

# New York University Bulletin



UNDERGRADUATE 2010-2012

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# Childhood, Early Childhood, and Special Education

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**Suzanne C. Carothers**  
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*Program Directors*

## **Programs Committed to Teaching All Children**

The Steinhardt School of Culture, Education, and Human Development prepares teachers who recognize the capacities, strengths, and needs of all children and their families. To meet this challenge, we have created two dual certification programs that are at the cutting edge of the profession: one in **Childhood Education and Childhood Special Education (grades 1-6)** and a second in **Early Childhood Education and Early Childhood Special Education (birth-grade 2)**. This design recognizes that whether our graduates choose to work in general education settings, special education settings, or inclusive settings, they need to share a set of common understandings. Thus, our students acquire a firm knowledge base in human development. They acquire knowledge and skills for providing enriching, child-centered educational environments and learn how to adapt those environments to meet the needs of the diverse students in their classes.

Graduates from these dual certification programs share common visions for their students and their students'

families. They acquire the collaborative skills to realize those visions with teachers, parents, and other education and health professionals. In short, NYU's integrated, dual certification programs model the process its graduates will use throughout their careers.

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## **B.S. Program in Childhood Education and Childhood Special Education**

### **A Program That Leads to Dual Certification**

Successful completion of the Childhood Education and Childhood Special Education Program leads to dual certification in grades 1-6. We prepare graduates for two types of teacher certification: (1) as a childhood education teacher and (2) as a special education teacher.

This certification enables our graduates to teach in either general education, inclusive, or self-contained special education settings.

### **Opening Doors and Supporting the Diverse Needs of Learners**

The Certification Program in Childhood Education and Childhood Special Education is designed to

prepare teachers for both childhood (elementary) and special education settings. Program graduates will be prepared to work in collaboration with families and other education professionals to teach children with varying capacities and needs in a variety of instructional environments.

### **Focusing on How Children Learn and Develop**

Our Teacher Certification Program in Childhood Education and Childhood Special Education in the Department of Teaching and Learning is an urban-centered and field-based program that gives you a thorough command of an integrated curriculum grounded in a deep understanding of children's growth and development, with an emphasis on human variability. You will have practical experience in the field, and you will gain mastery of the various content areas of the elementary curriculum (mathematics, science, social studies, and language arts), as well as learn to create and adapt learning environments that allow all children to grow to their maximum potential.

### **Strong Emphasis on the Liberal Arts**

A solid foundation in a wide range of liberal arts subjects and expertise in one area of the liberal arts are critical to your development as a competent teacher. With our liberal arts core and the 30-point liberal arts concentration required by New York State for teacher certification, our baccalaureate program ensures that you will receive the best possible preparation to be a teacher. For your liberal arts concentration, you choose from such areas as history, literature, science, and mathematics and from many other offerings in the Steinhardt School of Culture, Education, and Human Development and the College of Arts and Science. Additionally, through the Steinhardt School, your knowledge of teaching children will be supported by courses about human development, educational foundations, and inquiry-based education.

### **Introduction to the Field**

Throughout your freshman and sophomore years, you will be involved in a variety of educational and other community-based settings.

These field experiences will be supported by course work designed to help you understand children and their diverse learning experiences.

### **Student Activities**

From your first year, your involvement in departmental activities will round out your learning. You may join the special education club, P.E.A.C.E., Professionals Educating and Advocating for Children with Exceptionalities, which is a chapter of the Council for Exceptional Children, and the Future Educators Club, which is available to all teacher education students in the department. You may also take advantage of various departmental seminars and social activities concerned with the education of children. Students are also encouraged to join the Steinhardt School's Undergraduate Student Government.

### **Study Abroad**

You are encouraged to spend a semester or more abroad in one of NYU's academic centers around the world, such as Madrid, Paris, London, Florence, Prague, Berlin, Buenos Aires, Accra, Shanghai, or Tel Aviv. NYU in London

offers a wide array of courses, including science, mathematics, and literature. Program requirements indicate that study abroad experiences should be scheduled before the beginning of the junior year.

### **Field Experience and Student Teaching**

Throughout the program, you will be involved in a variety of field experiences. After you begin your specialized program in childhood education and childhood special education in your junior year, you will have four experiences in various settings with children ages six to 12. Your student teaching is done in a classroom with a cooperating teacher at your school site. A member of our faculty will supervise you. Faculty supervision ensures continuity between your classroom work and field experiences.

### **Childhood Fieldwork**

Students will have opportunities to gain important skills through student teaching placements in lower grades 1-3 and upper grades 4-6 in both general education and special education.

### **Senior Honors**

Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies and writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, each student works independently on a project under the direction of his or her own faculty supervisor, with whom the student holds regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

## CHILDHOOD EDUCATION AND CHILDHOOD SPECIAL EDUCATION

This dual certification program provides preparation for those who want to teach in both childhood (elementary, grades 1-6) and special education settings. Students are exposed to an integrated curriculum emphasizing human

variability and are prepared in the various content areas of the elementary curriculum. In addition to core courses in child growth and development and to pedagogical courses, all students are required to take a minimum

of 60 points in liberal arts classes. The student's program of study includes a full range of field experiences and observations, culminating in three semesters of student teaching opportunities in a public or independent school

setting. The total points required for program completion may be reduced depending on course work used for the liberal arts concentration.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year      33 Points

FALL SEMESTER	MAJOR	SPRING SEMESTER	MAJOR
<b>LIBERAL ARTS</b>	New Student Seminar. E03.0001 . . . . . 0	<b>LIBERAL ARTS</b>	Inquiries into Teaching and Learning I. E27.0001 . . . . . 4
Writing the Essay. V40.0100 . . . 4	Field Observations in Schools and Other Educational Settings. E27.0005 . . . . . 1	The Advanced College Essay. E52.0110 . . . . . 4	
Foreign Language I . . . . . 4	<b>TOTAL</b> <span style="float: right;"><u>17</u></span>	Foreign Language II . . . . . 4	<b>TOTAL</b> <span style="float: right;"><u>16</u></span>
Foundations of Contemporary Culture: Texts and Ideas. V55.04•• . . . . . 4		Foundations of Contemporary Culture: Cultures and Contexts. V55.05•• . . . . . 4	
Course by Advisement . . . . . 4			

#### Sophomore Year      32 Points

FALL SEMESTER	SPRING SEMESTER	MAJOR	MAJOR
<b>LIBERAL ARTS</b>	Mathematics Course by Advisement . . . . . 4	<b>LIBERAL ARTS</b>	Human Development II: Application for Childhood Educators. E63.0022 . . . . . 2
Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06•• . . . . . 4	Liberal Arts Concentration . . . . 4	Speech Communication. E21.0033 . . . . . 4	Human Development I. E63.0020
Natural Science Course by Advisement . . . . . 4	<b>TOTAL</b> <span style="float: right;"><u>16</u></span>	(If exempt by exam—substitute will be a liberal arts concentration course.)	<b>or</b>
		Natural Science Course by Advisement . . . . . 4	Human Development II: Early Adolescents/Adolescents. E63.0023 . . . . . 2
		Foundations of Contemporary Culture: Expressive Culture. V55.07•• . . . . . 4	<b>TOTAL</b> <span style="float: right;"><u>16</u></span>

#### Junior Year      36 Points

FALL SEMESTER	SPRING SEMESTER	MAJOR	MAJOR
<b>LIBERAL ARTS</b>	Integrating Seminar in Childhood and Special Education I—Contexts and Learning Environments of Diverse Learners. E25.1005 . . . . . 1	<b>LIBERAL ARTS</b>	Language and Reading Instruction for Childhood I. E26.1177 . . . . 2
Liberal Arts Concentration . . . . 4	Foundations of Special Education. E75.0083 . . . . . 3	Classroom Assessment. E75.1035 . . . . . 2	Integrating Seminar in Childhood and Special Education II: Assessment to Guide Instruction. E25.1006 . . . . . 1
<b>MAJOR</b>	Observation and Participation in Special Education. E75.1504 . . . . . 2	<b>MAJOR</b>	Principles and Strategies for Teaching Students with Severe and Multiple Disabilities. E75.1010 . . . . . 3
Language and Reading Instruction for Early Childhood. E26.1176 . . . . . 2	<b>TOTAL</b> <span style="float: right;"><u>18</u></span>	Integrated Curricula in Science, Health, and Mathematics in Childhood Education. E25.1141 . . . . . 2	Student Teaching in Childhood I. E25.1901 . . . . . 2
Teaching Elementary School Mathematics I. E12.1023 . . . . . 2		Teaching Elementary School Mathematics II. E12.1024 . . . . 2	
Integrated Arts in Childhood Education. E78.1055 . . . . . 2		Student Teaching in Childhood I. E25.1901	
Strategies for Teaching Children with Challenging Behavior. E75.1161 . . . . . 2		<b>or</b>	<b>TOTAL</b> <span style="float: right;"><u>18</u></span>

**Senior Year      36 Points**

**FALL SEMESTER**

**LIBERAL ARTS**

Liberal Arts Concentration . . . . .8

**MAJOR**

Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E27.1999 . . . . . 1

Integrated Curricula in Multicultural Education, Social Studies, and Curricular Design in Childhood Education I. E25.1142 . . . . .3

Principles and Strategies for Teaching Students with Mild to Moderate Disabilities I. E75.1007 . . . . .2

Integrating Seminar in Childhood and Special Education III—Curricular Design and Instruction for Diverse Learners. E25.1007 . . . . .1

Student Teaching in Childhood II. E25.1902

**or**

Student Teaching in Special Education: Childhood. E75.1901 . . . . . 3

**TOTAL** 18

**SPRING SEMESTER**

**LIBERAL ARTS**

Liberal Arts Concentration . . . . .8

**MAJOR**

Integrated Curricula in Children's Literature, the Arts, and Technology. E25.1144 . . . . . 3

Principles and Strategies for Teaching Students with Mild to Moderate Disabilities II. E75.1008 . . . . . 2

Language and Reading Instruction for Childhood II. E26.1178 . . . 1

Integrating Seminar in Childhood and Special Education IV: Professional Development and Collaboration with Parents and Other Professionals. E25.1008 . . . . .1

Student Teaching in Childhood II. E25.1902

**or**

Student Teaching in Special Education: Childhood. E75.1901 . . . . . 3

**TOTAL** 18

**GRAND TOTAL: 137 Points**



## **B.S. Program in Early Childhood Education and Early Childhood Special Education**

### **A Program That Leads to Dual Certification**

Successful completion of the Early Childhood Education and Early Childhood Special Education Program leads to dual certification in birth through grade 2. We prepare graduates for two types of teacher certification: (1) as an early childhood education teacher and (2) as an early childhood special education teacher.

This certification enables our graduates to teach in general education, inclusive, or self-contained special education settings as well as early intervention, home-based, day care, and other infant/toddler, nursery, and pre-school programs.

### **Opening Doors and Supporting the Diverse Needs of Learners**

The Certification Program in Early Childhood Education and Early Childhood Special Education is designed to prepare teachers for infant-toddler, pre-K, or grade K-2 general education or special education programs. Program graduates will be prepared to work in collaboration with families and

other education professionals, as well as professionals from related disciplines to provide learning opportunities for children with varying capacities and needs in a variety of settings.

### **Focusing on How Children Learn and Develop**

Our Teacher Certification Program in Early Childhood Education and Early Childhood Special Education within the Department of Teaching and Learning is an urban-centered and field-based program that gives a thorough command of an integrated curriculum grounded in a deep understanding of children's growth and development, with an emphasis on human variability. You will have practical experience in the field, and you will gain mastery of the various content areas of the early elementary curriculum (mathematics, science, social studies, and language arts), as well as learn to create and adapt learning environments that allow all children to grow to their maximum potential.

### **Strong Emphasis on the Liberal Arts**

A solid foundation in a wide range of liberal arts subjects and expertise in one area of the liberal arts are critical to your development as a first-rate teacher. With our liberal

arts core and the 30-point liberal arts concentration required by New York State for teacher certification, our baccalaureate program ensures that you will receive the best possible preparation to be a teacher. For your liberal arts concentration, you choose from such areas as history, literature, science, mathematics, and from many other offerings in the Steinhardt School of Culture, Education, and Human Development and the College of Arts and Science. Additionally, through the Steinhardt School, your knowledge of teaching children will be supported by courses in human development, educational foundations, and inquiry-based education.

### **Introduction to the Field**

Throughout your freshman and sophomore years, you will be involved in a variety of educational and community-based settings. These field experiences will be supported by course work designed to help you understand children and their diverse learning experiences.

### **Student Activities**

From your first year, your involvement in departmental activities will round out your learning. You may join the special education club, P.E.A.C.E., Professionals Educating and Advocating

for Children with Exceptionalities, which is a chapter of the Council for Exceptional Children, and the Future Educators Club, which is available to all initial students in the department. You may also take advantage of various departmental seminars and social activities concerned with the education of children. Students are also encouraged to join Steinhardt's Undergraduate Student Government.

### **Study Abroad: Education in Comparative Perspectives**

You are strongly encouraged to spend a semester abroad in one of NYU's many study abroad sites in Paris, Madrid, Florence, Berlin, London, Buenos Aires, Shanghai, Prague, Tel Aviv, or Accra. NYU in London offers a special course for teacher education students that takes them to British schools and classrooms for observation and firsthand learning. Program requirements indicate that study abroad experiences should be scheduled before the beginning of the junior year.

### **Field Experience and Student Teaching**

Throughout the program, you will be involved in a variety of field experiences. After you begin your specialized program in early

childhood education and early childhood special education in your junior year, you will have four experiences in various settings with young children. Your student teaching is supervised by a cooperating teacher at your school site and by a member of our faculty. Faculty supervision ensures continuity between your classroom work and field experiences.

### Early Childhood Fieldwork

You will begin the program in a placement with infant and toddler-aged children in the first semester of your junior year. You will then have subsequent experiences with preschool and kindergarten-age children and with children in grades 1 and 2. In your final semester, you will have the opportunity to complete your student teaching experience by returning to the age range and setting of your choice. To ensure that all students have the opportunity to work with children of varying abilities, two of these placements will be in settings serving children with disabilities. Settings for your placements will be representative of the variety of school, home, and center-based environments that serve young children and their families, including nursery schools, child care centers, Head Start and

Early Head Start, hospitals, recreation programs, and public and private schools.

### Senior Honors

Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with a faculty member, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies, writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, each student works independently on a project under the direction of his or her own faculty supervisor, with whom the student holds regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

### Other Programs to See:

- All secondary education fields
- Applied Psychology
- MMS/TESOL
- Literacy

## YOUR CAREER OPPORTUNITIES

Rising enrollments and the current focus on the value of early childhood, childhood, and special education point to excellent job prospects for teachers. The Childhood Education and Childhood Special Education Dual Certification Program prepares you for teaching positions in grade levels 1-6. Teaching positions are available in public and private schools, general education, and inclusive and segregated special education settings, including home-based, hospital, and residential settings. The Early Childhood Education and Early Childhood Special Education Dual Certification Program prepares you to teach all young children, birth through grade 2, in a variety of settings that include center-based and home-based infant and toddler and early intervention programs, day care, Head Start, preschool/nursery, and private and public schools. To qualify for initial certification in New York, you will be required to take the New York State certification examinations. Please see your adviser for more detailed information.

Graduates of our programs also move on to related fields and graduate programs where the skills of teaching in childhood, early childhood, and special education are valuable assets. These include positions such as counselor, librarian, supervisor and administrator, school psychologist, curriculum specialist, and staff developer.

A sampling of positions that graduates have obtained include

- Head teacher or team teacher
- Resource room teacher
- Consulting teacher
- Special education itinerant teacher
- Inclusion coordinator
- Head Start director
- Assistant teacher
- Social service agency caseworker
- Children's television producer
- Children's book editor
- Corporate employee trainer
- Fire Department curriculum developer

## EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION

The 134-point curriculum in early childhood education and early childhood special education is designed to prepare teachers for teaching in both early childhood (birth-grade 2) and early childhood special education settings.

The pedagogical core introduces students to an integrated curriculum, emphasizing the theories of teaching and learning, educational formation, and linguistic and developmental diversity in early childhood. In addition,

all students are required to take 60 points in liberal arts. The student's program of study includes a full range of field experiences and observations, culminating in three semesters of student teaching opportunities in a public

or independent school setting. The total points required for program completion may be reduced depending on course work used for the liberal arts concentration.

### SAMPLE CURRICULUM WORKSHEET

**Freshman Year      33 Points**

FALL SEMESTER	MAJOR	SPRING SEMESTER	MAJOR
<b>LIBERAL ARTS</b>		<b>LIBERAL ARTS</b>	
Foundations of Contemporary Culture: Texts and Ideas. V55.04•• . . . . . 4	New Student Seminar. E03.0001 . . . . . 0	Foundations of Contemporary Culture: Cultures and Contexts. V55.05•• . . . . . 4	Inquiries into Teaching and Learning I. E27.0001 . . . . . 4
Writing the Essay. V40.0100 . . . 4	Field Observations in Schools and Other Educational Settings. E27.0005 . . . . . 1	The Advanced College Essay. E52.0110 . . . . . 4	
Foreign Language I . . . . . 4	<b>TOTAL</b> <span style="float: right;"><u>17</u></span>	Foreign Language II . . . . . 4	<b>TOTAL</b> <span style="float: right;"><u>16</u></span>
Mathematics Course by Advisement . . . . . 4			

**Sophomore Year      32 Points**

<b>FALL SEMESTER</b>	Quantitative Reasoning: Mathematical Patterns in Nature. V55.0101 . . . . . 4	<b>SPRING SEMESTER</b>	Liberal Arts Concentration . . . . 4
<b>LIBERAL ARTS</b>		<b>LIBERAL ARTS</b>	<b>MAJOR</b>
Liberal Arts Concentration . . . . 4	<b>TOTAL</b> <span style="float: right;"><u>16</u></span>	Foundations of Contemporary Culture: Expressive Culture. V55.07•• . . . . . 4	Human Development I. E63.0020 . . . . . 2
Inquiries into Teaching and Learning II. E27.1002 . . . . . 4		Natural Science Course by Advisement. V•••••	Human Development II: Application for Childhood Educators. E63.0022 . . . . . 2
Natural Science Course by Advisement. V••••• . . . . . 4		<b>or</b>	<b>TOTAL</b> <span style="float: right;"><u>16</u></span>
Mathematics Course by Advisement. V•••••		Nutrition and Health. E33.0119 . . . . . 4	
<b>or</b>			

**Junior Year      36 Points**

<b>FALL SEMESTER</b>	Foundations of Special Education. E75.0083 . . . . . 3	<b>SPRING SEMESTER</b>	Integrating the Arts into the Early Childhood Curriculum 1 (Drama). E78.1053 . . . . . 1
<b>LIBERAL ARTS</b>		<b>LIBERAL ARTS</b>	
Liberal Arts Concentration . . . . 4	Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E27.1999 . . . . . 1	Liberal Arts Concentration . . . . 4	Instructional Strategies for Supporting Diverse Learners in Early Childhood Settings I. E75.1047 . . . . . 2
Liberal Arts Concentration . . . . 4	<b>TOTAL</b> <span style="float: right;"><u>18</u></span>	<b>MAJOR</b>	Principles and Practices for Teaching Students with Severe and Multiple Disabilities. E75.1010 . . . . . 3
<b>MAJOR</b>		Language and Literacy. E26.1175 . . . . . 2	Student Teaching in Special Education: Early Childhood. E75.1903 . . . . . 3
Introduction to Early Childhood and Special Education. E25.1103 . . . . . 2		Mathematical Concepts in Integrated EC/SE Curriculum I. E12.1032 . . . . . 2	<b>TOTAL</b> <span style="float: right;"><u>18</u></span>
Learning and Experience in Family, School, and Community I. E25.1019 . . . . . 2		Integrated Curricula in EC/SE I: Science, Social Studies. E25.1024 . . . . . 1	
Observation and Participation in Early Childhood Special Education. E75.1503 . . . . . 2			

Senior Year		33 Points	
<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
<b>LIBERAL ARTS</b>		<b>LIBERAL ARTS</b>	
Liberal Arts Concentration . . . . .4	Integrating the Arts into the Early Childhood Curriculum II (Music). E78.1054 . . . . .1	Liberal Arts Concentration . . . . .4	Integration Seminar in Early Childhood and Special Education. E75.1012 . . . . .3
<b>MAJOR</b>	Instructional Strategies for Supporting Diverse Learners in Early Childhood Settings II. E75.1048 . . . . .2	Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06•• . . . . .4	Student Teaching in Special Education: Early Childhood. E75.1509
Language and Reading Instruction in Early Childhood. E26.1176 .2	Student Teaching in Early Childhood. E25.1904 . . . . .3	<b>or</b>	Student Teaching in Early Childhood. E25.1904 . . . . .4
Mathematical Concepts in Integrated EC/SE Curriculum II. E12.1033 . . . . .2	<b>TOTAL</b> <span style="float:right"><u>16</u></span>	<b>MAJOR</b>	<b>TOTAL</b> <span style="float:right"><u>17</u></span>
Integrated Curricula in EC/SE II: Science, Social Studies. E25.1026 . . . . .2		The Role of the Professional in Early Childhood Special Education. E75.1510 . . . . .2	

**GRAND TOTAL: 134 Points**