at <http://www.nystce.nesinc.com>

Students are responsible for their own transportation to the field and student teaching placements and must be prepared to commute up to 45 miles, one way, to these placements.

Upon graduation, students will receive the Master of Arts in Teaching (MAT) degree. Students will have completed all academic requirements

for both initial and professional certification and will be recommended for both certifications. Students will receive their professional certificate after they have completed three years of satisfactory secondary teaching experience in their discipline and notification of such to the State Education Department.

For information on obtaining a teaching credential in New York State, please visit the New York State Education Department website at <http://www.highered.nysed.gov/tcert/>.

## Program Learning Outcomes

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

- **Content Knowledge:** Enhance content area mastery by completing 6-9 hours of graduate-level coursework in the target language.
- **Planning:** Be able to plan lessons in the target language 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.
- **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.
- **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.