

# ADOLESCENT SPECIAL EDUCATION, MASTER OF ARTS IN TEACHING

Empire State University's Master of Arts in Teaching (M.A.T.) in Adolescent (grades 7-12) Special Education program is a 45-credit, **Residency or Transitional B** certification program available in New York State. The program's philosophy and subsequent courses are based on an inclusive model that prepares teacher candidates for collaboration and co-teaching in the inclusion classroom. Completion of the program (and passing the appropriate certification exams) leads to Students with Disabilities 7-12 Generalist Initial and Professional Certification.

## Program Delivery and Tuition Rate

Curriculum delivery is blended using multiple delivery formats including online, synchronous sessions, webinars and other technologies. It 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

Admission to this program is selective. This program enrolls new students in the fall term only. A candidate must hold a bachelor's degree from a regionally accredited institution.

An ideal candidate will:

- possess 24 credits in the liberal arts and sciences distribution (6 credits in Math, Science, Social Studies and English); and
- have a cumulative GPA of 3.0, or the equivalent.

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 Admissions (<http://catalog.sunyempire.edu/graduate/admission/>) pages of this catalog for a complete listing of materials required to complete a graduate application.

## Program Curriculum

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

- **Transitional B (p. 1)**
- **Clinically-Rich Residency**
- **Classroom Academy Residency**

The pathways offer an assortment of enrollment sequences. The enrollment sequence chosen 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 or Residency 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 Enrollment Sequence

The Adolescent Transitional B certification pathway is a part-time option designed for working adults who would like to become certified teachers of record while simultaneously completing their M.A.T. degree. The blended course delivery (in-person and online) requires that students are computer literate in order to engage in this technology-rich program.

Transitional B certification is a full New York State teaching certification that allows qualified M.A.T. students to seek employment as teachers of record after just one year in the program. First-year requirements include successful completion of:

- 18 credits of introductory special education coursework
- 50 hours of field experience in New York State schools
- Appropriate New York State Certification Exams
- Child Abuse, School Violence, Autism, & DASA training
- any liberal arts and sciences course deficiencies identified at admission

During the second and third years of the Transitional B certification pathway, students may continue their coursework while working as a full or part-time 7-12 special education teacher in a New York state school. In this setting, students will be mentored by faculty members and networked with other Transitional B certification teachers across the state. The program culminates in the Mentored Teaching Capstone course. In addition to completing the 45-credit program, students must pass the Students with Disabilities CST exam in order to qualify for Initial certification.

First Year		Credits
<b>Fall</b>		
SPED 6005	Introduction to History of Special Education Law (Online) <sup>1</sup>	3
EDUC 6010	Middle Childhood & Adolescent Development (Online) <sup>1</sup>	3
	<b>Credits</b>	<b>6</b>
<b>Spring</b>		
EDUC 6015	Exceptionalities: Individualizing Learning (Online) <sup>1</sup>	3
SPED 6025	Teaching & Learning Across the Contents: Methods I (Blended) <sup>1</sup>	3
	<b>Credits</b>	<b>6</b>
<b>Summer</b>		
SPED 6040	Children with Disabilities: Moderate and Severe (Online) <sup>1</sup>	3
SPED 6045	Behavioral Management & Intervention (Online) <sup>1</sup>	3
	<b>Credits</b>	<b>6</b>
<b>Second Year</b>		
<b>Fall</b>		
SPED 6050	Teaching Exceptional Adolescents in Inclusive Settings: Methods II (Blended)	3
SPED 6065	Special Education Mentored Teaching I (Online)	3
	<b>Credits</b>	<b>6</b>

Spring		
SPED 6060	Psychoeducational Assessment Practices & IEP Development (Blended)	3
SPED 6080	Special Education Mentored Teaching II (Online)	3
<b>Credits</b>		<b>6</b>
Summer		
SPED 6070	Successful Transitioning Through Partnership and Collaboration (Online)	3
<b>Credits</b>		<b>3</b>
Third Year		
Fall		
CURI 6050	Literacy Assessment (Online)	3
SPED 7030	Special Education Mentored Teaching III (Online)	3
<b>Credits</b>		<b>6</b>
Spring		
EDUC 6130	Literacy Across the Curriculum (Online)	3
SPED 7035	Special Education Mentored Teaching Capstone (Online)	3
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>45</b>

Spring		
SPED 6060	Psychoeducational Assessment Practices & IEP Development (Blended) <sup>1</sup>	3
EDUC 6130	Literacy Across the Curriculum (Online)	3
<b>Credits</b>		<b>6</b>
Summer		
SPED 6070	Successful Transitioning Through Partnership and Collaboration (Online) <sup>1</sup>	3
<b>Credits</b>		<b>3</b>
Third Year		
Fall		
SPED 6075	Foundations of Educational Action Research (Online)	3
SPED 7010	Special Education Residency I: New Teachers (Online)	3
<b>Credits</b>		<b>6</b>
Spring		
SPED 7005	Special Education Masters Capstone Final Project (Online)	3
SPED 7015	Special Education Residency II: New Teachers (Online)	3
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>45</b>

### Clinically-Rich Residency Enrollment Sequence

The Clinically Rich Residency is the first of two possible pathways in our 3-year MAT program in Adolescent Special Education (grades 7-12). After the first two years in the program, our candidates are placed in a host school during their last year in the program. The candidates teach alongside a Critic Teacher, under a gradual release of responsibility model. During the year, the Resident gradually takes over the responsibilities of the teacher, including following curriculum, lesson planning, and classroom leadership. Residents have the support and guidance of their Critic Teacher, Field Supervisor and course instructors throughout the year while working in their placement. There are opportunities available for the candidates to maintain their employment by using one of the residency models such as a teaching assistant or a substitute teacher. Candidates must complete 8-weeks full-time in the classroom to meet the requirements of the residency.

Upon completing all certification requirements, program completers are eligible for New York State Students with Disabilities 7-12 Generalist initial certification (and Professional certification with three years of teaching experience).

First Year		
Fall		
SPED 6005	Introduction to History of Special Education Law (Online) <sup>1</sup>	3
EDUC 6010	Middle Childhood & Adolescent Development (Online) <sup>1</sup>	3
<b>Credits</b>		<b>6</b>
Spring		
EDUC 6015	Exceptionalities: Individualizing Learning (Online) <sup>1</sup>	3
SPED 6025	Teaching & Learning Across the Contents: Methods I (Blended) <sup>1</sup>	3
<b>Credits</b>		<b>6</b>
Summer		
SPED 6040	Children with Disabilities: Moderate and Severe (Online) <sup>1</sup>	3
SPED 6045	Behavioral Management & Intervention (Online) <sup>1</sup>	3
<b>Credits</b>		<b>6</b>
Second Year		
Fall		
SPED 6050	Teaching Exceptional Adolescents in Inclusive Settings: Methods II (Blended) <sup>1</sup>	3
CURI 6050	Literacy Assessment (Online)	3
<b>Credits</b>		<b>6</b>

### Classroom Academy Residency Enrollment Sequence

The Classroom Academy residency model is the second pathway option within our existing 3-year M.A.T. program in Adolescent Special Education, grades 7-12. 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 two 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 two 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 within the M.A.T. in Special Education program.

Upon completing all certification requirements, program completers are eligible for New York State Students with Disabilities 7-12 Generalist initial certification (and Professional certification with three years of teaching experience).

Course	Title	Credits
First Year		
Fall		
SPED 6005	Introduction to History of Special Education Law (Online) <sup>1</sup>	3
EDUC 6010	Middle Childhood & Adolescent Development (Online) <sup>1</sup>	3
<b>Credits</b>		<b>6</b>
Spring		
EDUC 6015	Exceptionalities: Individualizing Learning (Online) <sup>1</sup>	3
SPED 6025	Teaching & Learning Across the Contents: Methods I (Blended) <sup>1</sup>	3
<b>Credits</b>		<b>6</b>
Summer		
SPED 6040	Children with Disabilities: Moderate and Severe (Online) <sup>1</sup>	3
SPED 6045	Behavioral Management & Intervention (Online) <sup>1</sup>	3
<b>Credits</b>		<b>6</b>
Second Year		
Fall		
SPED 6050	Teaching Exceptional Adolescents in Inclusive Settings: Methods II (Blended) <sup>1</sup>	3
CURI 6050	Literacy Assessment (Online)	3

SPED 7063	Special Education Residency Seminar 1A	1
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
SPED 6060	Psychoeducational Assessment Practices & IEP Development (Blended) <sup>1</sup>	3
SPED 7065	Special Education Residency Seminar 1B	2
<b>Credits</b>		<b>5</b>
<b>Summer</b>		
SPED 6070	Successful Transitioning Through Partnership and Collaboration <sup>1</sup>	3
<b>Credits</b>		<b>3</b>
<b>Third Year</b>		
<b>Fall</b>		
SPED 6075	Foundations of Educational Action Research (Online)	3
SPED 7067	Special Education Residency Seminar 2A	2
<b>Credits</b>		<b>5</b>
<b>Spring</b>		
EDUC 6130	Literacy Across the Curriculum	3
SPED 7005	Special Education Masters Capstone Final Project	3
<b>Credits</b>		<b>6</b>
<b>Summer</b>		
SPED 7069	Special Education Residency Seminar 2B	1
<b>Credits</b>		<b>1</b>
<b>Total Credits</b>		<b>45</b>

<sup>1</sup> Each course integrates structured field experiences in New York State schools.

**Upon successful completion of the program, students will be able to:**

- Collaborate with families, related service providers, and other school personnel to design and implement individualized curricula for students with disabilities;
- Develop transition services in consultation with relevant stakeholders;
- Critically evaluate research in special education;
- Articulate the philosophy and classroom application of inclusive education;
- Make instructional and environmental modifications based on students' learning needs;
- Assess behavior to develop and implement a behavior intervention plan;
- Demonstrate effective classroom management practices involving students with disabilities;
- Assess and interpret data to design and implement individualized instruction;
- Implement evidence-based practices to instruct students with disabilities;
- Conduct formative and summative assessments to inform instruction; and
- Demonstrate reflective professional growth practices.