

MAT ADOLESCENCE ED: CHEMISTRY

Program Overview

Education Coordinator	Latanya Brandon, (845) 257-3118, brandonl@newpaltz.edu
Chemistry Coordinator	Preeti Dhar, (845) 257-3797, dharp@newpaltz.edu
Program ID	104B
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.
Full-time/Part-time	Either
Transfer Credits	9
Capstone	Comprehensive Exam/Portfolio and Practicum
Certification/Licensure	NYSED Initial/Professional Adolescent Education: Chemistry

Program Description

The Master of Arts in Teaching (MAT) in Adolescence Education: Chemistry is a 39 credit program designed specifically for college graduates holding an appropriate liberal arts degree in Chemistry 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

Applicants to the Master of Arts in Teaching programs must meet the following criteria:

1. A 3.0 or better GPA in all undergraduate course work and in an appropriate undergraduate major.
 - a. 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 and general science component.
2. Write an admissions essay responding to the following prompt:
 - a. 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.

3. Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.

4. 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 Admission
October 1	Spring Admission

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

Curriculum Requirements

Code	Title	Credits
Term One (11 Credits)		
SED540	Graduate Foundations of Adolescence Education Seminar	1
EDS539	Social Foundations of Education	3
EDS730	Adolescent Development	3
SED703	Curriculum: Designs for Literacy, Learning, and Assessment in Adolescence Education	3
SED551	Field Experience I	1
Term Two (14 Credits)		
SPE565	Teaching in Inclusive Classrooms	3
SED525	Digital Literacies and Learning in Secondary Education	1
SED543	Science in the Secondary School	3
SED552	Field Experience II	1
SED591	Inquiry Learning in Science Education	3
	Course in Chemistry or by advisement	3
Term Three (14 Credits)		
SED553	Field Experience III	1
SED604	Practicum in Secondary Ed 7-9	6
SED605	Practicum in Secondary Ed 10-12	6
SED606	Practicum Seminar	1
Total Credits		39

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

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

Adolescence Education Chemistry (MAT)

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

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in science that are NYSP-12SLS standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides 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 with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant 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.

Adolescence Education Chemistry (MSEd)

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

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in science that are NYSP-12SLS standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides 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 with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
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- **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.