

CHILDHOOD URBAN EDUCATION/URBAN SPECIAL EDUCATION, MAT

The Childhood Urban Education/Urban Special Education graduate program leading to a Masters of Arts in Teaching offers an integrated combination of rigorous academic study and clinically rich fieldwork focusing on the needs of all learners. The program culminates in a dual degree in regular and special education for students from Grades 1-6, particularly those in an urban environment. The program offers a 12-month, full-time and part-time course of study, combining in person and online courses.

The MAT prepares candidates to be successful in obtaining New York State teacher certification as both an Childhood Teacher (grades 1-6) and a Teacher of Students with Disabilities (grades 1-6) including completing a Teacher Performance Assessment (TPA), which measures competency in instructional planning, teaching, and assessment and presenting a Capstone research project. Graduates will be well-positioned for employment within the New York City Department of Education, as well as charter and private schools.

At the successful conclusion of of this program, students will be able to:

1. Create respectful, supportive, culturally relevant and challenging learning environments, specifically in urban settings.
2. Plan developmentally and culturally appropriate lessons for all learners in a variety of settings.
3. Implement lessons in all academic areas including reading, writing, critical thinking, and problem solving, using a variety of instructional strategies for general and special education students.
4. Implement formal and informal assessments to monitor progress and ensure continuous development of all learners.
5. Demonstrate ability to reflect on professional practice for continuous improvement.
6. Demonstrate ability to work collaboratively with all stakeholders and advocate for all learners, especially those with disabilities.
7. Meet the academic and assessment criteria to become a dual - certified teacher in New York State.
8. Secure a first teaching position or secure a new position with enhanced credentials.

Requirements

Code	Title	Credits
Major-Related Courses		
ED-605	Foundations & Contemporary Issues Of Education	3
ED-610	Foundations and Contemporary Issues Of Urban & Special Education	3
ED-614	Child Development & Practice: Risk, Resilience and Early Intervention (childhood Ages 6-11)	3
ED-615	Foundations of Literacy: Research and Practice	3
ED-620	Observation & Assessment of Children With Exceptionalities	3
ED-625	Curriculum in General and Special Education: Instruction & Planning in Inclusive Learning Environments to Support Whole Child Development	3

ED-642	Planning for Effective Math and Science Instruction in Childhood Classrooms	3
ED-645	Application and Problem-Solving in Mathematics for Early Childhood and Childhood Classrooms	3
ED-650	Collaborative Partnerships and Inclusive Practices in Special Education	3
ED-660	Classroom Management Through Positive Behavior Supports	3
ED-680	Language and Literacy Development in Linguistically & Culturally Diverse Childhood Classrooms	3
ED-712	Student Teaching and Mentored Internship	6
ED-725	Teacher As Researcher: Capstone Project In a General Education Setting/Early Childhood Or Childhood Education	3
Major-Related Courses Subtotal		42
Total Credits		42

NYSED-licensed teachers who enroll in this MAT program will receive credit for ED-605 and ED-712, lowering the total requirements for completion to thirty-three (33) credits.

Other requirements of the MAT programs (both Early Childhood and Childhood) include the follow non-credit bearing seminars and workshops required to earn initial New York State certification:

- A three-hour online seminar in Child Abuse Prevention and Identification (1st Term)
- Workshops: Preparation for New York State EAS-Certification Exam (2nd Term)
- A two-hour seminar in Violence Prevention and Intervention (3rd Term)
- Workshops in preparation for New York State CST Certification Exam (Early Childhood/Childhood general Education and Special Education) (3rd Term)
- A six-hour seminar in Dignity for all Students (DASA) (4th Term)
- Workshop in preparation for the TPA and Capstone project

Recommended Sequence

Course	Title	Credits
Semester 1		
ED-610	Foundations and Contemporary Issues Of Urban & Special Education	3
ED-625	Curriculum in General and Special Education: Instruction & Planning in Inclusive Learning Environments to Support Whole Child Development	3
ED-642	Planning for Effective Math and Science Instruction in Childhood Classrooms	3
		Credits
		9
Semester 2		
ED-614	Child Development & Practice: Risk, Resilience and Early Intervention (childhood Ages 6-11)	3
ED-615	Foundations of Literacy: Research and Practice	3
ED-620	Observation & Assessment of Children With Exceptionalities	3
		Credits
		9
Semester 3		
ED-645	Application and Problem-Solving in Mathematics for Early Childhood and Childhood Classrooms	3
ED-650	Collaborative Partnerships and Inclusive Practices in Special Education	3

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ED-680	Language and Literacy Development in Linguistically & Culturally Diverse Childhood Classrooms	3
Credits		9
Semester 4		
ED-660	Classroom Management Through Positive Behavior Supports	3
ED-712	Student Teaching and Mentored Internship	6
Credits		9
Semester 5		
ED-605	Foundations & Contemporary Issues Of Education	3
ED-725	Teacher As Researcher. Capstone Project In a General Education Setting/Early Childhood Or Childhood Education	3
Credits		6
Total Credits		42