Program Overview

Education Coordinator: Latanya Brandon, (845) 257-3118, brandonl@newpaltz.edu
Content Coordinator: Dhar Preeti, (845) 257-3797, dharp@newpaltz.edu
Program ID: 104C
Credits: 122 UG + 30 GR
Program Length: The MAT can be completed in one additional year of study if enrolled full-time, but students must complete the degree within 5 years
Modality: In-person
Full-time/Part-time: Full-time or Part-time
Transfer Credits: 6
Capstone: Comprehensive Exam and Practicum
Certification/Licensure: NYSED Initial/Professional Adolescent Education: Chemistry

Program Description
We have developed this program in response to popular demand from students and parents who have called for a pathway to fulfilling jobs in education and science, and to school districts who report an increasing number of full-time job openings in STEM disciplines. Graduation from the Five-Year Master Plan empowers students with options to choose the career they find most fulfilling, whether that means becoming a science teacher, working as a chemist, or pursuing a Ph.D.

How does it work?
ENROLL in the Five-Year Master Plan and begin taking foundational science courses as a first-year student.

MAINTAIN a 3.0 GPA as you take embedded education courses and pursue your Bachelor of Arts (BA) degree in Chemistry.

QUALIFY for early admission to the graduate program during your junior year.

EARN your BA degree in four years, while taking education courses to prepare for your accelerated graduate program.

COMPLETE the MAT program, including all student teaching requirements in just one year.

Admission Requirements
To participate in the BA/MAT program in Chemistry, interested undergraduates should:

1. Submit a Declaration of Major/Change of Major form indicating the BA/MAT program in Chemistry (major 50CH) to the office of Records and Registration (Wooster Hall, rm. 115).
2. Meet with Professor Latanya Brandon to begin selecting courses. Maintain a GPA of 3.0 to fulfill admission requirements for the graduate program.

Early Admission to Graduate Program
During their junior year, students finalize their early admission to the Master of Arts in Teaching program:

- Apply using the link above.
- Create an account (if new to applying) or log in and follow the steps.
- Select the fall term when you would like to begin your graduate coursework and major code (104C).
- Select “BA Chemistry/MAT Adolescence Ed: Chemistry Program” as the intended curriculum.

Upload Checklist Items
To expedite a faculty review of an application, students may upload the following items:

- Admission Essay
  - 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.
  - Student copies of transcripts* from every college/university attended
  - Full admission REQUIRES the submission of official transcripts and test scores.

Check Your Application Status
- Check your application status through the applicant portal.

BA in Chemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
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<tr>
<td><strong>Fall</strong></td>
<td></td>
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<tr>
<td>Education Seminar</td>
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<tr>
<td>ENG160</td>
<td>Composition I</td>
<td>3</td>
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<tr>
<td>CHE201</td>
<td>General Chemistry I</td>
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<td>CHE211</td>
<td>General Chemistry I Lab</td>
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<tr>
<td>MAT251</td>
<td>Calculus I</td>
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<tr>
<td>Elementary Foreign Language I</td>
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<td><strong>Credits</strong></td>
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<td><strong>Spring</strong></td>
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<tr>
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<td>Composition II</td>
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<td>CHE202</td>
<td>General Chemistry II</td>
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<tr>
<td>CHE212</td>
<td>General Chemistry II Lab</td>
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<tr>
<td>MAT252</td>
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<tr>
<td>SED354</td>
<td>Foundations of Secondary Education Seminar</td>
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<tr>
<td>Elementary Foreign Language II</td>
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<tr>
<td><strong>Credits</strong></td>
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<td>15</td>
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Year 2
Fall
PHY201  General Physics 1  3
PHY211  Physics 1 Laboratory  1
CHE318  Organic Chemistry I  3
CHE306  Organic Chemistry I Lab  1
EDS372  Developing Adolescence  3
Arts Course  3

Credits  14

Spring
EDS340  Sociological and Philosophical Foundations of Education  3
PHY202  General Physics 2  3
PHY212  General Physics 2 Lab  1
CHE319  Organic Chemistry II  3
CHE309  Organic Chemistry II Lab  1
Humanities Course  3

Credits  14

Year 3
Fall
CHE314  Inorganic Chemistry  3
CHE303  Introduction to Analytical Chemistry  4
MAT341  Applied Mathematics I  3
Western Civilization Course  3
Upper-division Liberal Arts elective  3
Take GRE exam  3

Credits  16

Spring
CHE321  Physical Chemistry I  3
EDS383  Introduction to Literacy for Diverse Learners  3
BIO201  General Biology I  3
  or GLG201  or Physical Geology
BIO211  Gen Bio 1 Lab  1
  or GLG211  or Physical Geology Laboratory
Other World Course  3
Upper-division Liberal Arts elective  3
Apply for early admission to the MAT  3

Credits  16

Year 4
Fall
BIO201  General Biology I  3
  or GLG201  or Physical Geology
BIO211  Gen Bio 1 Lab  1
  or GLG211  or Physical Geology Laboratory
CHE323  Experimental Physical Chemistry  3
CHE322  Physical Chemistry II  3
Upper-division Liberal Arts or other elective  3
Graduate Education or Chemistry Liberal Arts elective  3

Credits  16

Spring
BCM461  Biochemistry 1  3
SED453  Curriculum and Assessment in the Secondary School  3

MAT in Adolescence Education: Chemistry

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>SED353</td>
<td>Field Work #1</td>
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<td>SED356</td>
<td>Teaching and Learning in the Digital Environment</td>
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<td></td>
<td>Integrating ELLs in the School &amp; Classroom</td>
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</tr>
<tr>
<td></td>
<td>Graduate Education or Chemistry Liberal Arts elective</td>
<td>16</td>
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Total Credits  122

Academic Standing Requirements for Bachelor's/Master's Students
A cumulative GPA of less than 3.0 in graduate-level courses taken in the undergraduate portion of a 4+1 program precludes the student's good standing. Students with GPA of 2.75 to 2.99 strongly advised to reconsider continuing into GR program. Students below 2.75 may not continue and will be de-matriculated from GR program.

Undergraduate Program Learning Outcomes

BA Chemistry

Program goals for students graduating with a degree in chemistry

- Develop a qualitative understanding of both atomic and molecular structure including shell structure, chemical bonding and the shapes of molecules.

- Understand trends in the periodic table such as size and reactivity.

- Obtain knowledge of the concepts of quantitative chemical analysis and its relationship to experimental measurements and be able to analyze the associated experimental error from each measurement.

- Derive mathematical relationships that are used to explain the chemical and physical processes of both macroscopic and molecular systems.

- Gain some understanding of the chemical and physical properties of biomolecules.
• Extend and apply knowledge learned from courses in chemistry to areas outside of the field.

• Obtain experience in research in chemistry by working with a faculty mentor.

• Obtain experience in and knowledge of modern chemical instrumentation and laboratory techniques.

• Perform experiments following standard and more open-ended protocols.

• Be able to search and interpret articles from scientific journals.

• Become proficient at writing scientific reports and/or providing oral presentations based on experimental results and/or scientific subjects.

### Graduate Program Learning Outcomes

**MAT Adolescence Education: Chemistry**

Candidates who successfully complete all required components of the MAT Adolescence Education 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**: Identify, analyze, and evaluate different methods of planning, assessing, and teaching in order to develop well-reasoned arguments that support pedagogical decisions, and transfer these skills to students through the development of higher order thinking lesson development.

- **Information Management**: Use technology and basic research techniques in order to locate, evaluate, and synthesize best-practices concepts in content knowledge, planning, assessment, and pedagogical practice.

**Adolescence Education Chemistry (MSEd)**

Candidates who successfully complete all required components of the Adolescence Education 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**: Identify, analyze, and evaluate different methods of planning, assessing, and teaching in order to develop well-reasoned arguments that support pedagogical decisions, and transfer these skills to students through the development of higher order thinking lesson development.

- **Information Management**: Use technology and basic research techniques in order to locate, evaluate, and synthesize best-practices concepts in content knowledge, planning, assessment, and pedagogical practice.