

New York University Bulletin



GRADUATE 2011-2013

NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development

Applied Psychology

Art

Education

Health

Media

Music

Teaching and Learning

DEGREES

M.A., Ph.D., Ed.D., Advanced Certificate

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Notice: The programs, requirements, and schedules listed herein are subject to change without notice. A directory of classes is published each term with a current schedule. For the most up-to-date schedule changes, please consult ALBERT, NYU’s student information website.

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Research and scholarship in the Department of Teaching and Learning is concerned with teaching and learning at a variety of levels and in a variety of settings, particularly in urban settings. These include schools from preschool through graduate education, informal education settings, the home, the community, and the workplace. The focus is primarily on academic subject areas and includes the learning and teaching of students, community members, teachers, teacher educators, and researchers. In addition, faculty members study the impact of sociocultural and historical factors on learning and teaching. Investigations range from micro to macro studies and from basic to applied research, and they involve a range of theoretical perspectives. Research on learning and teaching informs the teaching in the department.

Faculty in Teaching and Learning teach NYU undergraduates, prospective teachers at both the undergraduate and master’s level, practicing teachers and other educational professionals, and doctoral students. NY State certification-granting teacher education programs include specializations in TESOL, bilingual education, foreign language education, childhood education, early childhood education, special education, English education, literacy education, mathematics education, science education, and social studies education. The department offers a mix of traditional university-based programs as well as intensive “residency” model teacher education programs tied to urban public schools. The doctoral program in Teaching and Learning also offers a special focus in urban education. Faculty members serve as resources to schools, businesses, communities, and professional organizations involved with teaching and learning.

Teacher Education Programs

The teacher education programs

prepare their students to meet the challenges of teaching and leadership in today's demanding educational environment. Program graduates will not only be able to succeed in their first years of teaching but will have a sufficiently thorough foundation in theory and practice to keep improving their educational work throughout their careers. NYU teachers are highly regarded in the metropolitan area and beyond. Many teacher education program graduates are in leadership positions in schools, universities, and other educational institutions.

The Department of Teaching and Learning offers many initial certification teaching curricula. These certification programs fully comply with the latest regulations of the New York State Education Department that became effective in 2004.

In designing and implementing these curricula, the department has drawn on its faculty's extensive experience as Pre-K-12 teachers, teacher educators, close working relationships with current teachers and principals in the New York City schools, and feedback from graduates. Each program integrates practical experience and hands-on knowledge with a rich theoretical understanding of how children learn and how they can best be taught.

The introductory course for all of the programs, *Inquiries into Teaching and Learning*, sets a conceptual foundation for our approach to teacher education. This course assists each prospective teacher to reflect on his or her own educational autobiography and philosophy; it creates a dialogue between the learner's own prior educational experience, the experiences of other learners who are students in the New York City public schools—where all *Inquiries* students are offered substantial opportunities for observation—and the foundational research-based literature of the study of education. *Inquiries into Teaching and Learning* is designed to allow our students the space and time to raise questions and consider alternatives as they participate in the dialogue and as they refine their core philosophy while engaging deeply with the philosophies and experiences of a wide range of other scholars, teachers, and students.

Most of the courses that students take prior to the student teaching experience have a participant/observation requirement that sends them into schools to ground the theoretical reading and discussions in observing the real world of schools. This combination allows students to test their emerging conceptions of teaching in actual practice and makes the transition to their own student teaching classroom easier and more productive. The on-campus courses also focus on issues of curriculum development, classroom management, assessment, and the use of technology so that all program graduates are prepared to step into the high-pressure world of standards and high-stakes tests.

In addition to the pedagogical core requirements for all programs, which include background in multicultural education, language and literacy, and special education, each curriculum also enables future teachers to deepen and enrich their background in the fields they will be teaching. Discipline-based courses integrate content and pedagogical approaches so that students may simultaneously consider an aspect of the subject—history, mathematics, science, literature, and so on—and how it could be most effectively taught.

Many of the program's curricula offer both a normal and an accelerated schedule of completion of the M.A. degree and certification requirements. The accelerated schedule, referred to as Fast-Track, allows full-time students to begin with an intensive summer program and complete all certification requirements in 12-14 months so that they are ready to teach full-time by the following fall. Part-time students can take somewhat longer to complete the program. The particulars of the requirements of each specific curriculum are detailed below. Students should contact the advisers listed for more details and responses to more specific questions about these programs. You can also find more detailed information about the accelerated programs by consulting the department's website at steinhardt.nyu.edu/teachlearn.

For teachers who already have initial certification, the Department of Teaching and Learning also offers a full range of courses leading to M.A.

degrees and professional certification in areas such as English, foreign languages, mathematics, science education, social studies, and early childhood and childhood education. The department has developed other programs that lead to the state's new category of initial/professional certification. A particularly exciting program is our curriculum for those seeking to become literacy specialists in either elementary or secondary schools. These M.A. degrees allow teachers either to deepen and enrich their professional knowledge in the field they are already certified in or to add a second certification in such areas as literacy, special education, teaching English to speakers of other languages, or bilingual education. For details on these professional certification M.A. degree programs, see the appropriate pages later in this bulletin.

Field Experiences

New York State mandates that all students seeking certification in teacher education satisfy a number of field requirements. All students seeking teacher certification must complete no fewer than 100 hours of fieldwork prior to student teaching and no fewer than two semesters of student teaching. Students seeking certification in more than one area, i.e. enrolled in a dual program, will be required to complete no fewer than 150 hours of fieldwork prior to student teaching. The Office of Clinical Studies coordinates the field assignments for all students in the Department of Teaching and Learning. The office has a network of approved schools that will host students completing all their fieldwork. The current list of cooperating schools may be viewed by visiting the website of the Office of Clinical Studies at steinhardt.nyu.edu/teacher.education. The office is located on the 2nd floor of the East Building at 239 Greene Street.

PRE-STUDENT TEACHING FIELDWORK

The initial semester of a course of study in the Department of Teaching and Learning typically aims to provide students with a foundation of understanding of teaching and learning approaches and strategies. To provide some practical application of classroom teaching, many courses either have a specific field component or assign projects requiring observation and participation in school classrooms. To accommodate these requirements, all M.A. students (except students in Early Childhood Education and Early Childhood Special Education*) are required to register for Fieldwork in Schools and Other Educational Settings *TCHL-GE.2005*. The Office of Clinical Studies will assign students to one of our cooperating schools. Full-time students are expected to attend the assigned school site no fewer than three mornings a week for the duration of the semester. The students arrange a mutually agreeable weekly schedule with the classroom teacher and/or school liaison and maintain that schedule throughout the semester. The goal is to ensure continuity in students' presence in the school, allowing them to experience the development of teaching and learning over time, while providing

support to the school and community. Part-time students will coordinate with their faculty advisors and the Office of Clinical Studies the number of hours of fieldwork to be completed. Students not seeking teacher certification complete the number of hours, at least 15, required by any course that includes a field experience.

The course meets monthly and includes an introduction to New York City educational settings, an information session on student teaching, and an explanation of the requirements for New York State Teacher Certification.

Attendance will be logged on the appropriate Fieldwork Time Sheets available on the 2nd floor of the East Building at 239 Greene Street. Completed time sheets (at least 100 hours) will be submitted at the end of the semester to instructors or directly to the Office of Clinical Studies on the 2nd floor of the East Building at 239 Greene Street.

Beyond the field-based assignments of campus-based courses, and the opportunities provided by the field setting, students will engage in activities that may include, but are not limited to, the following:

- Observations of one or more classrooms
- Assisting teachers
- Looking at curriculum and discussing curriculum with teachers
- Sitting in on planning sessions or staff development meetings
- Looking at students' work samples and discussing them with students and/or teachers
- Visiting classrooms outside of your subject area
- Discovering what resources and services the schools offer (special education, auxiliary programs, etc.)
- Shadowing a student in all or most of his or her classes throughout the school day
- Attending teacher professional development programs
- Visiting local community agencies

While most of the time will be spent in the student's major area of study, students are also required to familiarize themselves with the school as a whole (e.g., by experiencing other subject areas, special needs services, noncurricular activities).

STUDENT TEACHING

All students must complete two semesters of student teaching, each in a different school and in a different grade. Entry into the initial student teaching experience and continuation into further experiences requires a minimum GPA of 2.5 in courses in the area of specialization and a positive faculty review of performance in the field.

At least one of the placements must be in a school serving a population of students of whom at least 50 percent are eligible for free or reduced lunch. Each semester, the Office of Clinical Studies arranges student teaching orientation meetings—known as Student Teaching Convocations—during which students have the opportunity to inquire about general requirements and speak to faculty about schools sites. Students will be assigned to partner schools with which NYU has established relationships over time. The current list of cooperating schools may be viewed by visiting the website of the Office of Clinical Studies at steinhardt.nyu.edu/teacher.education.

While the amount of time spent in a school may vary from one semester to the other, students will spend no fewer than 20 hours per week for each week of the semester distributed over multiple days in their assigned school. Students must check with their faculty adviser as to the exact time requirement of student teaching. Students in secondary education must be at the school each day their assigned class meets (typically five days per week). All programs expect students to assume increasing teaching responsibilities over time until taking over full control of one classroom period per day. All student teaching placements are supervised by NYU faculty.

Any variation from the above guidelines and requirements must be approved by the Office of Clinical Studies and the faculty adviser of the student.

ACCREDITATION

The Steinhardt School of Culture, Education, and Human Development's teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt School teacher education program has

*Note: Students seeking certification in Early Childhood Education and in the dual program Early Childhood Education/Early Childhood Special Education will enroll in Placement in Early Childhood *CHDED-GE.2255* and will be supervised by NYU faculty during this portion of their fieldwork. Students are expected to attend the assigned school site no fewer than three mornings a week for the duration of the semester. A faculty supervisor will visit the site each week, and student schedules must take into consideration the days the supervisor will be at the site.

provided evidence that it adheres to TEAC's quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, which includes, fingerprinting, and a health clearance process, the results of which the agency or facility must find acceptable prior to placement or licensure.

Faculty

Mark Alter, Professor. B.S. 1969, Unity College; M.S. 1973, Ph.D. 1980, Yeshiva.

Sarah W. Beck, Assistant Professor. B.A. 1991, Harvard; M.F.A. 1993, Washington (St. Louis); Ed.D. 2002, Harvard.

Jason B. Blonstein, Urban Master Teacher. B.S. 1965, Hobart College; M.A. 1969, New York; M.A. 1996, Fordham.

Anne Burgunder, Urban Master Teacher. B.S. 1987, Pittsburgh; M.S. 1994, New York.

Suzanne Carothers, Professor. B.A. 1971, Bennett College; M.S. 1973, Bank Street College of Education; Ph.D. 1987, New York.

Robert Cohen, Professor. B.A. 1976, Ed.M. 1978, SUNY Buffalo; M.A. 1980, Ph.D. 1987, California, Berkeley.

Fabienne Doucet, Assistant Professor. B.A. 1995, Messiah College; M.S. 1998, Ph.D. 2000, North Carolina (Greensboro).

Miriam Eisenstein-Ebsworth, Associate Professor. B.A. 1968, Brooklyn College (CUNY); M.A. 1971, Columbia; Ph.D. 1979, Graduate Center (CUNY).

Lisa Fleisher, Associate Professor. B.A. 1972, Brooklyn College (CUNY); M.S. 1977, Ph.D. 1979, Illinois (Urbana-Champaign).

James W. Fraser, Professor. B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia.

Pamela Fraser-Abder, Associate Professor. B.Sc. 1972, West Indies; M.Ed. 1976, Ph.D. 1982, Pennsylvania State.

Helen Friedlander, Master Teacher. B.A. 1966, Hofstra.

Jay Gottlieb, Professor. B.S. 1964, City College (CUNY); M.S. 1966, Ph.D. 1972, Yeshiva.

Maura Gouck, Master Teacher. B.A. 1967, Fordham; M.A. 1970, New York.

Judith Green, Master Teacher. B.A. 1990, Spellman College; M.A., 2003, New York.

Glynda Hull, Professor. B.A. 1972, Mississippi University for Women; Ph.D. 1983, Pittsburgh.

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James J. Kemple, Research Professor. Ed.M., 1986, Ed.D. 1989, Harvard.

Susan A. Kirch, Associate Professor. B.A. 1989, Mount Holyoke College; Ph.D. 1996, Harvard.

David E. Kirkland, Assistant Professor. Ph.D. 2006, Michigan State.

Maris H. Krasnow, Clinical Assistant Professor. B.A. 1971, Emerson College; M.A. 1972, Ed.D. 1982, Columbia.

Joanna Labov, Clinical Assistant Professor. B.A. 1985, California State (Dominguez Hills); M.S. 1988, Ph.D. 2000, Pennsylvania; Cert. TESOL 1986, California (Los Angeles).

Mary J. Leou, Clinical Associate Professor. B.A. 1985, M.Ed. 1989, Ed.D. 1997, Columbia.

Rebecca Light, Visiting Assistant Professor. B.A. 2002, Washington; M.A. 2006, Saint Louis; Ph.D. 2010, New York.

Lorena Llosa, Assistant Professor. B.A. 1994, Santa Clara; M.A. 1996, Ph.D. 2005, California (Los Angeles).

Richard A. Magill, Professor and Chair. B.S. 1966, Philadelphia College of Bible; Ed.M. 1969, Temple; Ph.D. 1974, Florida State.

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Cynthia McCallister, Associate Professor. B.S. 1984, Ball State; M.Ed. 1990, Ed.D. 1995, Maine (Orono).

Sandee McClowry, Professor. B.S. 1980, M.S. 1981, Northern Illinois, Ph.D. 1988, California (San Francisco); 1999 postdoctoral fellow, Yale.

Elizabeth McDonald, Master Teacher. B.A. 1974, Rutgers; Ed.M. 1977, Lesley; C.A.S. 1991, Harvard.

Joseph McDonald, Professor. Master Teacher. B.A. 1969, Scranton; MAT, 1972, Ed.D., 1986, Harvard.

Catherine Milne, Associate Professor. B.Ed. 1978, B.Sc. 1979, James Cook (Queensland); M.Sc. 1993, Ph.D. 1998, Curtin University of Technology.

Carole Guss Mulligan, Master Teacher. B.A. 1963, Xavier; M.A. 1978, St. John's College.

Shondel Nero, Associate Professor. B.A. 1984, Concordia (Canada); M.A. 1990, Ed.M. 1994, Ed.D. 1997, Columbia.

Faculty, *continued*

Pedro A. Noguera, Peter Agnew Professor of Education. B.A. 1981, M.A. 1982, Brown; Ph.D. 1989, California (Berkeley); hon.: Ph.D. 2001, San Francisco.

Erin O'Connor, Assistant Professor. B.A. 1996, Georgetown; Ed.M. 2000, Columbia; Ed.D. 2005, Harvard.

Harriet Y. Pitts, Clinical Assistant Professor. B.A. 1972, Hunter College (CUNY); M.S. 1976, Ed.D. 1984, Rutgers.

Joseph Rafter, Clinical Assistant Professor. B.A. 1967, Fairfield; M.S.T. 1971, Fordham; M.A. 1973, New School; Ph.D. 1993, New York.

Patricia A. Romandetto, Master Teacher. B.S. 1965, M.S. 1966, St. John's; M.S. 1975, Lehman College (CUNY).

Joan Rosenberg, Clinical Assistant Professor. B.S. 1965, M.A. 1968, New York; Ed.D. 1984, Columbia.

Howard S. Schiffman, Visiting Associate Professor. B.A. 1985, Boston; J.D. 1988, Suffolk; LL.M. 1996, George Washington; Ph.D. 2007, Wales (Cardiff).

Barbara Schwartz, Clinical Associate Professor. B.A. 1969, Case Western Reserve; M.S. 1971, Bank Street College of Education; M.A. 1977, Ph.D. 1987, New York.

Martin A. Simon, Professor. B.A. 1972, New York; M.A. 1976, St. Mary's; Ed.D. 1986, Massachusetts.

Katherine Stahl, Assistant Professor. B.S. 1976, West Chester; M.Ed. 1984, Georgia Southern; Ed.D. 2003, Georgia.

Frank Tang, Clinical Professor. B.A. 1968, M.A. 1981, Shanghai Teachers; Ph.D. 1989, New York.

Robert Tobias, Clinical Professor. B.A. 1967, Queens College (CUNY); M.A. 1969, Temple.

Diana B. Turk, Associate Professor. B.A. 1990, Hamilton College; M.A. 1993, Ph.D. 1999, Maryland (College Park).

Rose K. Vukovic, Assistant Professor. B.A. (Hon.) 2001, Mount Allison; M.A. 2003, Ph.D. 2006, British Columbia.

Orit Zaslavsky, Professor. B.Sc. 1972, Hebrew University in Jerusalem; M.Sc. 1980 & Ph.D. 1987, Technion, Israel.

Number of Adjunct Faculty: 84

Doctoral Programs

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DEGREES

Ph.D., Ed.D.

FACULTY

Alter, Beck, Cohen, Doucet, Eisenstein-Ebsworth, Fraser, Hull, Kirkland, Llosa, McCallister, Nero, Noguera, O'Connor, Tang, Tobias, Turk, Vukovic

Doctoral programs in the Department of Teaching and Learning

aim to prepare students to assume a variety of leading roles in education, research, and policy across the United States and throughout the world. Built on the traditions and achievements of the oldest graduate school of pedagogy in the United States—founded in 1890—the department's programs are designed to draw on four sources of learning:

- The first is the experience of professional practice that students bring to their studies. Students are encouraged to reflect on this practice and to use it to ground their study of theory and research.
- The second is a rich set of courses, seminars, and independent learning experiences available to doctoral students within the Department of Teaching and Learning; other departments in the Steinhardt School of Culture, Education, and Human Development; and other schools at New York University. The school is one of the most distinguished and diverse schools of education in the nation. The University is internationally renowned and the nation's largest independent university, located in one of its most intellectually vibrant communities, Greenwich Village.
- The third is the mentorship available to doctoral students in teaching, research, and program development. The

department is home to distinguished teacher preparation programs, to numerous projects serving the continuing professional education of teachers, and to an array of research projects.

- The fourth is an intellectually focused and interpersonally supportive community of professors, researchers, and peers. It is a community small, diverse, and focused enough to provide an incomparable degree of guidance and support to doctoral students. Under the direction of a faculty adviser, each student fashions a unique program of studies.

PROGRAMS OF STUDY

The department offers a number of different degree programs leading to the Ph.D. and Ed.D. degrees. Each degree program has specific requirements, yet they have more in common than not, as outlined below. The degree programs are as follows:

Ph.D. Program in Teaching and Learning. See page 148.

Ed.D. Program in Teaching and Learning. See page 148.

Ph.D. Program in English Education, including a concentration in applied linguistics. See page 134.

Ph.D. Program in Bilingual Education. See page 140.

Ph.D. Program in TESOL/Colleges. See page 140.

Ph.D. Program in Positions of Leadership: Early Childhood and Elementary Education. See page 131-132.

THEMES OF STUDY

Doctoral study in the Department of Teaching and Learning focuses on several areas of scholarship and practice. These reflect the strengths and interests of the department's faculty and the opportunities available among the department's programs for doctoral students to have mentored learning experiences. The themes are as follows:

- Teaching and teacher education across all levels from early childhood to university, including preparatory teacher education and continuing teacher education, and across a variety of teaching fields. The department particularly invites interests in teaching within urban settings, teaching diverse students, the role of content knowledge in teaching, and changing conceptions of teaching and teacher education.
- Educational reform, including school reform, curriculum reform, and reform of policies that bear on teaching and learning. The department particularly

Doctoral Programs, *continued*

invites interests in the problems of urban education, in designing learning environments that work well for diverse learners, in rethinking curriculum and school designs, and in the role of teacher learning within educational reform. In making admission decisions, the department's faculty strives for balance across these areas, each year admitting a small number of highly qualified students with interest in each (regardless of the students' degree preferences).

- Literacies across all levels of education and content areas. The department particularly invites interests in early literacy, adolescent and adult literacy, issues in acquiring academic literacy, and the role of culture in literacy.
- Language and culture. The department particularly invites interests in language acquisition and in issues related to education in multilingual and multicultural settings.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 127.

Degree requirements vary according to degree pattern, and prospective applicants should consult program descriptions (see degree program page references above). Prospective applicants should also plan to contact particular program directors prior to completing an application.

Despite the variations, however, all doctoral study in the Department of Teaching and Learning shares the following characteristics:

- Unit requirements of 45 to 60 units beyond the master's degree, depending on previous coursework. Units are earned through a combination of courses, seminars (see list below), independent study, and mentored learning experiences.
- Training in one or more research methodologies, completed in department

and in cross-department courses, as well as in mentored research experiences.

- Candidacy examination or candidacy portfolio presentation (generally in the third semester of course work).
- Dissertation proposal seminar (generally in the final semester of coursework), focused on the preparation and launching of a dissertation research project. Or project design mentorship (for students in the Ed.D. degree pattern).
- Preparation and defense of a dissertation involving original research. Or the launch of a significant project within a context of practice (for students in the Ed.D. degree pattern).

See pages 178-180 for a list of school-wide requirements for doctoral study at the Steinhardt School of Culture, Education, and Human Development.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 169. ▶

Early Childhood and Childhood Education

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DEGREES M.A., Ph.D.

FACULTY

Doucet, Kirch,
Krasnow, Light,
Mulligan, O'Connor,
Rafter, Schwartz

Programs in early childhood and childhood education prepare teachers and other professionals to work with children from birth through later childhood. Graduate preservice programs lead to the Master of Arts degree and fulfill academic requirements for initial/ professional or permanent teacher certification in New York State depending on the student's background. To meet certification requirements, preservice students may need liberal arts units in addition to those taken for their undergraduate degree. (See Admission Requirements.) For those seeking graduate studies beyond the master's level, a doctoral program is also offered.

The students in the Programs in Early Childhood and Childhood Education are not a homogeneous group. They vary widely in age and background. Many were liberal arts or business majors as undergraduates. Some are making a career change. All have chosen teaching because they are interested in children and are seeking a career that is personally rewarding.

The childhood teacher certification program aims to help prospective teachers develop as decision makers and reflective practitioners who are

committed to work in urban schools and to using the city as a core resource for their learning. Prospective teachers are immersed in thoughtful discussions and interactions around the critical educational issues of our times, especially issues of developmental, linguistic, cultural, and racial diversity and educational equity. Each course in the program is tied to either fieldwork or student teaching, generating rich and authentic reflections upon theory and practice. The program

- Involves deep study of how children learn at different developmental stages and in different contexts, as well as strategies for supporting the learning;
- Fosters an understanding of the relationships between and among schools, families, and community-based organizations as they interact to impact student learning;
- Develops both content knowledge and pedagogical knowledge with an understanding that both are needed at high levels by teachers; and
- Supports the growth of teachers as social advocates for educational equity in a pluralistic culture.

The foremost concern of the program is to create quality care and

education for all children. The belief in social justice is inherent in the multiple strands of the graduate early childhood teacher certification program at New York University.

The programs:

- Involve deep study of how children develop in multiple contexts;
- Offer recursive teaching experiences in a variety of settings;
- Provide a strong principle-based set of practices regarding learning environments and educational experiences;
- Support children and adults in learning to accept and respect each other's differences;
- Foster a critical view of people's histories;
- Consider the needs, lifestyles, languages, and cultural patterns of the communities we serve;
- Show respect for and encourage equal status for all people;
- Encourage taking immediate action to interrupt our own and other's discriminatory behavior; and
- Advocate institutional changes that value early childhood education as a vital part of a child's educational experiences.

Children are at the center of program curriculum and study. Children are viewed as competent persons actively engaged in meaning making in the multiple contexts in which they find themselves. The program recognizes the singular importance of parents and families in nurturing young children and the need for educators to develop reciprocal relationships with each family. The family's rich knowledge of their children should help inform caregiving and educational practices, and our advocacy efforts should take that knowledge into consideration.

The central component of teachers' development as teacher-researchers is continual reflection on their own and others' educational practices. Careful reflection and examination will help preservice teachers to develop powerful tools as caring, talented, and committed professionals.

CERTIFICATION CURRICULA

Two master's initial certification programs are available for students who do not hold teaching certification but wish to become teachers: the early childhood program for those desiring to work with children from birth through grade two and the childhood program for those who seek to teach children from grades one through six.

Early Childhood Education

The Early Childhood Education Program reflects three central themes: (1) creating quality care for all children through the development of strong relationships with families and their communities; (2) developing teaching practice as reflective practitioners and teacher researchers; and (3) a commitment to social justice for young children and their families. The program can be completed in an accelerated full-time format in a little more than 12 months, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. It can also be completed in a more traditional three- or four-semester program beginning in the fall.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 127.

Master of Arts

Initial Certification M.A. Program in Early Childhood Education, Birth-Grade 2 (41 units)

Foundations (10 units): course offerings include Issues in Early Childhood Education *ECED-GE.2024*, Special Needs Child Family and Community *SPCED-GE.2126*, and Inquiries in Teaching and Learning III *TCHL-GE.2010*.

Pedagogical Content (16 units): course offerings include Curriculum in Early Childhood Education: Theory and Methods in Integrated Curriculum *ECED-GE.2037*, Curriculum in Early Childhood Education: Materials Practice in Integrated Curriculum *ECED-GE.2038*, Language and Literacy in the Early Years *LITC-GE.2001*, Multicultural Perspectives in Social Studying in Early Childhood *ECED-GE.2012*, and Education of Children with Special Needs in Early Childhood Settings *SPCED-GE.2160*.

Fieldwork and Integrating Seminars

(13 units): course offerings include Field Placement in Early Childhood *ECED-GE.2255*, Student Teaching in Early Childhood I and II *ECED-GE.2360, 2361*, and Integrating Seminar in Early Childhood Education I and II *ECED-GE.2002, 2003*.

Culminating Experience (2 units): Culminating Seminar in Childhood Education *ECED-GE.2370*. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE.2999* (0 units).

Childhood Education

The Childhood Education Program views the following themes as central to its curriculum: (1) understanding learning, the learner, communities of learners, and the contexts in which learning occurs; (2) understanding the nature, structure, and tools of inquiry of the disciplines taught; and (3) using knowledge of pedagogy to create and adapt supportive learning environments based on formal and informal assessments. The program aims to help prospective teachers who are committed to work in urban schools for educational equity. It has multiple entry units. It may be completed in four academic semesters or on an accelerated full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. Dual certification in

childhood/childhood special education is also available. (See Special Education section.)

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.

Master of Arts

Initial Certification M.A. Program in Childhood Education, Grades 1-6 (43 units)

Foundations (9 units): course offerings include Inquiries into Teaching and Learning III *TCHL-GE.2010*, Foundations of Curriculum in Childhood Education *CHDED-GE.2070*.

Pedagogical Content (21 units): Language and Literacy in the Early Grades I *LITC-GE.2001*, Language and Literacy II *LITC-GE.2002*, Multicultural Perspectives in Social Studying *CHDED-GE.2011*, Teaching Elementary School Mathematics: Foundations and Concepts *MTHED-GE.2115*, Teaching Elementary School Mathematics: Problem Solving (2) *MTHED-GE.2116*, Science Experiences in the Elementary School I (2) *SCIED-GE.2009*, Science Experiences in the Elementary School II (2) *SCIED-GE.2010*, Developing Strategies That Support Children's Social Behavior *SPCED-GE.2025*, Education of Children with Special Needs in Childhood Settings *SPCED-GE.2161*, Integrating Arts in Childhood Settings *CHDED-GE.2055*.

Fieldwork and Integrating Seminars (6 units): Fieldwork in Schools and Other Educational Settings *TCHL-GE.2005*, Student Teaching in Childhood I *CHDED-GE.2251*, Student Teaching in Childhood II *CHDED-GE.2252*, Integrative Seminar I: Study of Teaching *CHDED-GE.2359*.

Culminating Experience (3 units): Integrative Seminar II: Study of Teaching *CHDED-GE.2010*. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE.2999* (0 units).

Doctoral Program

The doctoral program, which leads to a Ph.D., requires a minimum of 60 units beyond the master's degree. The program is designed for people seeking leadership roles such as serving on a college or university faculty, as an educational researcher, or as a curriculum specialist. Extensive

individual mentoring is available by our skilled faculty representing many dimensions of early childhood and childhood education. (See Doctoral Program section.)

Units are distributed among courses in the foundations, cognate areas, research, specialization, and dissertation research and preparation. The program is flexible and highly individualized, providing specialties in such related areas as teacher education, curriculum development, child development, innovations in schooling, and specific content areas such as literacy, numeracy, and social studies. Extensive faculty mentoring is a distinctive feature of the doctoral program. See page 129 for information on all the doctoral programs in the Department of Teaching and Learning and pages 178-180 for general degree requirements.

CAREER OPPORTUNITIES

Graduates of the Early Childhood and Childhood Education Programs have a number of career opportunities: teaching children in public or private childcare centers, early childhood centers, and elementary schools; educating teachers and conducting research in schools and universities; and directing curriculum development and educational programs in schools, colleges, and universities. In non-school settings, graduates write, edit, and publish educational materials for children and work in children's television.

SPECIAL OPPORTUNITIES: SUMMER STUDY ABROAD

The Programs in Early Childhood and Childhood Education, English Education, Literacy Education, and Social Studies Education offer two study abroad options: a three-week, 6-unit graduate summer study abroad program in England, and a three-week, 6-unit graduate summer study abroad program in Brazil.

The program in Oxford and London is aimed at educators in English education, primary education (early childhood and childhood), literacy education, and social studies education. It gives participants the opportunity to deepen their knowledge of language development and literacy learning as well as develop a thorough understanding of the history and contemporary context of immigration and the impact it has on

teaching and learning in schools. Multidimensional instructional experiences include writing; response to literature, drama, and poetry; analysis of historical materials; and art. Students visit schools in London as a basis for comparing British and American school systems and curricula, especially in relation to the education of new immigrant children and young people. The program also includes visits to museums, theatres, and historical sites in both London and Oxford. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.

Participants in the three-week summer study abroad program in Brazil conduct their explorations in a country with a complex, multiracial culture and a history of social and political activism. Brazil provides a rich resource to examine the intricate relationships among education, history, culture, and language. The first week of the program is being offered in southern Brazil in Porto Alegre, with the second and third weeks of the program in Rio de Janeiro.

Students are exposed to the problem-posing method developed by Brazilian educator Paulo Freire in concert with critical pedagogists going back to the 1920s and the Frankfurt School of Critical Theory, best known for its use with adult literacy students in Brazil. The method leads students of any academic discipline and any level or experience to base new learning on personal experience in a way that encourages rigorous, critical reflection, and learning. Focus is on active participation. This method lends itself well to combining theory with practice and using this critical framework for focusing on various content areas of study.

Additional summer study abroad programs, intersession (winter break), and spring break programs are being updated. Please check the Steinhardt website for the most current study abroad options.

ADMISSION REQUIREMENTS

Applicants for the initial certification M.A. Program in Early Childhood Education and the Preservice M.A. Program in Childhood Education must meet specific liberal arts requirements for New York State certification. Applicants must have completed a major in liberal arts or 30 units in a liberal arts concentration as

well as college-level work in English, social science, mathematics, natural or physical science, and a language other than English, or American Sign Language, by the time of M.A. degree completion and recommendation for New York State certification.

See general admission section, page 156.

FINANCIAL AID OPPORTUNITIES

Teaching fellowships may be available for qualified applicants to doctoral study.

See general financial aid section, page 167.

English Education

PROGRAM DIRECTOR

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DEGREES

M.A., Ph.D., Advanced
Certificate

FACULTY

Beck, Hull, Jeffrey,
Kirkland, J. McDonald,
Gouck

ADJUNCT FACULTY

Beitlers, Heller, Juell,
Packer, Schlechter,
Shor, Sutton

The programs in English education, widely recognized as among the finest in the country, are founded on the uncommon belief that content, theory, and method are inseparable. To support this through practice, coursework focuses on transactional processes between speaker and listener, writer and audience, reader/viewer and work, teacher and student, school and community, and theory and practice.

The distinguishing characteristics of these programs are the faculty's commitment to a transactional social constructionist view of learning that is embodied in the following principles: (1) learning is most significant when one attends to one's own and others' needs, concerns, and enjoyments; (2) individuals learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced; (3) language learning and use proceed most naturally from whole to part, from known to unknown, and from experience to reflection; (4) language learning has no ceiling; and (5) learning is acquired through using language in its various modes.

English education has been designed around five areas of study: curriculum and instruction, educational linguistics, teaching of reading and literature, writing, and research and reflection. The courses offered examine these areas from various foundational, individual, social and cultural, and epistemological and ethical perspectives. Students may choose to focus on a particular area of study or explore the breadth of offerings available. Students are invited to share—both within and outside these courses—in the ongoing development of the curriculum.

CAREER OPPORTUNITIES

Many graduates teach English in intermediate and secondary schools and in two- and four-year colleges; others educate teachers and conduct research in schools and universities, teach writing and administer writing programs, and direct curriculum development and educational programs in schools, colleges, and universities. In nonschool settings, alumni work as editors and consultants in publishing and education and direct curriculum and training programs in industry.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 186.

Master's Programs

The M.A. Degree Program in Teaching English, Grades 7-12 (ENGL), serves professionals seeking preparation for initial New York State certification. It may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. For initial certification, a minimum of 42 units are needed.

Required Courses (6 units): Observation in Special Education *ENGED-GE.2501* and The English Teacher as Reflective Practitioner *ENGED-GE.2540*.

Pedagogical Content Courses in English Education (12 units).

English Teacher Certification Sequence (24 units), which includes Teaching and Learning English Language Arts in the Middle School *ENGEL-GE.2041*, Teaching and Learning English Language Arts in the High School *ENGED-GE.2042*, Adolescent Development *APSY-GE.2272*, and Educating Students with Disabilities in Middle Childhood and Adolescent Settings *SPCED-GE.2162*. Inquiries into Teaching and Learning III *TCHL-GE.2010*, Student Teaching in English Education *ENGED-GE.2642, 2643*, and The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/ School Violence Prevention *TCHL-GE.2999* (0 units).

The Professional Certification M.A. Degree Program in English Education (ENGP) serves professionals holding initial certification in English in New York State and seeking preparation for professional certification. The curriculum is tailored to the professional and personal needs of individual students, with an emphasis on courses in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas. This degree requires a minimum of 36 units. **Required Courses (6 units):** Master's Seminar in English Education *ENGED-GE.2501* and a concluding seminar, English Teacher as Reflective Practitioner *ENGED-GE.2540*. Courses Related to the Student's Professional Goals (6 units).

Specialization (18 units): to be chosen

by the student in consultation with the adviser.

The M.A. Degree Program in Teaching English Language and Literature in College (ENGC) serves professionals seeking preparation for two-year college teaching and nonteaching positions in such fields as publishing and educational policy making, as well as certified teaching professionals seeking additional course work in educational theory and research methods in preparation for doctoral-level study. The curriculum is tailored to the professional and personal needs of individual students, with possible concentrations in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas.

The Master of Arts: Educational Theatre, All Grades, with English, 7-12 (ETED) responds to the many opportunities available in the New York City area for English teachers at the middle and high school levels. The need for modes of artistic expression that lead toward literate engagements with texts has never been greater than it is today. The concern that technologies such as film, television, and the Internet are replacing basic reading and writing skills can be addressed by providing opportunities for students to explore ideas and concepts in the novels and plays they read in the English classroom through drama and theatre strategies. To respond to these concerns, the University offers Educational Theatre K-12 with English, 7-12 to serve professionals seeking preparation for initial New York State certification. The curriculum reflects an integration of coursework offered by the current faculty in the Program in Educational Theatre in collaboration with the faculty in the Program in English Education.

Students must have earned 30 units in English or dramatic literature or their equivalent and 30 units of theatre or educational theatre. Students with fewer than 30 prerequisite units in these areas on admission may be required to take additional coursework as part of their master's program.

A total of 53 units are required for this master's program, distributed as follows:

Foundations in Educational Theatre (12 units): Development of Theatre and Drama *MPAET-GE.2021* or *MPAET-GE.2022*, Methods of Research in Educational Theatre *MPAET-GE.2077*,

Drama with Special Education Populations *MPAET-GE.2960*, Drama in Education I *MPAET-GE.2193*.

Theory and Methods of Educational Theatre (12 units): Dramatic Activities in the Elementary Classroom *MPAET-GE.2030*, Dramatic Activities in the Secondary Classroom *MPAET-GE.2031*, Drama in Education II *MPAET-GE.2194*, Storytelling *MPAET-GE.2951*, Dramatic Literature (by advisement).

Theory and Methods of English Education (14 units): Teaching/Learning English Language Arts in Middle School *ENGED-GE.2041*, Teaching/Learning English Language Arts in High School *ENGED-GE.2042*, Negotiating the Curriculum *ENGED-GE.2120*.

Language Development and Reading Literature (3 units) *ENGED-GE.2139* or Literature and the Adolescent Experience (3 units) *ENGED-GE.2521*; Foundations of Educational Linguistics (3 units) *ENGED-GE.2505* or Teaching Expository Writing (3 units) *ENGED-GE.2511*.

Professional Education (16 units): Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE.2999*, Inquiries into Teaching and Learning III *TCHL-GE.2010*, Supervised Student Teaching: Drama in the Elementary Drama Classroom *MPAET-GE.2134*, Student Teaching the English Language Arts in the High School *ENGED-GE.2643*, Adolescent Development *APSY-GE.2272*.

Certificate of Advanced Study

The sixth-year Certificate of Advanced Study in teaching English language and literature is intended primarily for those secondary school English teachers seeking further study in preparation for leadership roles at the secondary or school district (K-12) levels. The primary areas of study are curriculum and instruction, educational linguistics, reading and literature, and writing. This certificate is granted only to students who have completed 30 units (with grades better than B) of graduate study beyond the M.A.

Ph.D. Degree Program in English Education

The doctoral program is directed primarily toward students seeking or already holding positions in higher education. Areas of concentration include literature, reading, media education, composition education, curriculum development, and applied

linguistics. The doctorate requires a minimum of 54 unit beyond the M.A. and successful completion of a candidacy essay and dissertation. Specific requirements for the Ph.D. degree are determined in consultation with the adviser.

ADMISSION REQUIREMENTS

In addition to the general requirements, applicants for the M.A. program must present at least 30 units in college-level English. Applicants for the Preservice M.A. Degree Program in Teaching English 7-12 must also have completed a college-level language course other than English or American Sign Language. Applicants for the In-Service M.A. Degree Program in English 7-12 must hold provisional New York State certification in English 7-12. Applicants for the Certificate of Advanced Study must hold an acceptable M.A. degree in English or English education and must have completed three years of successful teaching. Doctoral applicants must present a master's degree in English education, English, or a related field such as reading, linguistics, or TESOL.

See general admission section, page 156.

FINANCIAL AID OPPORTUNITIES

The Department of Teaching and Learning offers numerous teaching fellowships and graduate assistantships. The NYU Expository Writing Program offers teaching fellowships (preceptor positions) for graduate students interested in teaching writing. Application must be made by February 1 for the fall semester. An on-campus interview is mandatory. For further information and application materials, contact the director of the Expository Writing Program at 212-998-8860.

See general financial aid section, page 167.

SPECIAL OPPORTUNITIES

Conferences, institutes, and seminars at NYU's Washington Square campus feature distinguished visiting faculty and topics of professional concern.

The Programs in English Education and Early Childhood and Childhood Education offer summer graduate study abroad programs in Oxford and London, England. The curriculum offers educators an opportunity to explore British approaches to the teaching and learning of language and literacy

across all school levels, from early childhood through college. The program is designed for teachers, mentor-teachers, and curriculum specialists in elementary education, literacy and language, and English. Participants engage in the process of developing literacy curricula that reflect depth of content and include pedagogy and instructional practices that have potential to reach a wide range of students. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.

Environmental Conservation Education

ACTING DIRECTOR

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DEGREE

M.A.

FACULTY

Leou, Schiffman

ADJUNCT FACULTY

Chapman, Land, Weiss

For more than 30 years, the 37-unit M.A. Program in Environmental Conservation Education has prepared graduates for environmental careers in the field of education.

The program's interdisciplinary approach draws on both theory and practice and integrates the natural and social sciences with education and fieldwork to help students gain an understanding of the profound effects of human activity on the planet and the role of education in solving environmental problems.

The program draws on faculty from a wide variety of disciplines within the University, including education, history, philosophy, law, journalism, science, health, and the arts. Core courses in environmental thought, environmental debates, and environmental politics introduce students to the theories, policies, and ethics that have shaped public discourse and understanding of the environment.

Electives allow students to tailor their program of study to fit their particular conservation education interests in areas such as environmental justice, curriculum design, teacher education, policy studies, sustainable development, ecology, youth education, wildlife education, and sustainability. M.A. students can take electives within Steinhardt, the Robert F. Wagner Graduate School of Public Service, and the Graduate School of Arts and Science. The program also has a strong affiliation with the Program in Science Education in this department, and the Wallerstein Collaborative for Urban Environmental Education provides students with numerous opportunities to study and work closely with science education faculty on research, curriculum projects, and other environmental initiatives.

The integration of coursework with required fieldwork provides students with a unique urban experience in environmental education. We make ample use of the vast resources available in New York City, through which students study contemporary environmental issues and programs; evaluate, develop, or implement educational initiatives for children, youth, and adults; or undertake applied research in environmental education.

Students complete internships in a wide variety of organizations, including New York City Audubon, Council

on the Environment of New York City, Jane Goodall Institute, New York City Soil and Water Conservation District, the United Nations, New York League of Conservation Voters, the Mayor's Office of Environmental Coordination, Wildlife Conservation Society, High School of Environmental Studies, Harbor School, the American Museum of Natural History, the New York State Department of Environmental Conservation, and Wave Hill. The University's own Sustainability Initiative provides additional opportunities for involvement and learning.

CAREER OPPORTUNITIES

The program prepares individuals to assume leadership roles in schools, nonprofit organizations, cultural institutions, and government agencies. Graduates work as educators, program managers, consultants, advocates, administrators, and community leaders. In addition to careers in education, students may pursue careers in policy, advocacy, the media, and numerous other professions in the public and private sector.

Some graduates go on to law school or doctoral programs in environmental education, environmental studies, environmental science, and related areas. There are many opportunities to explore employment possibilities through the program's internships and the extensive network of organizations with which the program is associated, including NYU's Wallerstein Collaborative for Urban Environmental Education. For profiles of graduates, please visit our website at steinhardt.nyu.edu/humsocsci/environmental.

DEGREE REQUIREMENTS

Students in the Master of Arts program complete 37 units of coursework.

Core courses (12 units minimum):

Foundations of Environmental Thought *ENYC-GE.2019*, Contemporary Environmental Debates *ENYC-GE.2020*, Environmental Politics *ENYC-GE.2021*, Internship in Environmental Conservation Education *ENYC-GE.2024*, Environmental Education: Theory and Practice *ENYC-GE.2022*, and the Final Seminar in Environmental Conservation Education *ENYC-GE.2023*.

Electives (13 units minimum): Electives in related areas are selected by advisement. Students take courses in the department and throughout

the University in such areas as environmental policy, ecoleadership, science education, economics, history, ecology, media, and the arts. Other requirements (6 units): two courses in ecology or a related area.

ADMISSION REQUIREMENTS

Applicants to the Program in Environmental Conservation Education must follow both the Steinhardt School and the program admission procedures and deadlines. All school and program admissions materials must be received by December 15. Specific admission to the Program in Environmental Conservation Education includes the submission of a statement of purpose and two letters of recommendation.

See *general admission section*, page 156.

Literacy Education

PROGRAM DIRECTOR

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DEGREE

M.A.

FACULTY

Fleisher, McCallister,
Stahl

Two master's degree programs are offered by the Department of Teaching and Learning's Program in Literacy Education. These programs prepare certified classroom teachers as literacy specialists. In addition, these curricula are also designed to prepare classroom teachers at the early childhood and elementary levels or content area teachers at middle school and high school levels who wish to reach all students in their classes, and integrate the strategic teaching of reading and writing. In either curriculum, full-time students can finish in an accelerated 12-month format (fall, spring, and summer semesters), and part-time students can finish in two years.

One master's degree program is for candidates interested in students from birth through grade 6 (LITB); the other, from grade 5 through grade 12 (LITC). To apply for these programs, a candidate must hold either initial or professional certification in teaching at the appropriate level (see section on Admission Requirements for details). On completion of a program, the candidate is eligible for New York State certification as a literacy specialist for the appropriate grade levels (see above) and will meet all requirements for the new literacy specialist certification.

The literacy master's programs represent literacy as the means by which people think, learn, and communicate, focusing on reading, writing, listening, and speaking. The curricula are designed to help teachers understand the principles of language and literacy learning and the development of diverse learners, especially those who are experiencing difficulty with literacy learning, across developmental levels, academic disciplines, and social and cultural contexts. These programs support the development of teaching expertise in the role of literacy specialist and in a particular area of specialization within the curriculum selected by students. For example, the integration of strategic teaching of reading and writing within different content areas (e.g., social studies, science, or math) or clinical work in literacy could be areas of specialization. The course of study builds on the participants' professional experiences, involves the application of theory to practice and vice versa, and stresses the use of data for decision making. Similarly the curriculum for chil-

dren in schools builds on the language and literacy learning that students bring to school and ongoing observation of their learning in order to closely match instruction to student level. Professional seminars explore critical issues that inform the role of literacy specialists and classroom teachers in schools. Finally, two practica at two different age levels within each program, a seminar on practical inquiry and the responsibilities of literacy specialists, and a culminating project allow the candidates to apply program learning and address the leadership and teaching responsibilities of literacy specialists and the professional interests and concerns of each student.

ADMISSION REQUIREMENTS

Candidates must hold an appropriate teaching certificate as a prerequisite for admission to these M.A. programs. For admission to the literacy program, birth-grade 6 (LITB) candidates must hold at least an initial certificate in early childhood/childhood education or an initial certificate in either early childhood education or childhood education. For admission to the literacy program, grades 5–12 (LITC), candidates must hold at least an initial certificate in middle or secondary education or an initial certificate in either middle childhood or adolescence education. Candidates holding an out-of-state base certificate must apply for a comparable New York State certificate with the New York State Education Department (see www.highered.nysed.gov/tcert) prior to program completion in order to be recommended for the literacy certification in New York State.

CAREER OPPORTUNITIES

The graduates of this program will qualify for literacy specialist positions. Those graduating from the LITB program work in day care, preschools, and public schools through grade six either as teachers with special expertise teaching in reading and writing or as literacy specialists. Those graduating from the LITC program work at the middle school or high school levels as teachers in particular content area with special expertise in integrating the teaching of language and literacy into their curricula or as literacy specialists.

Graduates will also be qualified to work in after-school programs, clinical settings in hospitals and community

centers, new educational companies that focus on literacy learning, and in private tutoring practice. In addition, this degree provides excellent background for positions in the educational publishing industry that concentrate on the development of literacy materials and literacy assessment.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 127.

Master of Arts

Both programs can be taken as full-time or part-time programs. The Steinhardt School of Culture, Education, and Human Development provides a wealth of choices for the two electives: courses from areas such as bilingual education, special education, drama education, educational communication and technology, media ecology, English education, educational administration, or educational psychology.

Literacy Education, Birth–Grade 6 (LITB) (34 units)

Courses are offered in two phases. Phase I includes Literacy Education I and II: Early Childhood/Childhood *LITC-GE.2012,2013*, Language and Literacy Development *LITC-GE.2010*, Reading and Writing: Foundations *LITC-GE.2016*, and Texts, Tools, and Culture *ECED-GE.2017*. Phase II includes Literacy Assessment *LITC-GE.2011*, Literacy of the Special Learner *SPCED-GE.2055*, Supervised Practicum in Early Childhood and Childhood *LITC-GE.2030* (two placements, at two different instructional levels, for 2 units each), and Organization and Supervision of Literacy Programs *LITC-GE.2065*. The program requires two electives that can be taken at any point in the program.

Literacy Education, Grades 5–12 (LITC) (34 units)

The courses are offered in two phases. Phase I includes Literacy Education I and II: Middle Childhood and Adolescence *LITC-GE.2014,2015*, Language and Literacy Development *LITC-GE.2010*, Reading and Writing *LITC-GE.2016*, and Text, Tools, and Culture *LITC-GE.2017*. Phase II includes Literacy Assessment *LITC-GE.2011*, Literacy of the Special Learner *SPCED-*

Mathematics Education

PROGRAM CODIRECTORS

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DEGREES

M.A., Ph.D.

FACULTY

Burgunder, Green,
Simon, Zaslavsky

The Department of Teaching and Learning offers master's- and doctoral-level degrees in mathematics education.

At the master's level, the department offers a program leading to initial secondary certification for aspiring teachers and a program for secondary mathematics teachers leading to professional secondary certification. At the doctoral level, students can pursue a mathematics education doctorate with a focus on any level of schooling (elementary, secondary, post-secondary). Students in these programs may take their mathematics courses at NYU's world-renowned Courant Institute of Mathematical Sciences. Faculty from the Courant Institute also serve, when appropriate, on the dissertation committees of doctoral students in the Program in Mathematics Education. Members of the mathematics education faculty have been, and continue to be, active in cutting-edge research. They encourage and support students in the programs to become involved in research, funded projects, and professional activities. Current research of the mathematics education faculty include studies of the mechanisms of mathematics concept development, the teaching of rational numbers, the use of examples in mathematics teaching and teacher education, and the interplay between examples, definitions, and proof in developing mathematical thinking and conceptual understanding.

CAREER OPPORTUNITIES

Graduates have many career opportunities open to them both within and outside the academic community here and abroad. These include research in mathematics education, mathematics teacher education, mathematics curriculum development, mathematics education leadership, and the teaching of mathematics and related subjects (including statistics) at all levels from elementary school through college.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning

degrees includes field experiences. Please see page 127.

Master of Arts in Mathematics Education

The preservice M.A. program in teaching mathematics, grades 7-12, is a 43-unit program that prepares students to teach mathematics in grades 7-12 and culminates in students being eligible for initial New York State certification. This curriculum may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. There is an option of extending the certificate to include grades 5-6.

Required Courses: General Pedagogical Core Courses (16 units), including Inquiries into Teaching and Learning III TCHL-GE.2010, Education of Students with Disabilities SPCEd-GE.2162, Language and Literacy TCHL-GE.2275, Adolescent Learners in Urban Context TCHL-GE.2515; **Pedagogical Content Knowledge Courses** (15 units), including Teaching of Secondary School Mathematics MTHED-GE.2033, Curriculum and Assessment in School Mathematics MTHED-GE.2007, and three courses by advisement from the following: The Teaching of Rational Numbers MTHED-GE.2031, The Teaching of Geometry MTHED-GE.2036, The Teaching of Algebra and Trigonometry MTHED-GE.2035, The Teaching of Data Collection and Analysis MTHED-GE.2034, and The Teaching of Pre-calculus MTHED-GE.2037; **Mathematics Content Courses** (6 units) taken, by advisement, either in the Graduate School of Arts and Science or selected math content courses offered through the Program in Mathematics Education itself; **Field Work and Student Teaching** (6 units), including Student Teaching in Mathematics Education: Middle and High Schools I & II MTHED-GE.2911, 2922. **Also required for New York State certification** is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse

Identification/School Violence Prevention (0 units) TCHL-GE.2999.

The in-service M.A. program in teaching mathematics, grades 7-12, serves professionals holding initial New York State certification in mathematics and seeking preparation for professional certification. It is a 30-unit program that combines advanced mathematics content courses with pedagogy courses to enhance the student's understanding of both content and teaching. Course requirements include **Mathematics Content Courses** (9 units, by advisement), **Pedagogical Content Knowledge Courses** (12 units, by advisement), **Courses on Current Issues in Education** (9 units), and a **Culminating Project**.

Ph.D. Program Teaching and Learning with an emphasis in Mathematics Education

Students interested in a doctoral program in mathematics education apply for admission to the Ph.D. Program in Teaching and Learning with an emphasis in mathematics education.

The program includes coursework in mathematics education, mathematics and related fields (e.g., statistics), and in educational research. The coursework along with involvement in faculty research projects are designed to produce graduates who are capable of high-quality research in mathematics education. In addition, the program prepares students to be strong mathematics teachers and teacher educators, who have a strong understanding of mathematics.

The PhD program in Teaching and Learning with an emphasis in mathematics education requires a minimum of 36 units of graduate coursework beyond the master's degree. Most students take at least 48 units. Although there are required courses and competencies, there is also significant flexibility in student programs for pursuit of particular interests.

With appropriate background in a combination of mathematics and education, a full-time student can complete the program in approximately four

Mathematics
Education, *continued*

years. Students in this program must also take and pass a comprehensive examination following their coursework and complete a doctoral dissertation.

Required courses include Professional Seminar in Math Education I & II *MTHED-GE.3021, 3022*; Qualitative Research in Math in Education *MTHED-GE.3010*; Math Curriculum Research and Education *MTHED-GE.3015*; Qualitative Research in Math in Education II *MTHED-GE.3017*; Learning Theories in Math Education Research *MTHED-GE.3014*. Based on the student's coursework and prior experience, courses in mathematics and statistics are generally required.

ADMISSION REQUIREMENTS

See general admission section, initial certification page 126.

Applicants to the preservice M.A. degree program in teaching mathematics, grades 7-12, must hold a bachelor's degree with a strong mathematics GPA. They must also have completed a minimum of 30 units of acceptable mathematics content at a Calculus 1 level and above. Two semesters of Calculus should have been taken as part of the 30 units. Applicants who did not take a course in Linear Algebra and a course in Geometry may be required to complete one or both courses, in addition to the program requirements, prior to their graduation from NYU. Appli-

cants must also have taken and passed three semester hours at the college level of a foreign language or sign language. Under special circumstances, applicants with fewer than the required number of units but whose grades indicate the ability to do well in mathematics may be allowed to take the missing coursework as a part of the program, in addition to the regular requirements.

Applicants to the professional certification M.A. degree program in mathematics, grades 7-12, must also have completed a bachelor's degree and hold initial New York State certification in secondary mathematics.

PhD Program: See department doctoral admissions requirements.

Multilingual Multicultural Studies

**Bilingual Education,
Foreign Language
Education, Teaching
English to Speakers
of Other Languages
(TESOL)**

PROGRAM DIRECTOR

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DEGREES

M.A., Ph.D.

CERTIFICATES

Post-baccalaureate
Advanced Certificate,
Post-Master's
Certificate of
Advanced Study

FACULTY

Eisenstein-Ebsworth,
Labov, Llosa, Nero,
Tang

ADJUNCT FACULTY

Camhi, Carpenter,
Chan, DeCapua,
DeCastro, DeFazio,
Finn, Fishman, Fujisaki,
Geller-Marlowe,
Graham, Grulich,
Gure, Harvey, Kardos-
Kaplan, Lan, Lee,
Marsh, McDonell,
McSweeney,
Montgomery, Naiditch,
Nakamura, Niu, Pally,
Shanahan, Smith,
Smathers, Vigourt,
Wiseman, Yao, Yataco

Multilingual Multicultural Studies is a unit in the Department of Teaching and Learning that includes three distinct but related programs: Bilingual Education, Foreign Language Education, and the Teaching of English to Speakers of Other Languages (TESOL). We are committed to an additive approach to multilingualism, cultivating an appreciation for cultural diversity in various educational settings. The programs are open to qualified pre- and in-service teachers at the elementary, secondary, college, and adult levels. We welcome teacher-educators, researchers, supervisors, program coordinators, and curriculum and materials specialists for schools and other related settings. Graduates of our teacher certification programs may receive certification in New York State with reciprocity in most other states throughout the country.

Students can avail themselves of an innovative course of study designed around a core of subjects shared by the three programs. Depending on individual interests, programs allow for courses in any of the following related areas: English education, applied linguistics, early childhood and elementary education, literacy, anthropology, foreign languages, and linguistics. Our programs also include seminars and workshops in materials and curriculum development and language through content and assessment. Field experiences consist of classroom observation, supervised student teaching or internship, study abroad, and research opportunities.

CAREER OPPORTUNITIES

Graduates of our programs are in great demand as language teachers, program coordinators, curriculum specialists, and evaluators in elementary and secondary schools, community colleges, and universities throughout the New York metropolitan area, across the country, and worldwide. Doctoral graduates are sought by research institutions, colleges, and universities. As globalization increases, more people are seeking to broaden their skills through language learning and cultural awareness. Opportunities are rapidly growing in many nonschool settings as well, such as community organizations, immigrant resettlement agencies, publishing houses, training programs for multinational corporations, and international educational agencies both here and abroad.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

M.A. Program in Bilingual Education.

The Master of Arts program (34 units) prepares teachers to use bilingual approaches with their students in such areas as early childhood education, childhood education, middle childhood education, adolescence education, a special subject (mathematics, science, social studies), literacy education, career education, and technical education.

Doctoral Program. The Doctoral Program in Bilingual Education (Ph.D.) prepares teacher educators, supervisors, and researchers for bilingual and bicultural settings. The program emphasizes research in language acquisition, bilingualism, and pedagogy in linguistically diverse environments in addition to the foundations of education, research methods, departmental content seminars, and dissertation proposal seminar. Students are required to take 54 units of coursework and 1 unit per semester for advisement while preparing their doctoral dissertations.

Bilingual Extension (Advanced Certificate: Bilingual Education for Teachers). The 15-unit bilingual extension program includes courses in linguistics, culture, bilingual and second language pedagogy, and language through content.

Post-M.A. Advanced Certificate in Bilingual Education. The Post-M.A. Advanced Certificate in Bilingual Education is for bilingual teachers, supervisors, teacher trainers, administrators, and materials developers who wish to continue their education beyond the master's level. The 30-unit program is appropriate for those who wish to continue their study of bilingual education or add to their teaching and learning experience. The Post-M.A. Advanced Certificate can also serve as a bridge between master's and doctoral study. The bilingual extension can also be earned through this program.

M.A. Program in Teaching a Foreign Language 7-12 (Chinese, French, Italian, Japanese, and Spanish). Students seeking certification must complete 44 units of coursework. Courses include foundations in linguistics, target language, methods, culture, second language research, and student teaching placement at the secondary level. Students may also take Teaching Foreign Languages to Elementary School Children *E29.2018* to extend their certification to K-6. This curriculum may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

M.A. Program in Teachers of Foreign Languages. Students wishing to teach at the college or adult level may

earn an M.A. without achieving state certification. The program requires the completion of 34 units.

M.A. Program in Teaching French as a Foreign Language 7-12. This unique transatlantic program, offered jointly with NYU in Paris, Department of French, Graduate School of Arts and Science, combines two semesters in Paris and two semesters in New York City. The two full-time semesters (fall and spring) spent in Paris allow students to immerse themselves in French language and culture under the mentorship of faculty from NYU in Paris and from French universities. Field experiences in Paris allow degree candidates to observe French-language classes at various levels (50 hours) and interact closely with teachers and students in France. Students complete their remaining course work at NYU's Washington Square campus in New York City on a full- or part-time basis. Curriculum includes core courses covering general pedagogical issues as well as knowledge critical to foreign language teaching and learning. Students complete their required two semesters of student teaching at New York City public schools, with one semester in a middle school and a second semester in a high school. Students seeking initial certification must complete 47 units of course work to teach French, grades 7-12, in New York State. Students also have the option of taking an additional summer course to extend their certification to include teaching foreign languages at the K-6 level.

M.A. Program in Teaching a Foreign Language (7-12) and Teaching English to Speakers of Other Languages (All Grades). This dual teacher certification program enables students to learn to teach English as a second language and to teach a foreign language. The program of study integrates second/foreign language pedagogy, linguistics, cross-cultural studies, and second language acquisition research. Students have to fulfill student teaching requirements at the elementary level for ESL and the secondary level for the target language. Students who complete this 51-unit program will be certified in teaching ESL (all grades) and a foreign language (7-12). Students may also take the course Teaching Foreign Languages to Elementary School Children *FLGED-GE.2018* to extend their certification to grades K-6.

Post-Master's Certificate of Advanced Study in Foreign Language Education. The certificate program in foreign language education consists of 30 units beyond the master's degree and three years of relevant education experience. Students are required to take courses in teaching methodology, curriculum development, and research methods.

Teachers of English to Speakers of Other Languages (TESOL). The TESOL Program prepares teachers of English to speakers of other languages at elementary, secondary, and college levels.

Post-baccalaureate Advanced Certificate in TESOL. This 15-unit program is designed for those who are interested in teaching English abroad and who decide to choose a second career in teaching English as a second/foreign language and those who either do not seek a master's degree or are undecided about matriculating for a master's degree. Coursework includes foundation in methods, structure of American English, and internship.

M.A. Program in TESOL (All Grades—Leading to New York State Teacher Certification). Students seeking state certification must complete 44 units of coursework, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and two student teaching placements at elementary and secondary levels. This curriculum may be completed in four or more academic semesters, studying full or part time, or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

M.A. Program in TESOL (Not Leading to New York State Teacher Certification). Students wishing to teach at the college level or abroad may earn an M.A. degree without achieving New York State teacher certification. The program requires the completion of 34 units of coursework, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and field experiences.

Post-Master's Certificate of Advanced Study. The certificate program in foreign language education consists of 30 units beyond the master's degree and three

years of relevant education experience. Students are required to take courses in teaching methodology, curriculum development, and research methods.

Ph.D. Program in TESOL. The Doctoral Program in TESOL (Ph.D.) prepares teacher educators, supervisors, and researchers for TESOL and bicultural settings. The program emphasizes research in second language acquisition and pedagogy in linguistically diverse environments. Courses include foundations of TESOL, research methods, departmental content seminars, and a dissertation proposal seminar. Students are required to take 54 units of course work and 1 unit per semester for advisement while preparing their doctoral dissertations.

ADMISSION REQUIREMENTS

Note: All MMS programs require TOEFL scores for international students who have not received bachelor's degrees from institutions in English-speaking countries. Upon arrival, all international students have their English assessed by NYU's American Language Institute. The ALI may recommend additional English development.

Bilingual Extension Post-baccalaureate Advanced Certificate. Applicants must have an undergraduate degree in liberal arts or sciences. There are additional requirements for those desiring the bilingual extension.*

Bilingual Education M.A. Program. Applicants should have completed a bachelor's degree with a major in one of the liberal arts or sciences and must demonstrate advanced proficiency in English and an additional language. To obtain the bilingual extension, the candidate must be eligible for certification in his or her primary area. Students not seeking the bilingual extension for New York State certification should have completed a bachelor's degree with a major in one of the liberal arts or sciences and demonstrate advanced proficiency in English and an additional language.

Bilingual Education Post-Master's Advanced Certificate Program. Applicants for the Post-Master's Advanced Certificate must have completed a master's degree in a related area.

Ph.D. Program in Bilingual Education. Applicants must present a master's degree, current GRE scores, two letters of recommendation, and a sample of written work in English.

M.A. in Foreign Language Education (Chinese, French, Italian, Japanese, and Spanish). Students seeking New York State certification should have completed a bachelor's degree in the target foreign language, a bachelor's degree in one of the liberal arts and science areas with a concentration in the target foreign language, or an equivalent of 30 units in the target foreign language. These students should apply for the M.A. Program in Teachers of Foreign Languages 7-12.

M.A. Program for Teachers of Foreign Languages. Students not seeking New York State certification should have completed a bachelor's degree with a major in one of the liberal arts or sciences, have a strong GPA in their undergraduate studies, and demonstrate advanced proficiency in the target language. These students may enroll in the M.A. Program for Teachers of Foreign Language (FLED) only.

M.A. Program in Teaching French as a Foreign Language 7-12. Applicants must hold a baccalaureate degree with a minor or major in French language or literature or an equivalent degree. To be recommended for teacher certification upon completion of this M.A. program, applicants must have completed at least 25 college units in French prior to admission. Applicants who are deficient in units or who do not meet this unit requirement should take the CLEP exam to earn an equivalency of 12 college units or take NYU SCPS's language proficiency test to earn an equivalency of up to 16 college units. Interested candidates apply through NYU Steinhardt. Applicants must submit GRE scores, three letters of recommendation, and an academic writing sample in French that may not exceed 25 pages. The in-office deadline for all materials is April 15.

M.A. Program in Teaching a Foreign Language (7-12) and Teaching English to Speakers of Other Languages (All Grades) (FLT). Applicants must have completed a bachelor's degree with a major in the target language or have 30 units or equivalent. In addition, students must have taken as part of their general

education courses at least 3 units each in mathematics, science, and social studies.

Post-Master's Certificate of Advanced Study in Foreign Language Education. Applicants must hold a master's degree in a related area with a strong GPA and must demonstrate advanced proficiency in the target language.

Post-baccalaureate Advanced Certificate in TESOL. Applicants must have completed a bachelor's degree in an accredited college or university.

M.A. in TESOL (All Grades) Leading to New York State Teacher Certification. Applicants should have completed a bachelor's degree with a major in one of the liberal arts or sciences. In addition, students must have taken as part of their general education course work or an equivalent for 3 units in mathematics, science, and social studies and 12 units of a language other than English or an equivalent of language proficiency.

M.A. in TESOL Not Leading to New York State Teacher Certification. Applicants should have completed a bachelor's degree with a major in English or one of the liberal arts or sciences.

Post-Master's Advanced Certificate. Students must have completed a master's degree in a related area.

Ph.D. Program in TESOL. Applicants must present a master's degree in a related area, current GRE scores, two letters of recommendation, and a sample of written work in English.

GLOBAL STUDY

The Programs in Multilingual Multicultural Studies (MMS) and in International Education jointly offer a three-week, 6-unit graduate summer study abroad program in Shanghai, China. The curriculum offers educators an opportunity to examine intercultural perspectives in multilingual multicultural education in China and to explore the teaching of language, particularly English and Chinese, across all school levels. The program is designed for graduate students, teachers, and curriculum specialists in TESOL, bilingual education, foreign language education, English education, and international education. Teaching and learning activities include classes and seminars taught by NYU faculty

*Bilingual extension: Applicant must be eligible for New York State certification in their primary areas such as early childhood education; childhood education; middle childhood education; adolescence education; a specialized subject area, such as math, science, or social studies; literacy education; speech pathology; psychology; and career or technical education.

**Multilingual
Multicultural
Education, continued**

members and lectures by faculty members from local higher education institutions, such as Shanghai Normal University. Internship opportunities are also available in Shanghai. In addition to the Shanghai program, foreign language and TESOL majors, as well as all graduate students across Steinhardt may also take advantage of the Multilingual and Multicultural Studies January intersession study abroad program in the Dominican Republic. This

is a three-week program, including a 3-unit graduate course where students explore intercultural perspectives in multilingual and multicultural education by an intensive “real time” linguistic and cultural experience in Santiago, Dominican Republic. In addition to the graduate course, students take a one-credit undergraduate course in Spanish, offered by the host university in Santiago to experience language immersion. All students stay with

Dominican host families, which enriches their linguistic and cultural experience. The program also takes students on educational tours to Santo Domingo, the capital city, and to other parts of the Dominican Republic. Students can take advantage of other study abroad opportunities offered by the Department of Teaching and Learning, such as its summer program in Brazil, and winter session in Mexico.

Science Education

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DEGREE

M.A.

FACULTY

Blonstein, Fraser-
Abder, Milne

ADJUNCT FACULTY

Selby, Wallace

The Program in Science Education

offers graduate study designed to meet the needs of several types of students. The University offers a preservice teacher education program for teachers of science at the 7-12 level and an in-service program that meets the academic requirements for professional certification. The master’s programs in science education provide an excellent opportunity for those who are presently teaching in schools or colleges to develop additional expertise in specific areas such as curriculum development, supervision, research, computers in science education, or science, technology, and society. Many courses focus on strategies for teaching science to urban at-risk students.

CAREER OPPORTUNITIES

This program provides foundation for entering science education during a predicted shortage of science teachers at all levels.

Graduates teach at both private and public schools. However, science communication skills are also the basis for a variety of careers outside the formal school system as well. Newspapers and magazines, radio and television, museums and science centers, science- and technology-based organizations, and corporations all need people who have a sound science background and can communicate scientific ideas to the general public.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 127.

The focus of the Program in Science Education is the preparation of science educators who will provide academic and professional leadership in the area of science and technology education in an urban environment. The programs address both preservice and in-service teacher education needs. Because participants in these programs come with a wide range of backgrounds and diverse goals, members of the faculty work with each participant to develop a set of courses best suited for each individual.

In the Preservice M.A. Degree Program in teaching the various sciences—Teaching Biology 7-12, Teaching Chemistry 7-12, or Teaching Physics 7-12—candidates are required to take 44 units in graduate courses, at least 18 of which must be at the 2000 level. Students may complete the program in four or more academic semesters, studying full- or part-time. Preservice students also have the option of completing the program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. As a part of this requirement for teacher certification in New York State, students are required to complete two student teaching internships. Each student is required to take courses in the areas of educational foundations, teaching methods, and curriculum. Students may qualify for initial certification as teachers of grades 7-12 in the following subject areas: biology, chemistry, and physics.

The in-Service M.A. Degree Program in Science Education serves profes-

sionals holding initial certification in a science in New York State and seeking preparation for professional certification Biology 7-12, Chemistry 7-12, or Physics 7-12.

Other Required Courses:

Science Teaching and Learning: Methods I: Teaching Science in the Middle School *SCIED-GE.1039* and Methods II: Teaching Science in the High School *SCIED-GE.1040*, Science Curriculum: Intermediate and Secondary Schools *SCIED-GE.2092*, Measuring the Outcomes of Science Teaching *SCIED-GE.2031*, Using New York City Nonformal Science Resources *SCIED-GE.1050*, Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity *SCMTH.GE.2000*, Research Internship in Science and Mathematics *SCMTH.GE.2002*, Inquiries into Teaching and Learning *TCHL-GE.2010*, Culminating Experience *SCIED-GE.2100*, and Independent Study *SCIED-GE.2300*. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE.1999* (1 unit). Science, Technology, and Society: Science in a Historical Perspective *SCIED-GE.2021*, Science and Human Values *SCIED-GE.2022*, The Scientific Enterprise *SCIED-GE.2042*, Public Understanding of Science *SCIED-GE.2043*. Courses in Areas of Certification: Recent Advances in Physics *SCIED-GE.2015*, Recent Advances in Chemistry *SCIED-GE.2016*, Recent Advances in Biology *SCIED-GE.2017*, and Breakthroughs in Science *SCIED-GE.2018*.

ADMISSION REQUIREMENTS

Applicants to the preservice M.A. program in teaching a science, grades 7-12, must have completed a bachelor's degree. They must also have completed a major in science in their undergraduate programs or the equivalent in NYU's undergraduate science majors. The applicant must also have successfully completed study at the college level of a foreign language or American Sign Language.

Applicants to in-service M.A. degree programs in a science must also have completed a bachelor's degree and hold initial New York State certification in a science.

See general admission section, page 156.

FINANCIAL AID OPPORTUNITIES

Special sources of financial assistance include state and federal government scholarships and fellowships. Challenger Scholarships designated for New York State residents entering science teaching, and scholarships for underrepresented populations in science education. Noyce graduate scholarships are available to undergraduates who have a major in science. Minority group scholarships are available to students entering science teaching through the Teacher Opportunity Corps. Scholarships may also be available.

See general financial aid section, page 167.

SPECIAL OPPORTUNITIES

At present there are a limited number of opportunities to participate in research internships with scientists in a laboratory setting during the summer semester. As the level of involvement with scientists grows, such opportunities will become more numerous. In addition, departmental seminars are held on a regular basis in which visiting speakers describe current areas of research in science education. All graduate students are welcome at such events.

Social Studies Education

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DEGREE

M.A.

FACULTY

Cohen, Fraser, Jacobs,
Malczewski, Turk

ADJUNCT FACULTY

Falivene, Merin,
Silberberg, Stoll

The master's program in social studies education

leads to New York State certification for grades 7-12, with an extension in middle school education available for grades 5-6. Staffed by professional historians, education scholars, and veteran social studies teachers, the program emphasizes both content mastery and proficiency in pedagogies to provoke critical thought and inquiry-based learning. Of particular concern is the importance of inspiring civic engagement in today's students. With courses rich in historical, educational, and philosophical content, social studies M.A. students learn ways that they as educators can promote democratic citizenship and civic responsibility in a multicultural society.

The Program in Social Studies Education is dedicated to revitalizing the teaching of history, the social sciences, and the humanities in the middle and upper grades with an eye toward inspiring civic engagement and social responsibility among students and teachers. Toward this end, the program begins with coursework taught by historians designed to ensure that social studies teachers from NYU have a strong mastery of history and an understanding that history is more than a compilation of names and dates. Using primary source documents, material culture, oral histories, and other nontraditional sources as their evidence, students learn to teach history as a critical discipline involving analysis of divergent interpretations of the com-

plex and often contradictory historical record, with the goal that their own classes will become exciting, inquiry-based workshops that will bring history to life and inspire students to become lifelong learners of history. The program promotes an interdisciplinary approach to social studies, which means that our students strive to transcend textbook-centered schooling by learning how to integrate historical narrative with novels, film, music, photography, and the other visual arts as well as with the tools of social scientists. Our aim is to encourage teaching for social justice and democratic engagement.

To succeed in classroom instruction, social studies teachers must understand their students and the reality of life and work in schools. Since most of our graduates will be teaching teenagers, we focus on helping students understand the ways the young learn and sometimes resist learning. Our social studies methods courses are taught by experienced secondary and middle school teachers, who explore pedagogical theory as well as practical strategies for dealing with the social and behavioral issues relevant to middle- and secondary-level students. Additional coursework in adolescent behavior, language and literacy, and special education will help provide students with tools for understanding and addressing broader teaching and learning issues related to this age group.

Master of Arts

The Program in Social Studies Education offers two tracks leading to the Master of Arts degree: for students seeking initial certification to teach middle- and secondary-level social studies and for students seeking professional certification who already are certified in middle- and secondary-level social studies.

PROGRAM DESCRIPTION

The Initial Certification Master's Degree Program in Teaching Social Studies 7-12 leads to initial New York State certification for grades 7-12. Staffed by professional historians and veteran social studies teachers, the program emphasizes content mastery in U.S. and global history and geography as well as teaching methods that provoke critical thought and inquiry-based learning. Our program requires extensive school-based fieldwork prior to student teaching, both to familiarize students with urban educational environments and to enable them to develop classroom strategies that are innovative and appropriate for teaching today's students. As part of their observation experiences, students complete service learning projects that help them engage in the needs of schools and communities around them. The pivotal experiences of the program are two semester-long placements at the middle and secondary levels, where student teachers—mentored by their cooperating teachers, NYU field supervisors, and

methods instructors—take on primary responsibility for teaching in the New York City public schools and have the opportunity to put into practice the philosophies and approaches they have developed.

Students may complete the master's degree program in social studies education in three or more academic semesters, studying full- or part-time. Preservice (initial certification) students also have the option of completing the program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

There is also a dual-certification M.A. Program in Educational Theatre, All Grades, and Social Studies Education, 7-12. See page 109 for description.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

Preservice Master's Degree Program in Teaching Social Studies 7-12 (36 units).

Curriculum Courses (6 units): Social Studies Curriculum: U.S. History *SOCED-GE.2047*, Social Studies Curriculum: World History *SOCED-GE.2048*.
Pedagogical Content (9 units): M.A. Seminar in Social Studies *SOCED-GE.2146*, Teaching Social Studies in the Middle and Secondary School *SOCED-GE.2042*, Literacy and the Social Studies *SOCED-GE.2147*.

Pedagogical Core (10 units): Inquiries into Teaching and Learning *TCHL-GE.2010*, Integration of Media and Technology in Secondary Curriculum and Learning *EDCT-GE.2018*, Educating Students with Disabilities in Middle Childhood and Adolescent Settings *SPCED-GE.2162*, Adolescent Development *APSY-GE.2272*.

Student Teaching (5 units): Teaching Practicum: Social Studies in the Middle and Secondary Schools *SOCED-GE.2053*, Supervised Student Teaching I: Social Studies in the Middle School *SOCED-GE.2911*, Supervised Student Teaching II: Social Studies in the Secondary School *SOCED-GE.2922*.

Elective (3 units): In consultation with adviser, students select one course as an elective from offerings in the Steinhardt School of Culture, Education, and Human Development or the Graduate School of Arts and Science.

Culminating Experience (3 units): Culminating Experience: Social Studies

and History Workshop *SOCED-GE.2140*.
Other: The Social Responsibility of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE.2999*. (0 units)

In-Service/Professional Certification Program in Social Studies Education (30 units): Applicants must have met all the requirements for New York State initial certification in adolescent social studies. In addition, applicants must have a bachelor's degree from an accredited college or university with a minimum GPA of 3.0 in social studies content course work.

At least 18 units of the program must be at the 2000 level of study.

I. Courses linking social studies content to social studies pedagogy (12 units):

The Social Studies Curriculum: U.S. History *SOCED-GE.2047*, The Social Studies Curriculum: World History *SOCED-GE.2048*, Humanities, Literacy, and the Social Studies *SOCED-GE.2145*, M.A. Seminar in Social Studies *SOCED-GE.2146*

In addition, students take a total of 15 units from Course Listings II and III. The specific courses selected are agreed upon by both the student and his or her academic adviser and are based on the student's previous social studies course work and professional needs and interests. Possible courses include those below. Others are available by advisement.

II. Content specialization: Courses in social studies content taken within the Program in Social Studies Education, in the Department of History or Humanities and Social Sciences in the Professions, or in another department related to social studies within the Graduate School of Arts and Science. The City as Resource in Historical Research *SOCED-GE.2304*, What Are Schools For? History of American Education and Society: Race and Ethnicity *HSED-GE.2174*, Historical Perspectives *HSED-GE.2175*.

III. Courses addressing theories and strategies for adapting curriculum and instruction: Courses that offer theories and strategies for adapting curriculum to meet the special needs of students. Possible courses include Language and Literacy for Upper Grades *LITC-GE.2002*, Foundations of Curriculum for Diverse Learners

SPCED-GE.2051, Educating Students with Special Needs in Middle Childhood and Adolescent Settings *SPCED-GE.2162*, Adolescent Development: Theory and Research *APSY-GE.2272*.

IV. Culminating seminar (3 units):

Culminating Experience: Social Studies and History Workshop *SOCED-GE.2140*.

Note: Students who complete our professional certification program require three years of teaching to be eligible for New York State professional certification.

CAREER OPPORTUNITIES

The Program in Social Studies Education prepares teachers, teacher educators, and curriculum specialists in social studies for positions in middle and secondary schools. It also provides an introduction for those who seek to work in the school reform movement. Many alumni of the program work as social studies teachers and department chairs in middle and high schools in New York City and across the United States. Some of our graduates work in educational agencies and community colleges and in the statewide and national school reform movements.

Students who earn the M.A. in social studies complete the appropriate coursework and field experience necessary for New York State certification in social studies. Once you have completed your M.A. work at NYU, you will be qualified to teach social studies in many other states that have certification requirements similar to New York's. Coursework includes courses in history and the social sciences, professional education in social studies, student teaching, and related activities. Certification in secondary social studies entitles the candidate to teach social studies, history, and the humanities at both the middle and high school levels (grades 7 through 12).

ADMISSION REQUIREMENTS

Preservice Master's Degree Program in Teaching Social Studies 7-12. All applicants should have completed a bachelor's degree with a major in one of the following areas: history, geography, economics, or political science/government. In addition, students must have completed at least a total of 15 semester hours of study in the history and geography of the

U.S. and the world. An additional 6 unit hours in history will be taken as part of the program. Students must have also completed coursework in economics (3 units), political science/government (3 units), and an additional 3 units in history, geography, economics, political science/government, sociology, or anthropology.

In certain instances, the program will accept students who have not satisfied all of the above requirements. In these cases, such students will be required to complete at NYU all outstanding coursework, in addition to their program requirements, prior to their graduation from NYU. The applicant must also have successfully completed study at the college level of a language other than English or American Sign Language.

In-Service M.A. Degree Program in Social Studies Education Applicants must hold provisional New York State certification in social studies 7-12.

See general admission section, page 156.

Master of Arts: Educational Theatre, All Grades, with Social Studies, 7-12

Social studies and theatre have a powerful alliance when learners are provided with the chance to explore a period of history, historical concepts, and historical debates through the use of drama-based frameworks. This innovative dual certification program is built on the school's teacher certification programs in Educational Theatre, All Grades, and Teaching Social Studies, 7-12. Students are provided with opportunities to explore key ideas in primary source documents or historical texts through the use of interactive dramatic strategies. The dual certification program adheres to state learning standards for both theatre and social studies, and the curriculum reflects an integration of coursework offered by the current faculty in the Program in Educational Theatre, in collaboration with the faculty in the Program in Social Studies Education. Each of the competencies now necessary for teacher certification programs are met by the coursework, fieldwork, and student teaching requirements in both programs, as well as all the faculty and institutional requirements.

ADMISSION REQUIREMENTS

Students must have earned 24 units in theatre and 24 units in social studies. For social studies, students must have completed at least 15 semester units in the history and geography of the U.S. and the world; at least 3 units in economics; at least 3 units in government or political science; at least 3 units in one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 units in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 24 units in these areas on admission will be required to take additional course work in educational theatre and/or social studies. To be recommended for certification in social studies and theatre, students will have completed a total of 30 content units in each area. Six units are included in the following program of study.

DEGREE REQUIREMENTS

A total of 48 units are required for this master's program, distributed as follows:

Content Core in Educational Theatre and Social Studies (12 units):

World Drama I or II *MPAET-GE.2103* or *MPAET-GE.2104*, Drama in Education I or II *MPAET-GE.2193* or *MPAET-GE.2194*, The Social Studies Curriculum: U.S. History *SOCED-GE.2047*, The Social Studies Curriculum: World History *SOCED-GE.2048*. General Pedagogical Core in Educational Theatre and Social Studies (14 units): Drama with Special Education Populations *MPAET-GE.2960* or Educating Students with Disabilities in Middle School and Adolescent Settings *SPCED-GE.2162*, Human Development and Education in the Arts *MPAIA-GE.2010*, The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE.2999*, Literacy and Social Studies *SOCED-GE.2147*, Exploring Social Issues through Drama *MPAET-GE.2976*, Understanding Diversity: Teaching Pluralism *MPAET-GE.2977*, Inquiries into Teaching and Learning III *TCHL-GE.2010*.

Specialized Pedagogical Core in

Theatre and Social Studies (14 units): Teaching Social Studies in the Middle and Secondary School *SOCED-GE.2042*, Methods and Materials of Research in Educational Theatre *MPAET-GE.2077*, Drama Across the Curriculum and Beyond *MPAET-GE.2955*, Dramatic Activities in the Elementary School

MPAET-GE.2030, Dramatic Activities in the Secondary School *MPAET-GE.2031*, M.A. Seminar in Social Studies *SOCED-GE.2146*.

Student Teaching in Theatre and Social Studies (8 units): Supervised Student Teaching: Social Studies in the Secondary School *SOCED-GE.2051*, Supervised Student Teaching Theatre in the Elementary Classroom *MPAET-GE.2134*. Terminal Experience (0 units): Social Studies and History Workshop *SOCED-GE.2140* or culminating research project in educational theatre.

Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.

Special Education

PROGRAM CODIRECTORS

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DEGREE

M.A.

FACULTY

Alter, Fleisher,
Friedlander, Gottlieb,
Krasnow, Rosenberg,
Schwartz, Vukovic

ADJUNCT FACULTY

Duggan, Harris, Heller,
Koslov, Maitland,
Okuma, Santvoord,
Siegel

The programs in special education

prepare teachers for positions working with students with and without disabilities from birth through grade 6. As described below, at NYU we offer M.A. programs designed to meet New York State requirements for the various teacher certificates:

Early Childhood Education (Birth-Grade 2)

- Early Childhood Education and Special Education: Early Childhood (dual certification) (ESEE)
- Special Education: Early Childhood (SEEC)

Childhood Education (Grades 1-6)

- Childhood Education and Special Education: Childhood (dual certification) (CSEC)
- Special Education: Childhood (SECH)

Special education refers to specialized services or environmental modifications, differentiated instruction, adapted curricula, or other supports provided to students with disabilities. NYU students are encouraged to view all children and their families as individuals with varying degrees of skills and untapped potential for quality lives in school, work, and recreation in their communities. Classroom, home, and community interventions are designed to meet the characteristics, needs, and visions for a valued future of each child, not limited by traditional categories of disability. Respecting the critical role that families play in the lives of children, and the multidimensional nature of providing quality services for complex students, our graduates are prepared to work collaboratively with families, other professionals, and the community organizations that represent the wide cultural variations characteristic of urban settings.

Theory and practice are integrated throughout each program, thus allowing graduate students to reflect, question, and refine their knowledge and skills. Observation and fieldwork, plus student teaching placements, enable participants to practice application of their skills with children representing the full range of abilities and disabilities, in a range of settings, and within the full age range of the teaching certificate.

The participants in the M.A. programs in Special Education vary widely

in age and background. Some were education majors, but many were liberal arts, business, or fine arts majors as undergraduates. Some are making a career change. The diversity of the student population contributes to the richness of the programs. Consequently, program requirements and curricula offerings are designed to be responsive to the diverse backgrounds of our participants. Although graduate students have the option of beginning the program part-time, they must be available during the school day throughout the program to participate in observations and fieldwork. Once the participants begin student teaching, however, full-time commitment is required.

M.A. Programs in Special Education at the Early Childhood Level (Birth-Grade 2)

Our M.A. programs in early childhood special education focus on the value of early childhood educational experiences in all aspects of the young child's life. Our students understand that play is the basis of learning in all spheres of development, and relationships with peers and adults are key to children's learning from their experiences. Accordingly, NYU graduates are prepared to work collaboratively with families, other professionals, and the community organizations that represent the wide cultural variations characteristic of urban settings.

The Dual-Certification Master's Program in Early Childhood Education and Special Education: Early Childhood (ESEE) (47 units)

This program is open to participants who have a bachelor's degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the early childhood level (birth-grade 2). Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

General Pedagogical Core (7 units):

Inquiries in Teaching and Learning III *TCHL-GE.2010*, Language and Literacy in the Early Years *LITC-GE.2001*. Specialized Pedagogical Courses—Early Childhood (13 units): Issues in Early Childhood Education *ECED-GE.2024*, Curriculum in Early Childhood Education: Theory and Methods in Integrated Curriculum *ECED-GE.2037*, Curriculum in Early Childhood Education: Materials and Practice in Integrated Curriculum *ECED-GE.2038*, Integrating Seminar in Early Childhood Education I *ECED-GE.2002*, Integrating Seminar in Early Childhood Education II *ECED-GE.2003*.

Specialized Pedagogical Courses—

Special Education (15 units): The Young Special Needs Child: Child, Family, and Community I *SPCED-GE.2126*, The Young Special Needs Child: Child, Family, and Community II *SPCED-GE.2127*, Educating Children with Special Needs in Early Childhood Settings, *SPCED-GE.2128*, Education of Students with Severe and Multiple Disabilities *SPCED-GE.2052*, *SPCED-GE.2160*, Principles and Practices of Early Childhood Special Education. **Observation, Fieldwork, and Student Teaching (7 units):** Field Placements in Early Childhood *ECED-GE.2255*, Observations in Early Childhood Special Education Settings *SPCED-GE.2502*, Student Teaching in Early Childhood I *ECED-GE.2360*, Student Teaching in Early Childhood Special Education II *SPCED-GE.2520*. Culminating Experience (3 units): Integrating Seminar in Early Childhood Special Education II *SPCED-GE.2512*. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE.2999* (0 units).

SPECIFIC ADMISSION REQUIREMENTS

To meet certification requirements, students seeking their initial certificate may need liberal arts units in addition to those taken for their undergraduate degree. Applicants for the M.A. Program in Early Childhood Special Education leading to initial teacher certification must have completed college-level work in English, social science, mathematics, natural or physical science, and a

language other than English, as well as a 30-unit concentration in one of the liberal arts or sciences by the time of M.A. degree completion. Students may complete liberal arts deficiencies any time before program graduation. For admission to the accelerated program, candidates must have met the liberal arts requirements before entering the program. (Also, See general admission section, page 156.)

The M.A. Program in Special Education: Early Childhood (SEEC) (34 units)

This program is open to participants who have a bachelor's degree and who hold certification or are eligible for certification in early childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the early childhood level (birth-grade 2).

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 127.

Specialized Pedagogical Courses (18 units): The Young Special Needs Child: Child, Family, and Community I *SPCED-GE.2126*, The Young Special Needs Child: Child, Family, and Community II *SPCED-GE.2127*, Educating Children with Special Needs in Early Childhood Settings, *SPCED-GE.2160*, Principles and Practices of Early Childhood Special Education *SPCED-GE.2128*, Education of Students with Severe and Multiple Disabilities *SPCED-GE.2052*, Integrating Seminar in Early Childhood Special Education I *SPCED-GE.2511*.

Observation, Fieldwork, and Student Teaching (minimum 4 units): Observations in Early Childhood Special Education Settings *SPCED-GE.2502*, Student Teaching in Early Childhood Special Education II *SPCED-GE.2520*.

Electives (9 units): Student Teaching in Early Childhood Special Education I *SPCED-GE.2519*, others by advisement.

Culminating Experience (3 units): Integrating Seminar in Early Childhood Special Education II *SPCED-GE.2512*. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE.2999* (0 units).

SPECIFIC ADMISSION REQUIREMENTS

Candidates must hold or be eligible for provisional or initial certification in early childhood education.

M.A. Programs in Special Education at the Childhood Level (Grades 1-6)

These programs are designed to engage prospective teachers in thoughtful discussion of and interaction around some of the critical educational issues of our time, especially in the areas of developmental, linguistic, cultural, and racial diversity and educational equity. Assuming a person-centered approach to service delivery, NYU students learn to understand, create, and adapt assessments, curricula, and environments in order to address the spectrum of cognitive, behavioral, and emotional needs of the students with whom they will work.

The Dual-Certification Master's Degree Program in Childhood Education and Special Education: Childhood (CSEC) (54 units)

This program is open to participants who have a bachelor's degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the childhood level (grades 1-6). Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 127.

General Pedagogical Core (16 units): Inquiries in Teaching and Learning III *TCHL-GE.2010*, Language and Literacy in the Early Years *LITC-GE.2001*, Language and Literacy for the Upper Grades *LITC-GE.2002*, Foundations of Curriculum for Diverse Learners *SPCED-GE.2051*, Individuals with Disabilities in Schools and Communities *SPCED-GE.2124*.

Specialized Pedagogical Courses—Childhood (12 units): Multicultural Perspectives in Social Studying *CHDED-GE.2011*, Integrating Math and Science in Elementary Education *SCMTH-GE.2025*, Investigations in Math and Science *SCMTH-GE.2026*, Integrating Arts

MPAIA.GE.2005, Integrative Seminar I: Study of Teaching *CHDED-GE.2359*.
Specialized Pedagogical Courses—Special Education (14 units): Education of Children with Special Needs in Childhood Settings *SPCED-GE.2161*, Strategies for Working with Children with Emotional/Behavioral Disabilities *SPCED-GE.2108*, Assessment and Instructional Design for Students with Mild/Moderate Disabilities *SPCED-GE.2133*, Education of Students with Severe/Multiple Disabilities *SPCED-GE.2052*, Integrating Seminar in Special Education I *SPCED-GE.2507*.
Observation, Fieldwork, and Student Teaching (8 units): Observations in Special Education *SPCED-GE.2501*, Student Teaching in Childhood Education *CHDED-GE.2251*, Student Teaching in Childhood Special Education I *SPCED-GE.2521*, Student Teaching in Childhood Special Education II *SPCED-GE.2522*.
Culminating Experience (3 units): Integrating Seminar in Childhood Special Education II *SPCED-GE.2508*. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE.2999* (0 units).

SPECIFIC ADMISSION REQUIREMENTS

To meet certification requirements, students seeking their initial certificate may need liberal arts units in addition to those taken for their undergraduate degree. Applicants for the M.A. Program in Early Childhood Special Education leading to initial teacher certification must have completed college-level work in English, social science, mathematics, natural or physical science, and a language other than English, as well as a 30-unit concentration in one of the liberal arts or sciences by the time of M.A. degree completion. Students may complete liberal arts deficiencies any time before program graduation. For admission to the accelerated program, candidates must have met the liberal arts requirements before entering the program. (Also, see general admission section, page 156.)

**The M.A. Program in Special Education:
Early Childhood (SEEC) (34 units)**

This program is open to participants who have a bachelor's degree and who hold certification or are eligible for certification in early childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the early childhood level (birth-grade 2).

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 127.

Specialized Pedagogical Courses (18 units): The Young Special Needs Child: Child, Family, and Community I *SPCED-GE.2126*, The Young Special Needs Child: Child, Family, and Community II *SPCED-GE.2127*, Educating Children with Special Needs in Early Childhood Settings *SPCED-GE.2160*, Principles and Practices of Early Childhood Special Education *SPCED-GE.2128*, Education of Students with Severe and Multiple Disabilities *SPCED-GE.2052*, Integrating Seminar in Early Childhood Special Education I *SPCED-GE.2511*.

Observation, Fieldwork, and Student Teaching (minimum 4 units):

Observations in Early Childhood Special Education Settings *SPCED-GE.2502*, Student Teaching in Early Childhood Special Education II *SPCED-GE.2520*. Electives (9 units): Student Teaching in Early Childhood Special Education I *SPCED-GE.2519*, others by advisement.

Culminating Experience (3 units): Integrating Seminar in Early Childhood Special Education II *SPCED-GE.2512*. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE.2999* (0 units).

**SPECIFIC ADMISSION
REQUIREMENTS**

Candidates must hold or be eligible for provisional or initial certification in early childhood education.

**M.A. Programs in Special Education at
the Childhood Level (Grades 1–6)**

These programs are designed to engage prospective teachers in thoughtful discussion of and interaction around some of the critical educational issues of our time, especially in the areas of developmental, linguistic, cultural,

and racial diversity and educational equity. Assuming a person-centered approach to service delivery, NYU students learn to understand, create, and adapt assessments, curricula, and environments in order to address the spectrum of cognitive, behavioral, and emotional needs of the students with whom they will work.

**The Dual-Certification Master's Degree
Program in Childhood Education and
Special Education: Childhood (CSEC)
(54 units)**

This program is open to participants who have a bachelor's degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the childhood level (grades 1–6). Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 127.

General Pedagogical Core (16 units): Inquiries in Teaching and Learning III *TCHL-GE.2010*, Language and Literacy in the Early Years *LITC-GE.2001*, Language and Literacy for the Upper Grades *LITC-GE.2002*, Foundations of Curriculum for Diverse Learners *SPCED-GE.2051*, Individuals with Disabilities in Schools and Communities *SPCED-GE.2124*.

**Specialized Pedagogical Courses—
Childhood** (12 units): Multicultural Perspectives in Social Studying *CHDED-GE.2011*, Integrating Math and Science in Elementary Education *SCMTHGE.2025*, Investigations in Math and Science *SCMTH-GE.2026*, Integrating Arts *MPAAGE.2005*, Integrative Seminar I: Study of Teaching *CHDED-GE.2359*.

**Specialized Pedagogical Courses—
Special Education** (14 units): Education of Children with Special Needs in Childhood Settings *SPCED-GE.2161*, Strategies for Working with Children with Emotional/Behavioral Disabilities *SPCED-GE.2108*, Assessment and Instructional Design for Students with Mild/Moderate Disabilities *SPCED-GE.2133*, Education of Students with Severe/Multiple Disabilities *SPCED-GE.2052*, Integrating Seminar in Special Education I *SPCED-GE.2507*.

Observation, Fieldwork, and Student Teaching (8 units): Observations in Special Education *SPCED-GE.2501*, Student Teaching in Childhood Education *CHDED-GE.2251*, Student Teaching in Childhood Special Education I *SPCED-GE.2521*, Student Teaching in Childhood Special Education II *SPCED-GE.2522*.

Culminating Experience (3 units): Integrating Seminar in Childhood Special Education II *SPCED-GE.2508*. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention *TCHL-GE.2999* (0 units).

**SPECIFIC ADMISSION
REQUIREMENTS**

To meet certification requirements, students seeking their initial certificate may need liberal arts units in addition to those taken for their undergraduate degree. Applicants for the initial certificate M.A. Program in Childhood Special Education must have completed college-level work in English, social science, mathematics, natural or physical science, and a language other than English, as well as a 30-unit concentration in one of the liberal arts or sciences by the time of M.A. degree completion. Students may complete liberal arts deficiencies any time before program graduation. For admission to the accelerated program, candidates must have met the liberal arts requirements before entering the program. (Also, see general admission section, page 156.)

**The M.A. Program in Childhood Special
Education (SECH) (30 units)**

This program is open to participants who have a bachelor's degree and who hold certification or are eligible for certification in childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the childhood level (grades 1–6).

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 127.

General Pedagogical Core (6 units): Foundations of Curriculum for Diverse Learners *SPCED-GE.2051*, Individuals with Disabilities in Schools

Special Education,
continued

and Communities *SPCED-GE.2124*.
Specialized Pedagogical Courses
(12 units): Education of Children with Special Needs in Childhood Settings *SPCED-GE.2161*, Strategies for Working with Children with Emotional/Behavioral Disabilities *SPCED-GE.2108*, Assessment and Instructional Design for Students with Mild/Moderate Disabilities *SPCED-GE.2133*, Education of Students with Severe/Multiple Disabilities *SPCED-GE.2052*.

Observation, Fieldwork, and Student Teaching (minimum 4 units): Observations in Special Education *SPCED-GE.2501*, Student Teaching in Childhood Special Education II *SPCED-GE.2522*.
Electives (8 units): Student Teaching in Childhood Special Education I *SPCED-GE.2521*, Psychological Foundations of Learning Disabilities *SPCED-GE.2131*, Literacy of the Special Learner *SPCED-GE.2055*, Psychological and Educational Assessment in Special Education, *SPCED-GE.2136*, or others by advisement.

Culminating Experience (3 units): Integrating Seminar in Childhood Special Education II *SPCED-GE.2508*. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/ Child Abuse Identification/School Violence Prevention *TCHL-GE.2999* (0 units).

SPECIFIC ADMISSION REQUIREMENTS

Candidates must hold or be eligible for provisional or initial certification in childhood education.

Teaching and Learning

PROGRAM CODIRECTORS

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DEGREES

Ed.D., Ph.D.

FACULTY

Alter, Beck, Cohen, Doucet, Eisenstein-Ebsworth, Fraser, Hull, Kirkland, Llosa, McCallister, Noguera, O'Connor, Tang, Tobias, Turk, Vukovic

The Doctoral Program in Teaching and Learning in the Steinhardt School of Culture, Education, and Human Development at New York University aims to prepare first-rate scholars and practitioners in the following areas:

- Teaching and teacher education
- Curriculum design and evaluation
- Educational reform
- Public policy as it affects teaching and learning

The program offers either the Ph.D. or the Ed.D. degree, with applicants expressing a preference at the time of application and confirming the choice on admission to candidacy (generally during the third semester of full-time study). There are differences between the two degrees with respect to course and other requirements. In addition, Ph.D. students complete a dissertation, while Ed.D. students complete a major project.

Both degree paths are designed to draw on four sources of learning:

- The experience of professional practice that students bring to their studies, which provides context and depth of field. For this reason, the program admits only distinguished practitioners and prefers applicants who have at least five years of teaching experience and a master's degree.
- A rich set of courses, seminars, and independent learning experiences available to program students within the Department of Teaching and Learning, other departments in the Steinhardt School, and other schools at NYU.

- Mentorship in research, teaching, and program development, including participation in research and development projects that focus on the problems and potential of urban schools, urban teachers, and urban youth.
- An intellectually focused and interpersonally supportive community of professors, researchers, and peers.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 127.

Following matriculation, students are required to complete between 48 and 60 units of study (depending on prior experience and coursework). These units address three broad requirements: knowledge of content in teaching and learning; skill in applying research methods; and intellectual breadth. Units can be earned in courses, seminars, independent learning experiences, mentored experiences, or study abroad.

In addition to earning units, students must also achieve candidacy (generally in their third semester of full-time study) as the result of presenting and discussing a portfolio of their work. They must also prepare a dissertation or project proposal (Ph.D. or Ed.D., respectively), generally in their fourth or fifth semester of full-time study and they must complete and defend the dissertation or project within 10 years of their initial date of matriculation.

Because the development and completion of a dissertation or major project depend on individual interest and work, the program emphasizes the individual

tailoring of students' programs from the very beginning. It aims to suit students' unique interests and experiences—both those they bring to the program initially and those that develop as they study.

ACCREDITATION

The Steinhardt School of Culture, Education, and Human Development's teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC's quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.

Courses

The courses listed herein are to be offered in 2011-2013.

NOTES TO COURSES

*Registration closed to special students.

DEPARTMENTAL COURSES/ TCHL-GE

Field Consultation

TCHL-GE.2000 *Minimum of 30 hours per unit: 1-3 units per term. May be repeated for total of 6 units. Fall, spring. Hours to be arranged.*

Inquiries in Teaching and Learning III

TCHL-GE.2010 *60 hours plus hours arranged: 4 units. Fall, spring.*

Applied Research Design

TCHL-GE.2013 *30 hours: 3 units. Fall, spring.*
Prerequisites: RESCH.UG.1085,1086, or RESCH.GE.2001, 2002, or equivalent.

Evaluating Educational Programs

TCHL-GE.2132 *30 hours: 3 units. Spring.*

Reading Recovery: Related Theory and Research I

RDREC-GE.2206 *45 hours: 3 units. Fall.*
Prerequisite: LITC-GE.2001 or permission of the instructor.

Reading Recovery: Related Theory and Research II

RDREC-GE.2207 *45 hours: 3 units. Spring.*
Prerequisite: RDREC-GE.2206 or permission of the instructor.

Research on Urban and Minority Education

TCHL-GE.2512 *30 hours: 3 units. Fall.*

The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention

TCHL-GE.2999 *15 hours: 0 units. Fall, spring.*

Dissertation Proposal Seminar I

TCHL-GE.3001* *30 hours: 3 units. Fall, spring.*
Prerequisites: limited to doctoral students in the Steinhardt School of Culture, Education, and Human Development who have achieved candidacy and have completed at least one course in research methodology.

Dissertation Proposal Seminar II

TCHL-GE.3002* *30 hours: 3 units. Fall, spring.*
Prerequisites: satisfactory completion of TCHL-GE.3001 and a completed application form.

Doctoral Seminar in Curriculum and Instruction

TCHL-GE.3013 *40 hours: 4 units. Spring.*

Proseminar for Doctoral Students in Teaching and Learning I and II

TCHL-GE.3037, 3038 *20 hours: 1-3 units. Fall.*

Topics in Teaching and Learning: Schooling and Race

TCHL-GE.3101 *30 hours: 3 units.*

EARLY CHILDHOOD AND CHILDHOOD EDUCATION/ CHDED-GE

Integrating Seminar in Early Childhood Education I

ECED-GE.2002 *10 hours per unit: 1-3 units. Summer, fall.*
Accompanies field or student teaching placement.

Integrating Seminar in Early Childhood Education II

ECED-GE.2003 *30 hours: 2 units. Fall, spring.*
Accompanies field or student teaching placement.

Multicultural Perspectives in Social Studying in Early Childhood

ECED-GE.2012 *30 hours: 3 units. Fall, spring.*

Issues in Early Childhood Education

ECED-GE.2024 *30 hours, 15 hours minimum of field experience: 3 units. Summer, fall.*

Curriculum in Early Childhood Education: Theory and Methods in Integrated Curriculum

ECED-GE.2037 *30 hours: 2 units. Fall, spring.*

Curriculum in Early Childhood Education: Materials and Practice

ECED-GE.2038 *30 hours: 3 units. Fall, spring.*

Integrated Arts in Childhood Education II

CHDED-GE.2055 *30 hours: 2 units. Fall, spring.*

Study of Teaching

CHDED-GE.2250 *30 hours: 3 units. Fall.*

Field Placement in Early Childhood

ECED-GE.2255 *15 hours: 1-2 units. Fall.*
Prerequisite: 55 hours minimum of field placement.

Working with Parents

ECED-GE.2297 *30 hours: 3 units. Summer.*

Science and Social Studies in the Early Years

ECED-GE.2314 *30 hours, 2 units, Fall, spring.*

The Education of Infants and Toddlers

ECED-GE.2701 *30 hours, 3 units, Fall, spring.*

Student Teaching in Early Childhood I

ECED-GE.2903 *20 full days minimum: 2 units. Fall.*

Student Teaching in Early Childhood II

ECED-GE.2904 *20 full days minimum: 3 units. Spring.*

Integrating Seminar II: Study of Teaching

CHDED-GE.2010 *30 hours: 3 units. Fall, spring.*

Multicultural Perspectives in Social Studying

CHDED-GE.2011 *30 hours: 2 units. Fall, spring.*

Child Development and the Program in Childhood Education

CHDED-GE.2021 *30 hours, 20 hours minimum of field experience: 3 units. Plus 20 hours. Fall, spring.*

Foundations of Curriculum in Childhood Education

CHDED-GE.2070 *45 hours: 3 units.*

Student Teaching in Childhood Education I

CHDED-GE.2901 *10 weeks, half days: 2 units. Fall, spring.*

Student Teaching in Childhood Education II

CHDED-GE.2902 *10 weeks, full days: 2 units. Fall, spring.*

Integrating Seminar in Childhood I: Study of Teaching

CHDED-GE.2359 *20 hours: 2 units. Fall, spring.*

Early Childhood and Elementary Education: Theory and Research
 ECED-GE.3037, 3038 30 hours: 3 units each. Fall, spring.

Additional Courses

Independent Study
 ECED-GE.2300 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.
 For description, see page 162.

CHDED-GE.2300 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.

**ENGLISH EDUCATION/
 ENGED-GE**

CURRICULUM AND INSTRUCTION

Language and Learning Across the Curriculum
 ENGED-GE.2023 30 hours: 3 units. Summer.

The Teaching of Language and Literature
 ENGED-GE.2044 30 hours: 3 units. Summer.

Social Contexts and Cultural Studies: Teaching English in the Inner City
 ENGED-GE.2049 Kirkland. 30 hours: 3 units.

Negotiating the Curriculum
 ENGED-GE.2120 30 hours: 3 units. Spring.

English Curriculum Implications from Contemporary Research
 ENGED-GE.2149 30 hours: 3 units. Summer.

Current Problems in Educational Linguistics
 ENGED-GE.2233 30 hours: 3 units. Spring.

Developing Curricula in the English Language Arts
 ENGED-GE.2575 30 hours: 3 units.

Pluralistic Approaches to Cultural Literacy
 ENGED-GE.2577 Kirkland. 30 hours: 3 units. Fall.

LANGUAGE AND LINGUISTICS

Language Development and Reading Literature
 ENGED-GE.2397 30 hours: 3 units. Spring (alternating years).

Foundations of Educational Linguistics
 ENGED-GE.2505 Kirkland. 30 hours: 3 units. Fall, spring.

Dramatic Activities in the English Classroom
 ENGED-GE.2507 30 hours: 3 units. Spring.

Teaching Reading in the English Classroom
 ENGED-GE.2509 Beck. 30 hours: 3 units. Fall.

Linguistics, Society, and the Teacher
 ENGED-GE.2515 Kirkland. 30 hours: 3 units. Fall.

Literature and the Adolescent Experience
 ENGED-GE.2521 30 hours: 3 units. Spring.

Doctoral Seminar in Reading and Teaching Literature
 ENGED-GE.3014 30 hours: 3 units. Spring (even years).

Doctoral Seminar in Educational Linguistics
 TCHL-GE.3017 30 hours: 3 units. Fall.

WRITING AND RHETORIC

Intermediate Expository Writing
 ENGED-UG.1005 45 hours: 3 units. Fall, spring.
 Enrollment limited to 12 students.

Practicum: Individualizing Writing Instruction
 ENGED-GE.2101 30 hours: 3 units. Fall, spring.

Practicum: Teaching Expository Writing
 ENGED-GE.2511 Beck. 30 hours: 3 units. Spring.

Doctoral Seminar in Written Discourse
 ENGED-GE.3919 Beck. 30 hours: 3 units. Fall (even years).

CORE EXPERIENCES IN TEACHING AND RESEARCH

Master's Seminar in English Education
 ENGED-GE.2501 Hull. 30 hours: 3 units. Fall.

TEACHING, RESEARCH, AND REFLECTION

Teaching and Learning English Language Arts in the Middle School
 ENGED-GE.2041 Sutton, Beitlers. 30 hours: 3 units.

Teaching and Learning English Language Arts in the High School
 ENGED-GE.2042 Sutton, Beitlers. 30 hours: 3 units.

Mentorship in English Education
 ENGED-GE.2402 45 hours per unit: 1-6 units. Fall, spring.
 Registration by permission of the sponsoring professor.

Student Teaching in English Education: Middle School
 ENGED-GE.2911 Minimum of 20 days: 4 units.

Student Teaching in English Education: High School
 ENGED-GE.2922 Minimum of 20 days: 4 units.

The English Teacher as Reflective Practitioner
 ENGED-GE.2540 30 hours: 3 units. Fall, spring.

Independent Study
 ENGED-GE.2300 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.

**ENVIRONMENTAL CONSERVATION EDUCATION/
 ENYC-GE**

Foundations of Environmental Thought
 ENYC-GE.2019 30 hours: 3 units. Fall.

Contemporary Debates in Environmental Ethics
 ENYC-GE.2020 30 hours: 3 units. Spring.

Environmental Politics
 ENYC-GE.2021 30 hours: 3 units. Spring.

Final Seminar in Environmental Conservation Education

ENYC-GE.2025 30 hours: 3 units. Fall, spring.

Internship in Environmental Conservation Education

ENYC-GE.2030 45 hours per unit: 1-12 units. Fall, spring; hours to be arranged.

Environmental Education: Theory and Practice

ENYC-GE.2070 30 hours: 3 units. Spring.

LITERACY EDUCATION/LITC-GE

Language and Literacy in the Early Years

LITC-GE.2001 30 hours, 15 hours minimum of field experience: 3 units. Fall, spring.

Language and Literacy for Upper Grades (3-6)

LITC-GE.2002 30 hours: 3 units. Fall, spring, summer.

International Literature for Children

LITC-GE.2003 30 hours: 3 units. Spring.

Critical Reading and Response to Literature

LITC-GE.2005 30 hours: 3 units. Fall.

Language as a Basis for Teaching Reading and Writing

LITC-GE.2008 30 hours: 3 units. Spring. Prerequisites: a course in child development and in the teaching of reading or permission of instructor.

Language and Literacy Development

LITC-GE.2010 30 hours: 3 units. Fall.

Literacy Assessment

LITC-GE.2011 30 hours: 3 units. Spring. Prerequisites: LITC-GE.2013 or LITC-GE.2015, LITC-GE.2010, LITC-GE.2016, and LITC-GE.2017.

Literacy Education I: Reading Practices in Early Childhood and Childhood

LITC-GE.2012 30 hours: 3 units. Fall, spring.

Literacy Education II: Writing Practices in Early Childhood and Childhood

LITC-GE.2013 30 hours: 3 units. Fall.

Literacy Education I: Reading Practices in Middle Childhood and Adolescence

LITC-GE.2014 30 hours: 3 units. Fall, spring.

Literacy Education II: Writing Practices in Middle Childhood and Adolescence

LITC-GE.2015 30 hours: 3 units. Fall.

Reading and Writing: Foundations

LITC-GE.2016 30 hours: 3 units. Fall.

Text, Tools, and Culture

LITC-GE.2017 30 hours: 3 units. Spring.

Practicum in Literacy Education (Grades B-6)

LITC-GE.2991 48 hours: 2 units (repeatable for 4 units). Spring, summer. Prerequisite: LITC-GE.2011.

Practicum in Literacy Education (Grades 5-12)

LITC-GE.2992 48 hours: 2 units (repeatable for 4 units). Spring, summer. Prerequisite: LITC-GE.2011.

Literacy for the Special Learner

SPCED-GE.2055 30 hours: 3 units. Spring.

Prerequisites: LITC-GE.2010, LITC-GE.2013 or LITC-GE.2015, LITC-GE.2016, and LITC-GE.2017 or permission of instructor.

Organization and Supervision of Literacy Programs

LITC-GE.2065 30 hours: 3 units. Spring, summer.

Prerequisite: LITC-GE.2011 or permission of instructor.

MATHEMATICS EDUCATION/ MTHED-GE

Curriculum and Assessment in Secondary Mathematics

MTHED-GE.2007 30 hours: 3 units. Fall.

Research Investigations in Mathematics Education

MTHED-GE.2008 30 hours: 3 units.

Explorations in Mathematics-Geometry

MTHED-GE.2026 15 hours: 1 unit.

Explorations in Mathematics-Data and Chance

MTHED-GE.2027 15 hours: 1 unit.

Explorations in Mathematics-Fractions, Decimal, and Percents

MTHED-GE.2028 15 hours: 1 unit.

The Teaching of Rational Numbers, Grades 5-12

MTHED-GE.2031 45 hours: 3 units. Fall.

The Teaching of Data Collection and Analysis, Grades 7-12

MTHED-GE.2032 30 hours: 3 units.

The Teaching of Secondary School Mathematics

MTHED-GE.2033 45 hours: 3 units. Summer, fall.

Educational Technology in Secondary School Mathematics

MTHED-GE.2034 45 hours: 3 units.

The Teaching of Algebra and Trigonometry, Grades 7-12

MTHED-GE.2035 45 hours: 3 units. Spring.

The Teaching of Geometry, Grades 7-12

MTHED-GE.2036 45 hours: 3 units. Spring.

The Teaching of Pre-calculus in High School

MTHED-GE.2037 45 hours: 3 units.

Mathematical Content Courses:

3 unit courses: A study of basic concepts of mathematics related to secondary school from an advanced viewpoint.

Selected Topics in Modern Mathematics I: Number Theory

MTHED-GE.2043 30 hours.

Selected Topics in Modern Mathematics II: Discrete Mathematics

MTHED-GE.2044 30 hours.

Mathematical Proof and Proving

MTHED-GE.2050 30 hours. Fall.

Professionalized Subject Matter in Mathematics I: Geometry

MTHED-GE.2101 30 hours.

Professionalized Subject Matter in Mathematics II: Linear Algebra

MTHED-GE.2102 30 hours.

Mathematical Modeling

MTHED-GE.2103 30 hours.

Mathematical Investigations and Problem Posing

MTHED-GE.2104 45 hours.

History of Mathematics

MTHED-GE.2061 30 hours: 3 units.

Supervision of Mathematics in the Schools

MTHED-GE.2135 30 hours: 3 units.

Student Teaching in Mathematics Education: Middle and High Schools I
MTHED-GE.2911 *A minimum of 20 days: 3 units. Fall, spring.*

Student Teaching in Mathematics Education: Middle and High Schools II
MTHED-GE.2922 *A minimum of 20 days: 3 units. Fall, spring.*

Teaching Elementary School Mathematics: Foundations and Concept Development
MTHED-GE.2115 *30 hours: 3 units.*

Teaching Elementary School Mathematics: Problem Solving and Procedures
MTHED-GE.2116 *20 hours: 2 units.*

Independent Study
MTHED-GE.2300 *45 hours per unit: 1-6 units. Fall, spring, summer. Hours to be arranged.*

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity
SCMTH-GE.2000 *30 hours: 3 units.*

Doctoral Courses

Qualitative Research in Mathematics Education I: Research Design
MTHED-GE.3010 *30 hours: 3 units.*

Qualitative Research in Mathematics Education II: Guided Data Analysis
MTHED-GE.3011 *30 hours: 3 units.*

Learning Theories in Mathematics Education Research
MTHED-GE.3014 *30 hours: 3 units.*

Mathematics Curriculum Research and Evaluation
MTHED-GE.3015 *30 hours: 3 units.*

Professional Seminar in Mathematics Education I
MTHED-GE.3021 *30 hours: 3 units.*

Professional Seminar in Mathematics Education II
MTHED-GE.3022 *30 hours: 3 units.*

MULTILINGUAL MULTICULTURAL STUDIES/ BILED-GE, FLGED-GE, LANED-GE, TESOL-GE

MULTILINGUAL MULTICULTURAL STUDIES

BILINGUAL EDUCATION PROGRAMS

FOREIGN LANGUAGE EDUCATION

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Bilingual Multicultural Education: Theory and Practice
BILED-GE.2001 *30 hours: 3 units. Fall, spring, summer.*

Teaching Second Languages: Theory and Practice
TESOL-GE.2002 *30 hours: 3 units. Fall, spring, summer.*

Linguistic Analysis
LANED-GE.2003 *30 hours: 3 units. Fall, spring, summer.*

Intercultural Perspectives in Multilingual Multicultural Education
LANED-GE.2005 *30 hours: 3 units. Fall, spring, summer.*

Teaching Foreign Languages to Elementary School Children
FLGED-GE.2018 *30 hours: 3 units. Summer.*

Applied Linguistics in French
FLGED-GE.2027 *30 hours: 3 units. Fall.*

Advanced Individual Project in Multilingual Multicultural Studies
FLGED-GE.2039 *45 hours per unit: 3-6 units. Fall, spring, summer; hours to be arranged.*

Teaching Second Languages in a Technological Society
LANED-GE.2040 *30 hours: 3 units. Fall, spring, summer.*

Language Evaluation and Assessment
LANED-GE.2060 *30 hours: 3 units. Fall, spring.*

Student Teaching in Foreign Languages Education (Grades 7-9)
FLGED-GE.2911 *100 hours: 4 units. Fall, spring.*
Closed to nonmatriculated students.
Other restrictions listed in bulletin under "Supervised Student Teaching."

Student Teaching in Foreign Languages Education (Grades 10-2)
FLGED-GE.2922 *20 days minimum for 3 units: 3-6 units. Fall, spring.*

The Teaching of Foreign Languages: Theory and Practice
FLGED-GE.2069 *60 hours: 4 units. Fall.*

Culminating Seminar in Multilingual Multicultural Studies
LANED-GE.2099 *30 hours: 3 units. Fall, spring.*

Curriculum Adaptation in Bilingual Education
BILED-GE.2101 *30 hours: 3 units. Spring.*

Bilingual Exceptional Child
BILED-GE.2103 *30 hours: 3 units. Fall, spring, summer.*

Teaching School Subjects with a Bilingual Approach
BILED-GE.2105 *30 hours: 3 units. Fall, spring, summer.*

Methods of Teaching Language Arts and Literacy with a Bilingual Approach
BILED-GE.2110 *30 hours: 3 units. Fall, spring, summer.*

Advanced Chinese for Teachers of Chinese I
FLGED-GE.2124 *30 hours: 3 units. Fall.*

Advanced Chinese for Teachers of Chinese II
FLGED-GE.2125 *30 hours: 3 units. Spring.*

Advanced Japanese for Teachers of Japanese
FLGED-GE.2127 *30 hours: 3 units. Spring.*

Advanced Spanish for Teachers of Spanish
FLGED-GE.2128 *30 hours: 3 units. Spring.*

Advanced French for Teachers of French
FLGED-GE.2129 *30 hours: 3 units. Spring.*

Student Teaching in Bilingual Education (Grades K-6)

BILED-GE.2991 20 days minimum: 3 units. Fall, spring.

Student Teaching in Bilingual Education (Grades 7-12)

BILED-GE.2992 20 days minimum: 3 units. Fall, spring.

The Second Language Classroom: Elementary and Secondary Schools

LANED-GE.2201 40 hours: 4 units. Fall, spring.

The Second Language Classroom: Colleges and Adults

LANED-GE.2202 40 hours: 4 units. Fall, spring.

Linguistics, Literacy, and Bilingualism

LANED-GE.2203 30 hours: 3 units. Summer.

Teaching Second Languages Across Content Areas

LANED-GE.2204 30 hours: 3 units. Fall, spring.

Structure of American English

LANED-GE.2205 30 hours: 3 units. Fall, spring, summer.

Second Language Acquisition: Theory and Research

LANED-GE.2206 30 hours: 3 units. Fall, spring.

Student Teaching in TESOL (Grades K-6)

TESOL-GE.2901 20 days minimum: 3 units. Fall, spring, summer.

Student Teaching in TESOL (Grades 7-12)

TESOL-GE.2902 20 days minimum: 3 units. Fall, spring, summer.

Classroom Observation Seminar in Teaching Second Languages

TESOL-GE.2250 30 hours: 3 units. Fall, spring, summer.

Teaching EFL in International Settings

TESOL-GE.2223 30 hours: 3 units. Fall, spring.

Independent Study

LANED-GE.2300 45 hours per unit. Fall, spring, summer; hours to be arranged.

Independent Study

TESOL-GE.2300 45 hours per unit. Fall, spring, summer; hours to be arranged.

Independent Study

FLGED-GE.2300 45 hours per unit. Fall, spring, summer; hours to be arranged.

Independent Study

BILED-GE.2300 45 hours per unit. Fall, spring, summer; hours to be arranged.

Applied Linguistics in Chinese

FLGED-GE.2417 30 hours: 3 units. Fall.

Applied Linguistics in Spanish

FLGED-GE.2419 30 hours: 3 units. Fall.

Applied Linguistics in Japanese

FLGED-GE.2421 30 hours: 3 units. Spring.

Linguistics, Society, and the Teacher

ENGED-GE.2515 30 hours: 3 units. Fall, spring.

Advanced Research Seminar: TESOL/ Foreign Language and Bilingual Education

LANED-GE.2800 30 hours: 3 units. Spring.

Research and Practice in Academic English Writing for ELLs

TESOL-GE.2810 30 hours: 3 units. Fall, spring.

Workshop in Foreign Language Education

FLGED-GE.2914 10 hours per unit: 1-6 units. Fall, spring, summer.

Field Experience and Seminar in Foreign Language Teaching

FLGED-GE.2918 30 hours: 3 units. Fall, spring.

Doctoral Seminar: Bilingual Education and TESOL

LANED-GE.3005, 3006, 3007, 3008 30 hours for each session: 3 units. Fall, spring.

SCIENCE EDUCATION/ SCIED-GE

Science Experiences in the Elementary School I

SCIED-GE.2009 30 hours: 2 units. Fall.

Science Experiences in the Elementary School II

SCIED-GE.2010 30 hours: 2 units. Spring.
Prerequisite: SCIED-GE.2009.

Recent Advances in Physics

SCIED-GE.2015 30 hours: 3 units. Fall, spring.

Recent Advances in Chemistry

SCIED-GE.2016 30 hours: 3 units. Fall, spring, summer.

Recent Advances in Biology

SCIED-GE.2017 30 hours: 3 units. Fall, spring.

Breakthroughs in Science

SCIED-GE.2018 30 hours: 3 units. Fall.

Science in a Historical Perspective

SCIED-GE.2021 30 hours: 3 units. Fall, summer.

Science and Human Values

SCIED-GE.2022 30 hours: 3 units. Spring.

Measuring Outcomes of Science Teaching

SCIED-GE.2031 30 hours: 3 units. Spring.

Analyzing Science Teaching

SCIED-GE.2032 30 hours: 3 units. Spring.
Prerequisite: prior teaching experience (or SCIED-GE.2039 and student teaching).

Methods I: Teaching of Science in Middle Schools

SCIED-GE.2039 45 hours: 3 units. Fall.

Methods II: Teaching of Science in High School

SCIED-GE.2040 45 hours: 3 units. Spring.

The Scientific Enterprise

SCIED-GE.2042 30 hours: 3 units. Fall.

The Public Understanding of Science

SCIED-GE.2043 30 hours: 3 units.
Spring.

Using New York City's Nonformal Science Resources to Teach Science

SCIED-GE.2050 30 hours: 3 units.
Spring, summer.

Curriculum in Science: Elementary Schools

SCIED-GE.2091 30 hours: 3 units. Fall.

Science Curriculum: Intermediate and Secondary Schools

SCIED-GE.2092 30 hours: 3 units. Fall.

Culminating Seminar: Teacher as Researcher, Reflective Practitioner, and Curriculum Developer

SCIED-GE.2100 10 hours: 1 unit

Supervision of Science

SCIED-GE.2135 30 hours: 3 units.
Spring.

Student Teaching in Science Education: Middle School

SCIED-GE.2911 A minimum of 20 days: 3 units. Fall, repeated spring; hours to be arranged.

Student Teaching in Science Education: High School

SCIED-GE.2922 A minimum of 20 days: 3 units. Fall, repeated spring; hours to be arranged.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity

SCMTH-GE.2000 30 hours: 3 units. Fall, summer.

Research Internship in Science/Mathematics for Educators

SCMTH-GE.2002 60 hours: 6 units.
Summer.

Independent Study

SCIED-GE.2300* 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.

SOCIAL STUDIES EDUCATION/ SOCED-GE

Teaching Social Studies in the Middle and Secondary School

SOCED-GE.2042 30 hours: 3 units. Fall, spring, summer.

The Social Studies Curriculum: U.S. History

SOCED-GE.2047 30 hours: 3 units. Fall.

The Social Studies Curriculum: World History

SOCED-GE.2048 30 hours: 3 units.
Spring.

Student Teaching in Social Studies Education: Middle School

SOCED-GE.2911 140 hours: 3 units. Fall, spring.

Student Teaching in Social Studies Education: High School

SOCED-GE.2922 140 hours: 3 units. Fall, spring.

Culminating Experience: Social Studies and History Workshop

SOCED-GE.2140 30 hours: 3 units.
Summer.

Humanities and Social Studies

SOCED-GE.2145 30 hours: 3 units.
Spring.

M.A. Seminar in Social Studies

SOCED-GE.2146 30 hours: 3 units. Fall, summer.

SPECIAL EDUCATION/ SPCED-GE

Developing Strategies That Support Children's Social Behavior

SPCED-GE.2025 30 hours: 3 units. Fall, spring.

Foundations of Curriculum for Diverse Learners

SPCED-GE.2051 30 hours: 3 units.
Summer, fall.
Corequisite: SPCED-GE.2124.

Education of Students with Severe and Multiple Disabilities

SPCED-GE.2052 30 hours: 3 units. Fall, spring.

Literacy for the Special Learner

SPCED-GE.2055 30 hours: 3 units.
Spring.

Prerequisite: ECED-GE.2012 or at least 6 units in literacy and permission of instructor.

Strategies for Teaching Students with Emotional and Behavioral Disabilities

SPCED-GE.2108 30 hours: 3 units. Fall, spring.

Prerequisite: SPCED-GE.2124.

Individuals with Disabilities in Schools and Communities

SPCED-GE.2124 30 hours: 3 units.
Summer, fall.

The Young Special Needs Child: Child, Family, and Community I

SPCED-GE.2126 30 hours: 3 units.
Summer, fall.

The Young Special Needs Child: Child, Family, and Community II

SPCED-GE.2127 30 hours: 3 units.
Spring.

Prerequisite: SPCED-GE.2126.

Principles and Practices in Early Childhood Special Education

SPCED-GE.2128 30 hours: 3 units.
Summer, spring.

Prerequisite: SPCED-GE.2160.

Psychological Foundations of Learning Disabilities

SPCED-GE.2131 30 hours: 3 units.

Assessment and Instructional Design for Students with Mild to Moderate Disabilities

SPCED-GE.2133 30 hours: 3 units.
Prerequisite: SPCED-GE.2161.

Psychological and Educational Assessment in Special Education

SPCED-GE.2136 30 hours: 3 units. Fall.

Educating Students with Special Needs in Early Childhood Settings

SPCED-GE.2160 30 hours: 3 units. Fall, spring.

Educating Students with Special Needs in Childhood Settings

SPCED-GE.2161 30 hours: 3 units. Fall, spring.

Prerequisite: SPCED-GE.2051.

Educating Students with Special Needs in Middle Childhood and Adolescent Settings

SPCED-GE.2162 30 hours: 3 units. Fall, spring.

Transdisciplinary Special Educational Program Development and Implementation

SPCED-GE.2249 30 hours: 3 units.

Observation in Special Education

SPCED-GE.2501 20 hours of field experience: 1 unit. Fall.

Observation in Early Childhood Special Education

SPCED-GE.2502 20 hours of field experience: 1 unit. Fall, spring.

Integration Seminar in Special Education I

SPCED-GE.2507 20 hours: 2 units. Fall, spring.

Integration Seminar in Special Education II

SPCED-GE.2508 30 hours: 3 units. Fall, spring.

Prerequisite: all program coursework preceding student teaching.

Integrating Seminar in Early Childhood Special Education I

SPCED-GE.2511 30 hours: 1-3 units. Fall, spring.

Integrating Seminar in Early Childhood Special Education II

SPCED-GE.2512 30 hours: 2-3 units. Spring, summer.

Student Teaching in Special Education I: Early Childhood (Grades B-2)

SPCED-GE.2903 Minimum 20 days: 3 units. Fall, spring.

Student Teaching in Special Education II: Early Childhood (Grades B-2)

SPCED-GE.2904 Minimum 20 days: 3 units. Fall, spring, summer.

Student Teaching in Special Education I: Early Childhood (Grades 1-6)

SPCED-GE.2901 Minimum 20 days: 2 units. Fall, spring.

Student Teaching in Special Education II: Early Childhood (Grades 1-6)

SPCED-GE.2902 Minimum 20 days: variable 2-3 units. Fall, spring.

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