TEACHING: ENGLISH (MATENG)  
Fall 2019

Master of Arts in Teaching English

Acting Director of English Teacher Education
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Degree Awarded
Master of Arts in Teaching English

Website
http://www.stonybrook.edu/spd/graduate/matenglish.html

Application
https://app.applyyourself.com/AYApplicantLogin/f1_ApplicantLogin.asp?id=sunysb-edl

Master of Arts in Teaching English

The Master of Arts in Teaching English is a course of study leading to New York State certification for teaching English in the secondary schools (grades 7-12) with an extension option for grades 5-6. This program, offered in collaboration with the School of Professional Development, the University's Department of English and the D-TALE (Distributed Teacher and Leader Education) Program, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Master of Arts in Teaching English Admissions

A. Application essay.
B. Graduate Record Examination (GRE) General Test scores. The verbal score should be near 600 (former GRE scoring system) or 160 (new GRE scoring system); test scores can be no more than 5 years old.
C. A bachelor’s degree with an academic major in English (Those without an undergraduate major in English should pursue a “second bachelor's” degree in English.) The transcript must reflect a 3.0 minimum cumulative GPA as well as a 3.0 minimum GPA in the English studies.
D. One year of college-level study of a foreign language with a grade of “C” or better (this may include American Sign Language)
E. Three letters of recommendation, preferably from English professors (one from a secondary teacher is optional)
F. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Requirements for the MAT in English

The degree program consists of 44 credits, distributed among the areas listed below. Unless otherwise noted, each course is three credits. All degree requirements must be completed within five (5) years from the semester date of admission as a matriculated student.

1. ENGLISH LANGUAGE AND LITERATURE
15 credits.

Course selection will be determined by the student and advisor. Students who have academic deficiencies in English linguistics and/or did not complete an advanced analytical composition course will be required to include courses that specifically address these deficiencies. These courses will be part of the 15 credits selected to satisfy this requirement. Students may substitute one to six credits from Theatre Arts or Writing and Rhetoric programs to fulfill this requirement.

2. PROFESSIONAL STUDIES IN EDUCATION - 23 credits

CEE 505 Education: Theory and Practice
PSY 595 Human Development
CEE 588 Methods of Instruction in Literature and Composition in Secondary School (corequisite CEF 551)
CEE 590 Student Teaching Seminar (corequisites CEQ 591 & CEQ 592; prerequisites CEE 588, CEE 593, CEF 551 & CEF 552)
CEE 593 Performance and Technology in Teaching Literature and Compositions (prerequisite CEE 588; corequisite CEF 552)
CEF 547 Principles and Practices of Special Education
CEF 551 Field Experience I — Grades 7-9 (one-credit; corequisite CEE 588)
CEF 552 Field Experience II — Grades 10-12 (one-credit; prerequisite CEF 551; corequisite CEF 593)
LIN 544 Language Acquisition and Literacy Development

At the program director’s discretion, an undergraduate course from a registered and approved program may be approved as a substitution for any of the courses listed below. In all cases the undergraduate course must have been completed with...
a B or higher and the student must then take a different graduate pedagogy course to fulfill the graduate credits required for the graduate degree.

- CEE 505: Education – Theory and Practice
- CEF 547: Principles and Practices of Special Education
- LIN 544: Language Acquisition and Literacy Development
- PSY 595: Human Development

Speak to your graduate program director for more information and approval.

3. SUPERVISED STUDENT TEACHING - 6 credits

CEQ 591 Supervised Student Teaching High School Grades 10-12: English (prerequisites CEE 588, CEE 593, CEF 551 & CEF 552; corequisites CEE 590 & CEQ 592)
CEQ 592 Supervised Student Teaching Middle School Grades 7-9: English (prerequisites CEE 588, CEE 593, CEF 551 & CEF 552; corequisites CEE 590 & CEQ 591)

4. WRITTEN PROJECT

Students will be required to complete a four-week English teaching module specifically designed for the Supervised Student Teaching project.

TEACHER CERTIFICATION

The Master of Arts in Teaching is a New York State registered and approved program that qualifies students for license upon successful degree completion. Students must complete all courses required for the MAT and must receive a grade of B or better in all pedagogy and foundation courses as well as an overall GPA of 3.0 or better in all course work attempted while matriculated in a graduate teacher preparation program.

In addition, all teacher preparation candidates must be fingerprinted and must also complete certification workshops in:

- Child Abuse
- Dignity for All Students Act (DASA)
- School Violence (Project Save)

See Certification and Licensing Workshops for details and schedules.

All students will have to complete the ALST (Academic Literacy Skills Test), Educating All Students Test, and the revised CST (Content Specialty Test) in the area of the Certificate. It is the student’s responsibility to monitor the TEACH website at http://www.highered.nysed.gov/tcert/ to ensure that they are taking the appropriate examinations. All students are required to complete and submit the edTPA (Education-Teacher Performance Assessment - Portfolio) in their content field. Students should check with the program director for specific requirements.

Faculty

Program faculty are drawn from the Department of English, as well as from the Professional Education Program.

NOTE: The course descriptions for this program can be found in the corresponding program PDF or at COURSE SEARCH.