

ADOLESCENT OR MIDDLE CHILDHOOD EDUCATION, MASTER OF ARTS IN TEACHING

The Master of Arts (M.A.T.) in Teaching in Adolescent or Middle Childhood Education program is an innovative clinically-rich approved teacher education program consisting of multiple tracks designed to meet the diverse needs and experiences of our students. The M.A.T. program is a fully accredited teacher education program appropriate for both career changers and recent college graduates seeking certification in order to teach in New York State middle and high schools. This is a 42-credit program of part-time study taught through on-site and online resources. It provides mentoring and other forms of professional development throughout the program.

The M.A.T. certification areas are:

- Middle Childhood Education – Biology, Chemistry, Earth Science, English, Spanish, Mathematics, Physics, Social Studies, and the General Science 5-9 extension*
- Adolescence Education – Biology, Chemistry, Earth Science, English, Spanish, Mathematics, Physics, Social Studies
- Agricultural Education Pre-K to 12 (<http://catalog.sunyempire.edu/graduate/programs/mat-agricultural-education/>)

*The Middle Childhood General Science 5-9 extension is available to science students meeting additional content area requirements.

Upon admission to the M.A.T. program, you are assigned an academic advisor. Your academic advisor will guide you through the program.

It is important for M.A.T. students to be mindful of the fact that their participation in this program requires that they adhere to multiple policies and requirements. In addition to being an Empire State University student and responsible for adhering to the university's policies and procedures as listed in this catalog, students must also follow New York State Education Department requirements for the teacher certification process and, if a school district employee, must follow the policies and procedures of the school district.

Requesting Transfer Credit

After admission, students should discuss the possibility of transfer credit with their academic advisor. To request transfer credit, students complete the Transfer Credit Request Form available through the Quicklinks box of the Graduate Student Center on MySUNYEmpire (<https://my.sunyempire.edu>).

Program Delivery and Tuition Rate

This master's program is delivered through online courses with some synchronous sessions. This program is billed at the non-MBA rate.

Mandatory Professional Licensure Disclosure

New York State takes pride in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs

leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires. The full details regarding this disclosure related to the applicable SUNY Empire degree programs may be found here (<https://sunyempire.edu/online-compliance/licensure/>).

Admission Requirements

Admission to the M.A.T. program is selective. This program enrolls new students in the fall term only. To be admitted to the M.A.T. program, the candidate must hold a bachelor's degree from a regionally accredited institution and meet prerequisites in the following areas:

1. Content area preparation – you must:
 - meet New York State certification requirements by having 30 credits in the content area;
 - meet any other certification content requirements that may apply (e.g., the New York State social studies distribution, at least 6 credits of advanced-level coursework).
2. Academic excellence – you must:
 - have a cumulative 3.0 GPA or the equivalent;
 - demonstrate the academic skills necessary to meet the academic and professional demands of the program;
 - demonstrate the capacity to develop skills in using learning technologies.

Application decisions are based on:

- undergraduate and graduate transcripts that document the required GPA, and content area preparation;
- an application essay by the candidate that demonstrates the writing and critical-thinking skills needed for success in a demanding graduate program, as well as the strong potential to make a successful transition into teaching as a profession; and
- the candidate's employment and volunteer/community service history.

An applicant who meets all other admissions requirements and has no more than 6 credits of content area course deficiencies may be admitted to the program. The student must make up the deficiencies by the end of the second term in the program.

Application

Please see the Graduate Admission (<http://catalog.sunyempire.edu/graduate/admission/>) section of this catalog for a complete listing of materials required to complete a graduate application.

Program Tracks

Three pathways to certification are available to students in the M.A.T. program:

- **Transitional B Certification**
- **Clinically-Rich Residency**
- Classroom Academy Residency (p. 3)

These tracks offer an assortment of enrollment sequences. The enrollment sequence will depend on the required clinical coursework that aligns with a student's chosen track. Regardless of the track chosen, all sequence types contain *the same first-year coursework*.

Please Note: The clinical supervision courses (i.e., Mentored Teaching, Intensified Mentored Teaching or Residency Seminar courses) in both tracks must be completed with a B or better. If the course grade results in less than a B, students may repeat the course in accordance with the Graduate Evaluation and Grading Policy found in the Policies and Procedures section of this catalog.

Transitional B Certification Track Sequences

Transitional B Certification Enrollment Sequence

In the first year, students enroll on a part-time basis, completing 15 credits of graduate coursework and 50 hours of field experience (15 of which must be in Special Education). Upon successful completion of the first year of courses, meeting New York State Education Department requirements and obtaining a qualifying teaching position, students may apply for a Transitional B Teaching Certificate. While employed as a teacher of record, MAT degree candidates complete 15 credits in year two of the program and 12 credits in year three. Students are responsible for obtaining their Transitional B teaching position and are not placed into clinical settings by the program. During this period, a mentor teacher in the employing school, program faculty and program field supervisors provide instructional support. Successful completion of years two and three of the program, including the capstone, result in the award of the MAT degree.

First Year		Credits
Fall		
EDUC 6005	US Schools in Social Context ¹	3
EDUC 6010	Middle Childhood & Adolescent Development ¹	3
Credits		6
Spring		
Teaching & Learning (choose one):		3
EDUC 6020	Teaching & Learning: English	
EDUC 6025	Teaching & Learning: LOTE	
EDUC 6030	Teaching & Learning: Math	
EDUC 6035	Teaching & Learning: Science	
EDUC 6040	Teaching & Learning: Social Studies	
EDUC 6015	Exceptionalities: Individualizing Learning ¹	3
Credits		6
Summer		
EDUC 6045	Teaching Diverse Learners	3
Credits		3
Second Year		
Fall		
Teaching & Curriculum (choose one):		3
EDUC 6100	Teaching and Curriculum: English	
EDUC 6105	Teaching and Curriculum: LOTE	
EDUC 6110	Teaching and Curriculum: Math	
EDUC 6115	Teaching and Curriculum: Science	
EDUC 6120	Teaching and Curriculum: Social Studies	
EDUC 7045	Mentored Teaching I	3
Credits		6
Spring		
EDUC 7010	Educational Evaluation ¹	3
EDUC 7050	Mentored Teaching II	3
Credits		6
Summer		
Content Area Study (choose one):		3
EDUC 6050	Content Area Study: English	
EDUC 6055	Content Area Study: Spanish	
EDUC 6060	Content Area Study: Math	
EDUC 6065	Content Area Study: Science	

EDUC 6070	Content Area Study: Social Studies	
Credits		3
Third Year		
Fall		
EDUC 6125	Literacy	3
EDUC 7055	Mentored Teaching III	3
Credits		6
Spring		
EDUC 6130	Literacy Across the Curriculum	3
EDUC 7060	Mentored Teaching Capstone	3
Credits		6
Total Credits		42

¹ Each course integrates structured field experiences in NY State schools.

Intensified Mentored Teaching Track for Transitional B Certification Enrollment Sequence

The one-year Intensified Mentored Teaching track allows students to complete a year of Mentored Teaching as the teacher of record while on Transitional B certification. The intensified track features a 6-credit course, Intensified Mentored Teaching 1 (IMT1), during the first semester of classroom teaching. This 6-credit course will include eight observations by faculty members and additional mentoring and support through both online and face-to-face components of the course. Intensified Mentored Teaching 2 (IMT2) is a 3-credit course, taken during the second semester of classroom teaching, and includes seven observations by faculty mentors. The pedagogical impact of an intensified year of mentored teaching strongly supports students' initial teaching experiences, enabling the faculty to offer increased support to students during this critical first year as a teacher of record.

First Year		Credits
Fall		
EDUC 6005	US Schools in Social Context	3
EDUC 6010	Middle Childhood & Adolescent Development	3
Credits		6
Spring		
EDUC 6015	Exceptionalities: Individualizing Learning	3
Teaching & Learning (choose one):		3
EDUC 6020	Teaching & Learning: English	
EDUC 6025	Teaching & Learning: LOTE	
EDUC 6030	Teaching & Learning: Math	
EDUC 6035	Teaching & Learning: Science	
EDUC 6040	Teaching & Learning: Social Studies	
Credits		6
Summer		
EDUC 6045	Teaching Diverse Learners	3
Content Area Study (choose one):		3
EDUC 6050	Content Area Study: English	
EDUC 6055	Content Area Study: Spanish	
EDUC 6060	Content Area Study: Math	
EDUC 6065	Content Area Study: Science	
EDUC 6070	Content Area Study: Social Studies	
Credits		6
Second Year		
Fall		
Teaching & Curriculum (choose one):		3
EDUC 6100	Teaching and Curriculum: English	
EDUC 6105	Teaching and Curriculum: LOTE	
EDUC 6110	Teaching and Curriculum: Math	

EDUC 6115	Teaching and Curriculum: Science	
EDUC 6120	Teaching and Curriculum: Social Studies	
EDUC 6125	Literacy	3
EDUC 7025	Intensified Mentored Teaching I	6
Credits		12
Spring		
EDUC 6130	Literacy Across the Curriculum	3
EDUC 7010	Educational Evaluation	3
EDUC 7030	Intensified Mentored Teaching II	3
Credits		9
Summer		
EDUC 7060	Mentored Teaching Capstone	3
Credits		3
Total Credits		42

Residency Track Sequences

Clinically-Rich Residency Enrollment Sequence

The Master of Arts in Teaching Clinically-Rich Residency Program uses a blended model of delivery, with online, face-to-face and clinically-based instructional modes. After completing the first year of the M.A.T. program, students begin a year-long placement in a 7-12 classroom with a critic teacher certified in the resident’s content area. Residents will assume more responsibility incrementally for the classroom, culminating in the complete assumption of the critic teacher’s classes for eight weeks during the spring term.

During the year-long residency, students will complete additional coursework that links theory to classroom practice. Residents receive intensive mentoring by faculty members and field supervisors. The program concludes with the capstone project. Upon graduating from the M.A.T. program, completers are recommended for New York State Initial (and Professional) teacher certification. After obtaining three years of qualifying teaching experience, program completers are eligible for Professional certification.

Course	Title	Credits
First Year		
Fall		
EDUC 6005	US Schools in Social Context ¹	3
EDUC 6010	Middle Childhood & Adolescent Development ¹	3
Credits		6
Spring		
Teaching & Learning (choose one):		3
EDUC 6020	Teaching & Learning: English ¹	
EDUC 6025	Teaching & Learning: LOTE ¹	
EDUC 6030	Teaching & Learning: Math ¹	
EDUC 6035	Teaching & Learning: Science ¹	
EDUC 6040	Teaching & Learning: Social Studies ¹	
EDUC 6015	Exceptionalities: Individualizing Learning ¹	3
Credits		6
Summer		
EDUC 6045	Teaching Diverse Learners	3
Content Area Study (choose one):		3
EDUC 6050	Content Area Study: English	
EDUC 6055	Content Area Study: Spanish	
EDUC 6060	Content Area Study: Math	
EDUC 6065	Content Area Study: Science	
EDUC 6070	Content Area Study: Social Studies	
Credits		6

Second Year		
Fall		
Teaching & Curriculum (choose one):		3
EDUC 6100	Teaching and Curriculum: English	
EDUC 6105	Teaching and Curriculum: LOTE	
EDUC 6110	Teaching and Curriculum: Math	
EDUC 6115	Teaching and Curriculum: Science	
EDUC 6120	Teaching and Curriculum: Social Studies	
EDUC 6125	Literacy	3
EDUC 7005	MAT Residency Seminar I	6
Credits		12
Spring		
EDUC 7010	Educational Evaluation	3
EDUC 6130	Literacy Across the Curriculum	3
EDUC 7015	MAT Residency Seminar II	3
Credits		9
Summer		
EDUC 7020	Residency Capstone	3
Credits		3
Total Credits		42

¹ Each course integrates structured field experiences in New York State schools.

Classroom Academy Enrollment Sequence

The Classroom Academy residency model is a pathway option within our existing 3-year M.A.T. program. After the first year of the program, Classroom Academy Residents are fully integrated into a host school for year 2 and 3. M.A.T. students will teach alongside a critic teacher, under a gradual release of responsibility model. Over 2 years, the resident will gradually take over the responsibilities of the teacher, including following curriculum, lesson planning, and classroom leadership. Residents will have the support and guidance of their critic teacher, field supervisor and course instructors over 2 years while working in their placement.

During the Classroom Academy residency experience, students will complete additional coursework that links theory to classroom practice. Residents receive intensive mentoring by faculty members and field supervisors. The program concludes with the capstone project. Upon graduating from the M.A.T. program, completers recommended for New York State Initial (and Professional) teacher certification. After obtaining three years of qualifying teaching experience, program completers are eligible for Professional certification. Completion of the Classroom Academy pathway provides each Resident 1 year of experience to count towards their Professional certification.

Course	Title	Credits
First Year		
Fall		
EDUC 6005	US Schools in Social Context ¹	3
EDUC 6010	Middle Childhood & Adolescent Development ¹	3
Credits		6
Spring		
Teaching & Learning (choose one):		3
EDUC 6020	Teaching & Learning: English ¹	
EDUC 6025	Teaching & Learning: LOTE ¹	
EDUC 6030	Teaching & Learning: Math ¹	
EDUC 6035	Teaching & Learning: Science ¹	
EDUC 6040	Teaching & Learning: Social Studies ¹	
EDUC 6015	Exceptionalities: Individualizing Learning ¹	3
Credits		6

Summer		
EDUC 6045	Teaching Diverse Learners	3
Credits		3
Second Year		
Fall		
Teaching & Curriculum (choose one):		3
EDUC 6100	Teaching and Curriculum: English	
EDUC 6105	Teaching and Curriculum: LOTE	
EDUC 6110	Teaching and Curriculum: Math	
EDUC 6115	Teaching and Curriculum: Science	
EDUC 6120	Teaching and Curriculum: Social Studies	
EDUC 7063	Residency Seminar 1A	2
Credits		5
Spring		
EDUC 7010	Educational Evaluation	3
EDUC 7065	Residency Seminar 1B	2
Credits		5
Summer		
Content Area Study (choose one):		3
EDUC 6050	Content Area Study: English	
EDUC 6055	Content Area Study: Spanish	
EDUC 6060	Content Area Study: Math	
EDUC 6065	Content Area Study: Science	
EDUC 6070	Content Area Study: Social Studies	
Credits		3
Third Year		
Fall		
EDUC 6125	Literacy	3
EDUC 7067	Residency Seminar 2A	2
Credits		5
Spring		
EDUC 6130	Literacy Across the Curriculum	3
EDUC 7069	Residency Seminar 2B	3
Credits		6
Summer		
EDUC 7020	Residency Capstone	3
Credits		3
Total Credits		42

- Demonstrate respect for learner differences, a commitment to personal growth, and the capacity to reflect on his/her teaching effectiveness.

¹ Each course integrates structured field experiences in New York State schools.

Upon successful completion of the program, the teacher candidate will be able to:

- Establish a classroom climate that emphasizes learning and considers teaching context and student diversity through the use of culturally responsive pedagogical practices;
- Demonstrate understanding of students' physical, social, emotional, and cognitive development stages of late childhood and adolescence, an understanding of praxis, research-based strategies to teach all learners, and appropriate uses of technologies for teaching and learning;
- Demonstrate an integration of expert content area expertise, curriculum knowledge, and pedagogical knowledge related to the teaching of that particular subject;
- Demonstrate the ability to use a variety of appropriate assessments to inform their teaching practice; and