

MAT ADOLESCENCE ED: MATHEMATICS

Program Overview

Education Coordinator	Jason Huang, (845) 257-2818, huangj18@newpaltz.edu
Mathematics Coordinator	David Hobby, (845) 257-3563, hobbyd@newpaltz.edu
Program ID	107B
Credits	45
Program Length	The MAT can be completed in 3 semesters if attending full-time, but students must complete the program within 5 years.
Modality	In-person
*Full-time/Part-time"	Either
Transfer Credits	9
Capstone	Portfolio and Practicum
Certification/Licensure	NYSED Initial/Professional Adolescent Ed: Mathematics

Admission Requirements

- A 3.0 or better GPA in all undergraduate course work and in an appropriate undergraduate major.
 - 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 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.***
- 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

April 1	Fall Admission
November 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

Code	Title	Credits
Term One (14 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
Class in Mathematics by advisement ¹		3
Term Two (17 Credits)		
SPE565	Teaching in Inclusive Classrooms	3
SED525	Digital Literacies and Learning in Secondary Education	1
SED545	Mathematics in the Secondary School	3
SED552	Field Experience II	1
Second course in Mathematics by advisement ¹		3
Third course in Mathematics or alternate by advisement ¹		3
Select a Mathematics Pedagogy Course		3
SED550	Teaching Mathematics for All	
SED557	Computers in Secondary School Mathematics Education	
SED559	Problem Solving for Mathematics Teachers	
SED747	Teaching Geometry and Algebra in the Secondary School	
SED761	Instruction and Curriculum in Secondary Mathematics	
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		45

- ¹ The following courses will not fulfill the graduate mathematics requirement:
- MAT510 Geometry for Elementary and Middle School Teachers.
 - MAT520 Statistics for Elementary/Middle School Teachers

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 Mathematics (MAT)

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

- **Content Knowledge:** Enhance content area through synthesizing mathematical conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in math that are NCTM 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.