NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development

Applied Psychology
Art
Communication
Education
Health
Music
New York University prides itself on being a private university in the public service. In the Department of Teaching and Learning, that service focuses primarily on public schools and the ongoing crisis in urban education. In many urban schools, dropout rates are too high, reading and math performance too low, and retention rates for new teachers in desperate need of improvement.

Teaching and Learning faculty, doctoral students, and M.A. students see themselves as teachers and researchers on the front lines of the battle to revitalize urban education. Our faculty have published on a broad range of urban education issues, including school violence, racial segregation, the achievement gap, educational and youth development among recent immigrants, fiscal inequities between urban and suburban schools, and curriculum and teacher development in primary, middle, and secondary education. Our faculty have used their expertise to consult with and assist schools in addressing some of their most critical problems in such areas as special education, literacy, math, history, and bilingual education and have been part of school reform efforts that have founded dynamic new schools and partnered with a range of schools in New York City.

The core mission of the Department of Teaching and Learning is teacher education, preparing our students to meet the challenges of teaching and leadership in today’s demanding educational environment. Our graduates will not only be able to succeed in their first year 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 of our graduates are in leadership positions in schools, universities, and other educational institutions.

The Department of Teaching and Learning offers newly conceptualized programs in all of our pre-service 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 new curricula, we have drawn on our faculty’s extensive experience as Pre-K-12 teachers, our years as teacher educators, our close working relationships with current teachers and principals in the New York City schools, and feedback from our 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 learners into the 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 of our 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 our future teachers to deepen and enrich their background in the fields they will be teaching. Our discipline-based courses integrate content and pedagogical approaches so that we simultaneously consider an aspect of the subject—history, mathematics, science, literature, and so on—and how it could be most effectively taught.

Many of our curricula offer both a normal and an accelerated schedule of completion of the M.A. degree and certification requirements. The accelerated schedule, which we refer 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 Web site at www.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 either allow teachers 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 in-service M.A. degree programs, see the appropriate pages later in this bulletin.

To further strengthen the teaching and scholarship of our faculty, students, and graduates, the Department of Teaching and Learning has established two centers: the Center for Research on Teaching and Learning and the Ruth Horowitz Center for Teacher Development. Each has a distinct but related focus on teaching and learning in schools that is integral to the department’s goal of generating knowledge and understandings that contribute broadly to the policies and practices of teacher education.

The Center for Research on Teaching and Learning (CRTL) works with NYU graduate students, faculty, and staff to design and implement research and evaluation studies to assess the efficacy of preservice and in-service teacher
education programs and to identify best practices and strategies that will enhance teaching and learning. Quantitative and qualitative methodological approaches are combined to provide the multiple perspectives essential to understanding complex educational issues. In all research endeavors, CRTL focuses on the processes and causes that underlie the ultimate goal of the work of education—effective teaching resulting in high student achievement. CRTLs research agenda is grounded in the issues that challenge urban school systems, chief among which are policies and methods that show promise for reducing the achievement gap.

The overarching goal of CRTLs work is to advance understanding of the causal linkages among teacher preparation, educational practice, and student learning. CRTL focuses its research on educational issues of central importance to teaching and learning. The scope of work that is underway in collaboration with the department’s faculty and graduate students includes the following:

- Establishing an integrated database of quantitative and qualitative data integral to the measurement of the outcomes of the department’s teacher education programs.
- Designing a system of accountability that will fulfill the requirements for accreditation.
- Designing and implementing research studies to establish the validity and reliability of instruments and procedures used to collect database elements.
- Designing and implementing evaluation studies for new department projects and programs.
- Assessing the longer-term effects of teacher education and teacher induction on teacher success, job satisfaction, and retention, as well as pupil achievement.
- Developing evaluation and research designs that respond to Requests for Proposals from governmental and not-for-profit agencies and private foundations.
- Providing technical assistance to department faculty, project staff, and adjuncts in the design and implementation of independent research studies.
- Assisting undergraduate and graduate students in the technical aspects of their research.

The Ruth Horowitz Center for Teacher Development brings together a group of innovative, field-based projects focusing on teacher professional development and learning in significant curriculum areas such as language and literacy (Reading Recovery, Training for All Teachers), history and social studies education (U.S. History Project), and environmental science (Wallerstein Collaborative). In addition, center projects address the professional learning needs of beginning teachers (the Early Career Project for department graduates). Through this work, center projects are committed to improving the capacity of schools to be effective learning environments for their students.

Reading Recovery is an example of a research-based approach to early intervention with first grade children who are the lowest achievers in reading and writing in their school. The structure and design of the program are consistent with a large body of research on how children learn to read and write. Additionally, empirical studies have demonstrated the effectiveness of Reading Recovery in reducing the number of children who have extreme difficulty with literacy learning in public schools. Reading Recovery is well established across the United States and is widely implemented in New York City and the metropolitan region. In partnership with participating school systems, the department prepares Reading Recovery teacher leaders who return to their school districts qualified to educate and supervise other teachers, provide technical support, and implement and evaluate Reading Recovery outcomes. During this full-time, yearlong program, participants work daily with four children in a school setting and earn graduate credits through three required Department of Teaching and Learning courses.

A long-standing department project, Project MUST—Mentoring Urban Students for Teaching—serves as a leadership training program designed to motivate and prepare minority high school students to contribute to their home communities through teaching and public service careers. In a collaborative effort with the New York City public schools, juniors and seniors at the Manhattan Center High School for Science and Mathematics are encouraged to seriously consider career possibilities in teaching and related human service fields.
New York State mandates 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 who will host students completing all their fieldwork. The current list of cooperating schools may be viewed by visiting the Web site of the Office of Clinical Studies at http://steinhardt.nyu.edu/teacher.education. The office is located 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 aims to provide students with a foundation of understanding of teaching and learning approaches and strategies. To provide some practical application of the classroom teaching, many courses either have a specific field component or assign projects requiring observation and participation in school classrooms. Instructors in these courses will distribute a Fieldwork Request Form to be completed by each student and then submitted to the Office of Clinical Studies, which 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 complete at least 15 hours of fieldwork for each course that includes a field experience. Students not seeking teacher certification complete the number of hours required by the course that includes a field experience.

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.

Depending on the requirements of each course and the opportunities provided by the school, these activities may include, but are not limited to, the following:

- observing students in classrooms
- with teachers
- looking at curriculum
- discussing curriculum
- sitting in on planning sessions
- staff development meetings
- looking at students’ reading samples
- discussing curriculum
- 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, non-curricular activities).

Note: Students seeking certification in Early Childhood Education and in the dual program Early Childhood Education/Early Childhood Special Education will be supervised by NYU faculty during this portion of their fieldwork. Their schedules must take into consideration the days the supervisor will be on site.

STUDENT TEACHING

All students must complete two semesters of student teaching, each in a different school and in a different grade. 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 (as many as five days per week). All programs expect students to assume increasing teaching responsibilities over time until taking over full control of the classroom. All student teaching placements are supervised by NYU faculty.

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 schools with which NYU has established relationships over time. The current list of cooperating schools may be viewed by visiting the Web site of the Office of Clinical Studies at www.steinhardt.nyu.edu/teacher.education.

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 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; http://www.teac.org.

Faculty

Mark Alter, Professor. B.S. 1969, Unity College; M.S. 1973, Ph.D. 1980, Yeshiva. Instructional program design and implementation supporting the education of general and special education students.


Studies how students develop and sustain interest in science and conducts research on access and equity for urban minority youth in science, with a particular focus on democratic science education. Taught physics, biology, and mathematics at schools in California and New York City. Recently on the founding staff of the School for Democracy and Leadership in Brooklyn, New York, where she has also served as acting assistant principal, science department chair, and mentor for new teachers.

Adolescent literacy; literacy assessment; relationships between reading and writing in learning and teaching; urban education; discourse analysis.

Field research and mentoring in teaching of secondary school science.

Mathematics education; supervisor of student teachers in secondary mathematics; alternative computation strategies; role of visual images in learning mathematics; urban education; field-based research.

Early childhood education and elementary education, with emphasis on the nature of ethnographic inquiry and community relations in education.

American political history, history of social movements, and history education. Author of The Free Speech Movement: Reflections on Berkeley in the 1960s, selected as one of the Los Angeles Times Book Review's "100 Best Books of 2002" and selected for its "Best in the West" list of the best books published on the West in 2002; Dear Mr. Roosevelt: Letters from Children of the Great Depression in 2002; and When the Old Left Was Young: Student Radicals and America's Mass Student Movement, 1929-1941, named an outstanding Academic Book for 1994 by Choice.

Patricia M. Cooper, Assistant Professor. B.A. 1972, SUNY (Purchase); M.A. 1978, Chicago; M.Ed. 1980, Erikson Institute (Loyola); Ph.D. 2001, Emory.
Research interests include multicultural education, literacy education, early literacy development, early childhood development, children’s literature, teacher education, education of black children.

Maryann Dickar, Assistant Professor. B.A. 1988, Vassar College; M.A. 1993, SUNY (Binghamton); Ph.D. 2000, Minnesota.
Student cultures of resistance and their relationship to school reform. Urban school reform, critical pedagogy, and identity formation particularly as it is influenced by race, class, gender, and sexuality. Professional development.

Research interests include the schooling experiences of immigrant and U.S. ethnic minority children, parenting values and beliefs about education, and family, school, and community partnerships.

Miriam Eisenstein-Ebsworth, Associate Professor. B.A. 1968, Brooklyn College (CUNY); M.A. 1971, Columbia; Ph.D. 1979, Graduate Center (CUNY).
Specialist in second language acquisition, language variation, and cross-cultural communication. Author of Language Variation and the ESL Curriculum and The Dynamic Interlanguage: Empirical Studies in Second Language Variation. Chair of the Second Language Acquisition Circle and research representative to the international TESOL Section Council.

Lisa Fleisher, Associate Professor. B.A. 1972, Brooklyn College (CUNY); M.S. 1977, Ph.D. 1979, Illinois (Urbana-Champaign).
Models of effective instruction and behavior support; literacy acquisition and instruction for students with disabilities and children at risk. Person-centered planning and positive behavior supports; school and community inclusive practices for children and adults with disabilities.

James W. Fraser, Professor. B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1973, Columbia.
History and education in the United States, teaching history/teaching democracy in public schools, religion and public education. Author of Preparing America's Teachers: A History (Teachers College Press), Between Church and State: Religion and Public Education in a Multicultural America (Palgrave-Macmillan), etc.

Pamela Fraser-Abler, Associate Professor. B.Sc. 1972, West Indies; M.Ed. 1976, Ph.D. 1982, Pennsylvania State.
Science curriculum development, implementation, and evaluation; subcultural differences in science achievement; gender- and ethnic-related issues in science education.

Jay Gottlieb, Professor. B.S. 1964, City College (CUNY); M.S. 1966, Ph.D. 1972, Yeshiva.
Applied research in special education, mainstreaming, attitudes toward people with disabilities, multidisciplinary evaluation.

Karen D. King, Associate Professor. B.S. 1991, Spelman College; Ph.D. 1997, Maryland.
Research interests in mathematics teacher education and professional development; educational policy; research design.

Research interests: language, literacy, and urban education, specifically among African American males; the use of digital media and new technology to teach literacy in urban contexts; teaching popular culture in the contexts of English education.

Research interests: school reform, special education, curriculum design, professional development.

Director of New York University's Wallerstein Collaborative for Urban Environmental Education. Also affiliated with NYU's Environmental Conservation Education Program. Areas of expertise include environmental education, curriculum development, teacher education, and program development. Recipient of numerous grants and awards, including the Outdoor Education Award from the New York State Council on the Environment.

Language assessment, second and foreign language teaching and learning, program evaluation, education of English language learners.
Research interests focus on history and education and include southern education history, the role of philanthropy in education, and race and schooling.

Literacy education in urban school contexts; sociocultural perspectives on literacy education; literacy standards and assessment; teacher research and classroom inquiry as pedagogy.


Experiences: taught in the Northern Territory of Australia for almost 15 years, working as subject teacher, head of department, and assistant principal. Research interests: learning and teaching science in urban schools, professional education of science teachers, the history and philosophy of science and science education, historio-cultural analysis of learning environments, learning to teach, and using design experiments.


Research focuses on the influences of mothers and teachers on children’s social and academic development in early and middle childhood. Currently conducts research on the National Institute of Child and Human Development Study of Early Care and Youth Development. Principal investigator on a project examining children’s relationships with teachers in child-care situations in the United States and Hungary.

Oliver Patterson, Clinical Professor. B.S. 1964, Brooklyn College (CUNY); M.S. 1967, Professional Diploma 1969, Ed.D. 1972, Hofstra.

Former public elementary school teacher in Oakland, California, and New York City. Current core member of the New York Collective of Radical Educators (NYCoRE) and a founding board member of Teachers Unite. Research interests include social justice education, race and racism in education, and teacher activism.

Harriet Y. Pitts, Clinical Assistant Professor. B.A. 1972, Hunter College (CUNY); M.S. 1976, Ed.D. 1984, Rutgers.
Worked in several capacities at the Department of Education—classroom teacher; funded teacher; staff developer; early childhood coordinator; Success for All facilitator; literacy coach. Currently teaches Language and Literacy in the Early Years at the undergraduate and graduate levels. Supervises student teachers at P.S. 50, Manhattan—Vito Marcantonio School. School liaison.

Specialist in composition, sociolinguistics, and the teaching of literature. Author of articles on narrative language, the composing process, and approaches to teaching literature and literacy. Coauthor of Learning to Write/Writing to Learn. Editor of Prospect and Retrospect: Selected Essays of James Britton and author of Literature for Democracy.

Met-Life Fellow of Impact II’s National Teacher Policy Institute. Taught extensively in the New York City public school system, Hudson County Community College, and St. Peter’s College. Current focus is on field placement activities, including the recruitment of schools and districts for partnership and the supervision of student teachers. Currently chairperson of the award-winning Hoboken Charter School. Research interests include professional development of student teachers and the effect of for-profit charter schools on public education.

Patricia A. Romandetto, Master Teacher. B.S. 1965, M.S. 1966, St. John’s; M.S. 1975, Lehman College (CUNY).
Thirty-seven years of teaching and supervising with the New York City Department of Education (last six years as community superintendent); practical knowledge and a thorough understanding of how schools work and how to best prepare teachers to serve students better academically, emotionally, and socially.

Former teacher, guidance counselor, assistant principal for the Department of Education, New York City.

Research interests include social skills of preschool children with disabilities, Head Start services to children with disabilities, and friendship development in inclusive settings.

Interest: curriculum development.
Struggling readers, reading acquisition, reading comprehension, and classroom tests include standards-based education, assessment, education of special populations. Former executive director of assessment and accountability, New York City Board of Education; member, New York State Assessment Panel.

Diana B. Turk, Assistant Professor. Ph.D. 1999, Maryland (College Park).

Areas of specialization include social studies curriculum and instruction, American studies, U.S. women’s history, and ethnographic methodology.


Learning disabilities, numeracy development, reading development, at-risk learners, child development, special education, school psychology.
Doctoral Programs

Program Director
Pedro Noguera
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www.education.nyu.edu/teachlearn/doctoral

Degrees
Ph.D., Ed.D.

Faculty
Alter, Basu, Beck, Cohen, Cooper, Doucet, Eisenstein-Ebsworth, Fraser, King, Kirkland, Llosa, McCallister, Noguera, O’Connor, Pradl, Quintero, 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 incompurable 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:

• 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 170.

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:

• Credit requirements of 45 to 60 points beyond the master's degree, depending on previous course work. Points are earned through a combination of coursework, 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 course work), 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 225–27 for a list of school-wide requirements for doctoral study at the Steinhardt School of Culture, Education, and Human Development.
Early Childhood and Childhood Education

Early Childhood Program Director
Elizabeth Quintero

East Building, Room 6531
212-992-9480
E-mail: epql@nyu.edu

Childhood Program Adviser
Roberto Martinez

East Building, Room 226
212-998-5458
E-mail: rm12@nyu.edu

Degrees
M.A., Ph.D.

Certificate
Advanced Study

Faculty
Ashdown, Barbieri, Carothers, Doucher, Fraser-Abder, Krasnow, McCallister, Milne, Mulligan, O’Connor, Patterson, Picower, Pitts, Quintero, Rafter, Strassfeld

Adjunct Faculty
Barren, Kaplan, Weiss

Programs in early childhood and childhood education prepare teachers and other professionals to work with children from birth through later childhood. Graduate pre- and in-service 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 credits in addition to those taken for their undergraduate degree. (See Admission Requirements.) For those seeking graduate studies beyond the master’s level, a sixth-year program of advanced study and a doctoral program are 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 are 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 to 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.

Our foremost concern is creating quality care and education for all children. The belief in social justice is inherent in the multiple strands of our graduate early childhood teacher certification program at New York University. The program

• involves deep study of how children develop in multiple contexts;
• offers recursive teaching experiences in a variety of settings;
• provides a strong principle-based set of practices regarding learning environments and educational experiences;
• supports children and adults in learning to accept and respect each other’s differences;
• fosters a critical view of people’s histories;
• considers the needs, lifestyles, languages, and cultural patterns of the communities we serve;
• shows respect for and encourages equal status for all people;
• encourages taking immediate action to interrupt our own and other’s discriminatory behavior; and
• advocates institutional changes that value early childhood education as a vital part of a child’s educational experiences.

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

Our view is that the central component of teachers’ development as teachers—researchers is continual reflection on their own and others’ educational practices. We believe that careful reflection and examination will help preservice teachers to develop powerful tools as caring, talented, and committed professionals who will be equipped to address our stated program strands.

CERTIFICATION CURRICULA

Two master’s preservice 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.

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 a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

Students may meet requirements for the American Montessori Society credential through the preservice Early Childhood Education Program, which includes an optional sequence of courses in Montessori education. Students who successfully complete the Early Childhood Education master’s program will have completed the academic requirements for New York State Education Department initial certification in early childhood education. An additional 10 points (164 hours) and full academic year student teaching in an approved Montessori classroom may be completed in combination with the Preservice M.A. Program in Early Childhood Education and lead to eligibility for additional Montessori certification issued by the American Montessori Society. Dual certification in early childhood/early childhood special education is also available. (See Special Opportunities section.)

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 the 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 points. 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.)

The in-service master’s Early Childhood and Elementary Education Program is intended for teachers who hold provisional certification (Pre-K through grade 6). This 34-credit-point program enables teachers to develop a concentration in an area of study such as social studies/environmental education, mathematics, science, or Montessori education. The in-service program is individualized in nature. The teacher selects an adviser who assists in planning a program of course work to meet professional goals.
Graduates of the Early Childhood and Childhood Education Programs have a number of career opportunities: teaching children in public or private child-care 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.

**DEGREE REQUIREMENTS**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.

**Master of Arts**

Preservice M.A. Program in Childhood Education, Birth-Grade 2 (42 points)


Preservice M.A. Program in Childhood Education, Grades 1-6 (43 points)


In-Service M.A. Program in Childhood Education (30 points)

Four courses (12 points) relating to childhood education will be taken within the Steinhardt School linking pedagogy and content in each of the areas of English language arts, mathematics, science and technology, and social studies. Specialization (15 points): an area of study such as early childhood education, special education, language and literacy education, social studies/environmental education, mathematics, science, or Montessori education. Specializations are defined and carried out under the guidance of an adviser. Under guidance of a faculty adviser, students will develop a scholarly project on some current philosophical, pedagogical, and/or curriculum-related issue associated with childhood education to fulfill requirements of a culminating seminar.

Post-Master’s Certificate of Advanced Study (30 points)

A flexible program of studies is created by the student together with a faculty adviser to meet student needs.

**Doctoral Program**

Points 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 174 for information on all the doctoral programs in the Department of Teaching and Learning and pages 225-27 for general degree requirements.

**SPECIAL OPPORTUNITIES**

Montessori Teacher Education. A sequence of courses and field experiences integrating Montessori theory and practices with current issues in education that prepares teachers to work with children ages 2-5 in a variety of Montessori environments. Matriculants can combine these courses with study toward the M.A. degree or integrate them with special education or early childhood. The sequence is accredited by the Montessori Accreditation Council for Teacher Education (MACTED) and affiliated with the American Montessori Society. Additional academic preparation is required for New York State teacher certification.

Summer Study Abroad. The Programs in Early Childhood and Elementary Education, English Education, Literacy Education, and Social Studies Education offer two study abroad options: one, a three-week, 6-credit graduate summer study abroad program in England, and the other, a three-week, 6-credit 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 schools systems and curricula, especially in relation to the education of new immigrant children and young people. The program also includes visits to museums, theaters, 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, providing 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, Brazil.

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, 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 Web site for the most current study abroad options.

ADMISSION REQUIREMENTS
Applicants for the Preservice 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 points 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 204.

Applicants for the In-Service M.A. Program in Early Childhood and Elementary Education seeking permanent certification must hold initial New York State certification in Childhood Education 1-6.

See general admission requirements section, page 204.

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

See general financial aid section, page 214.

English Education
Program Director
Gordon Pradl
East Building, Suite 635K
212-998-5246
E-mail: gmp1@nyu.edu

Degrees
M.A., Ph.D.

Certificate
Advanced Study

Faculty
Burbieri, Beck,
Kirkland, Pradl

Adjunct Faculty
Beitlers, Fredrick,
Heller, Jeffrey, Juell,
Packer, Schlechter,
Shor, Sutton

The programs in English education, widely recognized as among the finest in the country, are founded on the common belief that content, theory, and method are inseparable. To support this through practice, course work focuses on transactional processes between speaker and listener, writer and audience, reader and writer, and 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 and learning and use proceed most naturally from whole to parts, 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 170.

Master’s Programs
The Preservice 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 49 points is needed. Required Courses (8 points): E11.2501 and E11.2540. Specialization in English Education (15 points). English Teacher Certification Sequence (26 points) includes Integrating Reading and Writing with Adolescents I E11.1600, Integrating Reading and Writing with Adolescents II E11.1601, Inquiries into Teaching and Learning III E27.2010, Student Teaching in English Education E11.1603, and The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse
Identification/School Violence Prevention E27.1999 (1 point).

There is also a dual-certification M.A. Program in Educational Theatre, All Grades, and English Education, 7-12. See page 92 for description.

The In-Service M.A. Degree Program in English Education (ENGP) serves professionals holding provisional certification in English in New York State and seeking preparation for permanent 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 points.

**Required Courses** (6 points): Master’s Seminar in English Education E11.2501 and a concluding seminar, English Teacher as Reflective Practitioner E11.2540. **Courses Related to the Student’s Professional Goals** (6 points). **Specialization** (18 points): 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. The curriculum is also 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.

**Certificate of Advanced Study**
The sixth-year Certificate of Advanced Study in teaching English language and literature in college 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 points (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: literature, reading, media education, composition education, curriculum development, and applied linguistics. The doctorate requires a minimum of 54 points 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. See page 174 for information on all doctoral programs in the Department of Teaching and Learning and pages 225-27 for general degree requirements.

Contact Professor Sarah Beck: 212-998-5473.

**ADMISSION REQUIREMENTS**
In addition to the general requirements, applicants for the M.A. program must present at least 30 points 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 204.

**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 214.

**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 Elementary Education offer a four-week, 9- to 12-point summer graduate study abroad program in Oxford, England. This program celebrated its 30th anniversary in 2005. 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.
Two master's 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 courses 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, integrating strategic teaching of reading and writing throughout their specialty. In either curriculum, full-time students can finish in an accelerated 12-month format (fall, spring, and summer semesters) and part-time students, in two years.

One master’s degree program 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 permanent 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.

For information on two dual programs that prepare students for certification as literacy specialists and in special education either at the early childhood (birth-grade 2) or childhood (grades 1-6) levels, please see page 186 under Special Education.

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 children 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 in order to assist them in achieving system standards. Professional seminars explore critical issues that inform the role of literacy specialists and classroom teachers in schools. Finally, two practicums 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 a provisional certificate in early childhood/elementary 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 a provisional 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 6 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 concentrates on the development of literacy materials and literacy assessment.

FINANCIAL OPPORTUNITIES

Loans and scholarships may be available for qualified applicants to master’s study. See general financial aid section, page 214.
Mathematics Education

Program Co-directors
Zhonghong Jiang and Brenda Strassfeld

East Building, Suite 637
212-998-5870

Degree
M.A., Ph.D.

Faculty
Burgunder, Jiang, King, Richardson, Sharif-Mcleod, Simion, Strassfeld

Adjunct Faculty
Cinco, Hankin, Tapper, Werner

The programs in mathematics education lead to master’s and doctoral degrees and prepare students to enter the fields of teaching at all levels from secondary school through college. Students in these programs may take their graduate 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 at the highest levels of professional associations and in current areas of professional research. In this capacity, they encourage and support students in the programs to become actively involved in both professional activities and ongoing research projects.

Program faculty also serve as the directors and coordinators of numerous teacher training and research projects in which students in the Program in Mathematics Education are able to participate. Current research activities of the mathematics education faculty include the use of calculator and computer technology to enhance mathematics learning and understanding, student understanding and attitude in the learning of geometry, and mathematical modeling.

CAREER OPPORTUNITIES

Graduates have many career opportunities open to them both within and outside the academic community here and abroad. These include the teaching of mathematics and related subjects (including statistics) at all levels from secondary school through college; serving as a mathematics specialist or coordinator in a school or a school district; training new teachers in a college or university; working as a software or curriculum developer; and working in the private sector as a trainer or a specialist in an area of applied mathematics.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.

Master of Arts

The Preservice M.A. Program in Teaching Mathematics, Grades 7-12, has a prerequisite of at least 27 points of good mathematics courses with grades of B or better. It is a 43-point program that prepares students to teach mathematics in grades 7-12 and culminates in students obtaining 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.

Required Courses: 16 points in pedagogical core (Inquiries into Teaching and Learning III, Special Education, Historical/Social Perspectives on Education, Human Development I, Language and Literacy); 12 points in state-required pedagogy courses (Junior High School Methods, Senior High School Methods, Junior High School Student Teaching, Senior High School Student Teaching); 9 points in mathematics education pedagogy (the secondary math curriculum plus two courses from The Teaching of Geometry, The Teaching of Algebra and Trigonometry, The Teaching of Data and Chance, and The Teaching of Precalculus); 6 points in mathematics content taken either in the Graduate School of Arts and Science or selected math content courses offered through the Program in Mathematics Education itself. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention (3 points).

The In-Service M.A. Program in Mathematics, Grades 7-12, serves professionals holding initial New York State certification in mathematics in New York State and seeking preparation for professional certification. It is a 30-point program, combining advanced mathematics content courses with pedagogy courses to enhance the student’s understanding of both content and teaching.

Ph.D. Program in Mathematics Education

Note: The Ph.D. program is currently not admitting students. Students interested in a doctoral program in mathematics education should apply for admission to the Ph.D. or Ed.D. Programs in Teaching and Learning.

The program includes course work in mathematics and related fields (computer science and statistics), in the specialty area of mathematics education, and in general education. This course work provides a thorough grounding in content; the history of, and philosophy underlying, current educational theory and practice; classroom implementation; current research in mathematics education; current developments in the implementation of technology in the mathematics curriculum and the mathematics classroom; and research and statistical methodology.

Program requirements, and the decision regarding which one of the four career goals is most appropriate for a particular student, are worked out in consultation between the program adviser and the candidate, based on the candidate’s personal and professional goals. The doctoral program in mathematics education requires a minimum of 45 points of graduate course work beyond the master’s degree.

With appropriate background in a combination of mathematics and education, a full-time student can complete the program within four or five years. Students in this program must also take and pass a departmental candidacy examination some time during the second or third year of study and complete an original doctoral dissertation.

Required Courses: Foundations of Education (6 points): Cognate Courses (6 points).

Specialized Mathematics Education Courses (9-15 points).

Research Electives (15 points).

Specialized Research Methodology (3 points). Dissertation Preparation and Development (6 points).

ADMISSION REQUIREMENTS

See general admission section, page 204.

Preservice M.A. Degree Program in Teaching Mathematics 7-12 candidates must hold a bachelor’s degree with a minimum of 27 points in mathematics content. Applicants with fewer than this number of points, but whose grades indicate the ability to do well in mathematics, can take the missing course work as a part of the program in addition to the regular requirements. Applicants must also have completed or complete a college-level course of study of a language other than English or American Sign Language.

In-Service M.A. Degree Program in Mathematics 7-12 candidates must hold initial New York State certification in secondary mathematics.

The Ph.D. program is currently not admitting students.
Multilingual Multicultural Studies

Bilingual Education

Foreign Language Education

Teaching English to Speakers of Other Language (TESOL)

Program Director
Frank Lixing Tang

East Building, Suite 635
212-998-5498
www.education.nyu.edu/teachlearn/mmsweb

Degrees
M.A., Ph.D.

Certificates
Postbaccalaureate Advanced Certificate, Post-Master’s Certificate of Advanced Study

Faculty
Eisenstein-Ebsworth, Llosa, Tang

Adjunct Faculty
Camhi, DeCapua, DeCastro, DeFazio, Eisenstein-Ebsworth, Fishman, Fujisaki, Geller-Marlowe, Graham, Gure, Kardos, Kim, Kunz, Kurland, Lan, Marsh, McDonell, McSweeney, Montgomery, Naiditch, Nakamura, Niu, Pally, Shanahan, Smith, Vigourut, 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 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 immigration 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.

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 Education

Postbaccalaureate Advanced Certificate. Applicants must have an undergraduate degree in liberal arts or sciences. There are additional requirements for those desiring the bilingual extension.

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.

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. Applicants must present a master’s degree, current GRE scores, two letters of recommendation, and a sample of written work in English.

Foreign Language Education (Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish)

M.A. in Foreign Language Education. 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 points in the target foreign language. These students should apply for the M.A. Program in Teachers of Foreign Languages 7-12.

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 in Teachers of Foreign Language (FLED) only.

Dual Teacher Certification Program in Teaching a Foreign Language and Teaching English to Speakers of Other Languages (FLTS): Applicants must have completed a bachelor’s degree with a major in the target language or have 30 points or equivalent. In addition, students must have taken as part of their general education courses at least 3 points each in mathematics, science, and social studies.

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

Teaching English to Speakers of Other Languages (TESOL)

Postbaccalaureate 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 points in mathematics, science, and social studies and 12 points 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.

*Bilingual extension: Applicants must be eligible for New York State certification in their primary area 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.
DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.

Bilingual Education
Master of Arts. The Master of Arts program (54 points) 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.

Course offerings are included below in another section in this bulletin.

Doctoral Program. The Doctoral Program in Bilingual Education (Ph.D.) prepares teacher educators, supervisors, and researchers for bilingual and multicultural 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 points of course work and 1 point per semester for advisement while preparing their doctoral dissertations. See page 174 for information on all doctoral programs in the Department of Teaching and Learning and pages 225-27 for general degree requirements.

Bilingual Extension. The 12- to 15-point bilingual extension program includes courses in linguistics, culture, bilingual and second language pedagogy, and language through content.

Foreign Language Education
(Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish)
M.A. Program in Teaching a Foreign Language 7-12. Students seeking certification must complete 44 points of course work. 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 points.

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 prepares 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 do student teaching at the elementary level for ESL and the secondary level for the target language. Students who complete this 51-point 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 E29.2018, to extend their certification to grades K-6.

Post-Master’s Certificate of Advanced Study. The certificate program in foreign language education consists of 30 points 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.

M.A. Program in TESOL (All Grades—Leading to New York State Teacher Certification). Students seeking state certification must complete 44 points of course work, 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 points of course work, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and field experiences.

Doctoral Program. 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 points of course work and 1 point per semester for advisement while preparing their doctoral dissertations.

Postbaccalaureate Advanced Certificate in TESOL. This 15-point 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. Course work includes foundation in methods, structure of American English, and internship.

Post-Master’s Certificate of Advanced Study. The certificate program in foreign language education consists of 30 points 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.

SPECIAL OPPORTUNITIES
The Programs in Multilingual Multicultural Studies and in International Education jointly offer a three-week, 6-point 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 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 majors may also take advantages of other study abroad programs offered by the Department of Teaching and Learning, such as our summer program in Brazil, winter session in Mexico, etc.
Science Education

Program Director
Pamela Fraser-Abder

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Graduate Advisement Coordinator
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212-998-5458
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Degree M.A.
Faculty
Basu, Blonstein, Fraser-Abder, Milne
Adjunct Faculty
Leonhardt, Moscona, Wallace

The programs are designed to meet the needs of several types of students. They comprise 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 permanent 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, computer science, education, or science, technology, and society. Because of its concentration of courses focused on strategies for teaching science to urban at-risk students, these programs provide an excellent opportunity for involving teachers in techniques for increasing participation in science by women and minorities.

CAREER OPPORTUNITIES
Severe shortages of science teachers at all levels have been forecast for the foreseeable future. This program provides the foundation for entering science education at an excellent time.

Graduates teach at both private and public schools. However, science communication skills are 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 170.

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 points of 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 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 professionals holding provisional certification in a science in New York State and seeking preparation for permanent certification Biology 7-12, Chemistry 7-12, or Physics 7-12.

Other Required Courses

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.

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

See general admission section, page 204.

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; scholarships for underrepresented populations in science education. Minority group scholarships are available to students entering science teaching through the Teacher Opportunity Corps or the Teacher Leader Quality Partnership Program. Scholarships may also be available.

See general financial aid section, page 214.

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.
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—the necessity—of teaching for social justice and inspiring civic engagement in today's students. In 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 course work 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 complex 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 course work 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, or “Preservice,” 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 92 for description.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.

Preservice Master's Degree Program in Teaching Social Studies 7-12 (41 points). Curriculum Courses (9 points): Social Studies Curriculum: U.S. History E23.2047, Humanities, Literacy, and the Social Studies E23.2143, Social Studies Curriculum: World History E23.2048. Pedagogical Content (8 points): M.A. Seminar in Social Studies E23.2146, Teaching Social Studies in the Middle and Secondary School E23.2042, Literacy and the Social Studies E23.2147. Pedagogical Core (10 points): Inquiries into Teaching and Learning E27.2010, Educating Students with Disabilities in Middle Childhood and Adolescent Settings E75.2162, Adolescent Development E63.2272. Student Teaching (8 points): Supervised Student Teaching I: Social Studies in the Middle School E23.2050, Supervised Student Teaching II: Social Studies in the Secondary School E23.2051. Elective (3 points): 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 points): Culminating Experience: Social Studies and History Workshop E23.2140. Other: Social Responsibility of Teachers E27.2999. In-Service/Professional Certification Program in Social Studies Education (30 points): 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 points of the program must be at the 2000 level of study.


In addition, students take a total of 15 points 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, or in another department related to social studies within the Graduate School of Arts and Science. The City as Resource in Historical Research E23.2304, What Are Schools For? Historical Perspectives E55.2175, History of American Education and Society: Race and Ethnicity E55.2174, Slavery, Colonialism, and Revolution in the Caribbean G37.1809.

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 E25.2078, Foundations of Curriculum for Diverse Learners E75.2051, Educating Students with Special Needs in Middle Childhood and Adolescent Settings E75.2162, Adolescent Development: Theory and Research E63.2272.

IV. Culminating seminar (3 points): Culminating Experience: Social Studies and History Workshop E23.2140.

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 trainers, 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 state-wide and national school reform movements.

Students who earn the M.A. in social studies complete the appropriate course work 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. Course work 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 credit hours in history will be taken as part of the program. Students must have also completed coursework in economics (3 points), political science/government (3 points), and an additional 3 points 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 course work, 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 204.

Special Education

Program Director
Lisa Fleisher

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Degree
M.A.

Certificate
Advanced Study

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

Adjunct Faculty
Duggan, Gold, Heller, Okuma, 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)

NYU graduates understand that special education is neither a place nor is it a group of students. Rather, 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.

Integration of theory and practice is interwoven 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 curricular 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 devel-
DEPARTMENT OF TEACHING AND LEARNING
Steinhardt School of Culture, Education, and Human Development Bulletin 2007-2009
Early Childhood Special Education
Childhood Settings
Community I
Early Childhood Education: Materials
Education II
Integrating Seminar in Early Childhood Special Education
Pedagogical Courses—Early Childhood (ESEE)
Program in Early Childhood Education
DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.
The M.A. Program in Special Education: Early Childhood (SEEC) (34 points)
This program is open to participants who have a bachelor's degree and who are not yet certified to teach. 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). The M.A. Program in Special Education: Early Childhood (SEEC) (34 points)
To meet certification requirements, students seeking their initial certificate may need liberal arts credits 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-point 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 204.)
The M.A. Program in Special Education: Early Childhood (SEEC) (34 points)
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 170.
Specialized Pedagogical Courses (18 points): The Young Special Needs Child: Child, Family, and Community I E75.2126, The Young Special Needs Child: Child, Family, and Community II E75.2127, Educating Children with Special Needs in Early Childhood Settings E75.2160, Principles and Practices of Early Childhood Special Education E75.2128. Education of Students with Severe and Multiple Disabilities E75.2052. Integrating Seminar in Early Childhood Special Education I E75.2511. Observation, Fieldwork, and Student Teaching (10 points): Field Placements in Early Childhood E25.2235, Observations in Early Childhood Special Education Settings E75.2502, Student Teaching in Early Childhood Special Education I E75.2519, Student Teaching in Early Childhood Special Education II E75.2520. Culminating Experience (3 points): Integrating Seminar in Early Childhood Special Education II E75.2512. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2990 (0 points).
SPECIFIC ADMISSION REQUIREMENTS
To meet certification requirements, students seeking their initial certificate may need liberal arts credits 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-point 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 204.)
SPECIFIC ADMISSION REQUIREMENTS
Candidates must hold or be eligible for provisional or initial certification in early childhood education.
The 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 points)
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 170.
General Pedagogical Core


Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2990 (0 points).

SPECIFIC ADMISSION REQUIREMENTS
To meet certification requirements, students seeking their initial certificate may need liberal arts credits 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-point 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 204.)

The M.A. Program in Childhood Special Education (SECH) (34 points)
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 170.

General Pedagogical Core
(6 points): Foundations of Curriculum for Diverse Learners E75.2051, Individuals with Disabilities in Schools and Communities E75.2124.

Specialized Pedagogical Courses
(12 points): Education of Children with Special Needs in Childhood Settings E75.2161, Strategies for Working with Children with Emotional/Behavioral Disabilities E75.2108, Assessment and Instructional Design for Students with Mild/Moderate Disabilities E75.2133, Education of Students with Severe/Multiple Disabilities E75.2052. Observation, Fieldwork, and Student Teaching (minimum 4 points): Observations in Special Education E75.2501, Student Teaching in Childhood Special Education II E75.2522. Electives (9 points): Student Teaching in Childhood Special Education I E75.2521, Integrating Seminar in Special Education I E75.2507, Psychological Foundations of Learning Disabilities E75.2131, Literacy of the Special Learner E75.2055, Psychological and Educational Assessment in Special Education, E75.2136, others by advisement. Culminating Experience (3 points): Integrating Seminar in Childhood Special Education II E75.2508.

Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2990 (0 points).

SPECIFIC ADMISSION REQUIREMENTS
Candidates must hold or be eligible for provisional or initial certification in childhood education.
Teaching and Learning

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Degrees
Ed.D., Ph.D.

Faculty
Alter, Beck, Cohen, Eisenstein-Elsworth, Fraser, King, Mayher, McDonald, Noguera, Pradl, Quintero, Sobelman, Tang, Tobias

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 170.

Following matriculation, students are required to complete between 48 and 60 points of study (depending on prior experience and course work). These points address three broad requirements: knowledge of content in teaching and learning; skill in applying research methods; and intellectual breadth.

Points can be earned in courses, seminars, independent learning experiences, mentored experiences, or study abroad.

In addition to earning points, 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 (Ph.D. or Ed.D.)—within 10 years of their initial date of matriculation.

Because the development and completion of a dissertation or major project depend on intensely 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, contact TEAC, One Dupont Circle, Suite 320, Washington, DC. 20036; 202-466-7236; http://www.teac.org.

Courses

The courses listed herein are to be offered in 2007-2009.

DEPARTMENTAL COURSES/E27

Field Consultation
E27.2000 Minimum of 30 hours per point: 1-3 points per term. May be repeated for total of 6 points. Fall, spring; hours to be arranged.

On-site consultation for in-service personnel by faculty on such problems as goal selection, curriculum development, or evaluation. In-service personnel and faculty sponsor mutually identify a problem and develop and implement a plan. May be taken on group or individual basis. Registration requires submission of field consultation form and approval of faculty sponsor and program director.

Inquiries in Teaching and Learning III
E27.2010 60 hours plus hours arranged: 4 points. Fall, spring.

Introduces graduate-level preservice teachers to the complexities of teaching by exploring four major themes: learning, knowledge and knowing, teachers and teaching, and schools and schooling. Each theme is investigated by analyzing issues of the learner’s autobiography, the challenges of diversity, the power of collaboration, and the uses of reflection. Students read and respond to a range of relevant texts, engage in observation of an elementary or secondary school classroom, create a classroom portfolio with a focus on a particular learner, and produce a learning portfolio.

Applied Research Design
E27.2133 30 hours: 3 points. Fall, spring.
Prerequisites: E10.1085, 1086, or E10.2001, 2002, or equivalent.

Based on the formal principles of experimental and survey design, this course prepares students to design and carry out research studies that take into account the practical constraints of the real world. Topics include formulating research questions, identifying relevant target populations, selecting and sampling study participants, choosing which predictive terms to study, defining comparison groups, identifying appropriate measures, determining sample size, and evaluating the outcomes. Appropriate for doctoral students preparing to write a dissertation proposal.

Evaluating Educational Programs
E27.2132 30 hours: 3 points. Spring.

Appropriate methods of assessment of educational programs with emphasis on evaluative procedures for developers and users and consideration of materials and effectiveness of programs; focus on teacher's need for evaluation skills.

Reading Recovery: Related Theory and Research I
E27.2206 45 hours: 3 points. Fall.
Prerequisite: E25.2077 or E53.2030 or permission of the instructor.

Examines learning theories, theories of oral and written language acquisition, visual and auditory perception in reading, and models of literacy assessment and instruction in the primary years as compared to the work of Marie Clay. Early intervention programs for children at risk of failure and different concepts of text difficulty are analyzed. Work with a child is required to facilitate linking observation, practice, and theory.

NOTE TO COURSES
*Registration closed to special students.
Reading Recovery: Related Theory and Research II
E27.2207 45 hours: 3 points. Spring. Prerequisite: E25.2082 or E27.2206 or permission of the instructor.
Examines models of the reading process and reading difficulties, including phonological awareness. Examining the structures of texts and their impact on reading, learning to critically analyze research on reading and writing, and reviewing the research on reading recovery are included. Work with a child is required to facilitate linking observation, practice, and theory.

Research on Urban and Minority Education
E27.2512 30 hours: 3 points. Fall. Examination of research on urban education and minority students: an emphasis on the prevailing views for improving learning in urban areas and on the impact of minority communities on the schools. A major focus on effecting change in the classroom and the school is a central concern of the course.

Drug and Alcohol Education/Child Abuse
E27.2999 15 hours: 0 points. Fall, spring. An introduction to the role and responsibilities of teachers, school administration, and pupil personnel staff in the coordinated school health programs. Includes teaching strategies to prepare prospective teachers for the standards-based environment. Course content covers mandated health subjects, e.g., recognition and prevention of substance abuse, HIV/AIDS, child abduction; child abuse recognition (2 hours); safety education, including fire and arson prevention; and violence prevention (2 hours). Meets New York State Education Department certification requirements for instruction in school violence and identification and reporting child abuse.

Dissertation Proposal Seminar I
E27.3001 30 hours: 3 points. 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. For students who have identified an area of study. May be repeated for credit above minimum degree requirements. Emphasis on techniques for searching, analyzing, and evaluating theoretical, empirical, and methodological literature in the student’s area of interest. Consideration of various forms of inquiry, their functions, and the nature of problems addressed by each. Students prepare a written critique that synthesizes the state of knowledge and defines problem(s) for study.

Dissertation Proposal Seminar II
E27.3002 30 hours: 3 points. Fall, spring. Prerequisites: satisfactory completion of E27.3001 and a completed application form. Limited to doctoral students who have identified a problem for study, have completed one fall year of research methodology, and are prepared to write a dissertation proposal. May be repeated for credit above minimum degree requirements. Provides guidance in the preparation of a dissertation proposal. Involves study of the content and functions of parts of a proposal, characteristics of a good proposal, and principles of style. Emphasis on understanding logical relations between elements in a proposal (e.g., the problem, conceptual framework, and methodology) and on application of research, evaluation, or development principles in designing the study. Students write and engage in critical analysis of their draft proposals. Student evaluation is contingent upon successful departmental review of dissertation proposal.

Doctoral Seminar in Curriculum and Instruction
E27.3013 40 hours: 4 points. Spring. Explores models and theories appropriate to English language arts curricula at all levels. Provides lenses through which language educators can examine their practice, reflect on their decision making, and plan their future teaching.

Proseminar for Doctoral Students in Teaching and Learning I and II
E27.3037,3038 20 hours: 1-3 points. Fall. A department-wide, two-semester doctoral seminar in the advanced study of teaching and learning. For first-year students, it serves as an induction into scholarly reading, writing, and thinking, culminating in the completion of a mentored project leading to candidacy. The fall seminar addresses basic questions concerning scholarship and its relationship to practice. The spring seminar focuses on the variety of educational research and involves reading a variety of scholarly texts. Other doctoral students take it later as an opportunity to stay in contact with a scholarly community as they work on their dissertations. These students may take either of the seminars for 1 point in lieu of the doctoral advisement fee.

Topics in Teaching and Learning: Schooling and Race
E27.3101 30 hours: 3 points. This seminar, open to doctoral students across the University, explores a particular topic related to the overall study of how race has historically mattered and continues to matter in American schooling: the “achievement gap” or the performance differential among racial groups on standardized tests and other educational measures. This seminar focuses on questions of why such differentials may exist and what can be done to eliminate them.

Program Evaluation
E27.3081 30 hours: 3 points. Prerequisites: E10.2001,2002. Evaluation is a process that systematically assesses the operations and outcomes of a program or policy in an effort to respond to a series of questions based on the need to improve or understand the effectiveness of that program or policy. This course provides guidance for conducting an evaluation and covers issues relevant to stages of planning, research design, data collection and analysis, and report writing. The various ways for judging the merits of a program or policy, including cost-effectiveness analysis, are discussed.

Action Research
E27.3083 30 hours: 3 points. Actions that involve ongoing change in educational curricula, programs, or institutions are often the subject of inquiry. Reformers may wish to track the progress of their reform efforts without interrupting the process of reform. Teachers may wish to carry on some experiment in their classrooms while at the same time inquiring systematically about its effects. Students learn methods of inquiry and applicable standards of confirmation. Students explore such issues in the context of actual case studies—small and larger—of action research projects. Where possible, they conduct their own action research or otherwise help others to do so.

EARLY CHILDHOOD AND CHILDHOOD EDUCATION/E25

Early Childhood
Integrating Seminar in Early Childhood Education I
E25.2002 10 hours per point: 1-3 points. Summer, fall. A companion field or student teaching placement. Seminar that weaves information and concerns stemming from work in the field and on-campus courses toward each student’s evolving teaching philosophy, practices, and research understandings. Emphasis on the study of teaching toward helping students network, self-supervise, and enrich their teacher research toward evolving reflective practice. Deep consideration in defining and actualizing social justice in classrooms, schools, and community. Forum for
communication with all partners in the early childhood program. Focus on curriculum material and methods in student teaching placements.

**Integrating Seminar in Early Childhood Education II**
E25.2003 30 hours: 2 points. Fall, spring. Accompanies field or student teaching placement.
Part two of the seminar with focus on curriculum material and methods in student teaching placements.

**Integrating Seminar in Early Childhood Education III**
E25.2004 30 hours: 3 points. Fall, spring. Accompanies field or student teaching placement.
Extension of work in Integrating Seminar II, with focus on examination of practices in early childhood settings through the lens of teacher as researcher.

**Multicultural Perspectives in Social Studying in Early Childhood**

**Issues in Early Childhood Education**
E25.2024 60 hours, 15 hours minimum of field experience: 4 points. Fall.
Addresses both historical and contemporary perspectives of child development, as they relate to early childhood programs. Focuses on societal contexts, including culture and international perspectives, refugee and immigration issues, intergenerational childhoods, and economic and political policies, as they relate to early childhood programs, including programs for learners with special needs and learners of English as an additional language. Considers research and its impact on early childhood programs, with particular attention to advocacy.

**Curriculum in Early Childhood Education: Theory and Methods in Integrated Curriculum**
E25.2037 30 hours: 2 points. Fall, spring. The early childhood classroom explored as a nexus for collaborative, integrative curriculum building, with greater focus on theory. Emphasis on child-centered, culturally intrusive approaches. Study of verbal and nonverbal communication, reading, writing, numeracy, science, social studies, the arts, and an expanded vision of technology appropriate for diverse populations of young children.

**Curriculum in Early Childhood Education: Materials and Practice**
E25.2038 30 hours: 3 points. Fall, spring. In-depth exploration of curricula appropriate for diverse early childhood settings through intensive learning experiences in areas such as blocks and manipulatives, physical and temporal environments, music and movement, numeracy, literacy, infant and toddler curricula, early intervention, and antibias curricula. Stressing curriculum planning and design informed by observation and assessment of children in student teaching placements.

**Integrated Arts in Childhood Education II**
E25.2055 30 hours: 2 points. Fall, spring. Methods for integrating music, art, dance, and drama into an integrated childhood education curriculum.

**Language and Literacy in the Early Years**
E25.2077 30 hours, 15 hours minimum of field experience: 3 points. Fall, spring. Examination of issues, theories, processes, and contexts involved in oral language and literacy development and the implications for curriculum and instruction in early childhood settings, birth through grade two. Integrated approaches to teaching methods and materials for literacy curriculum for the diverse language and learning needs of young children in a variety of early childhood settings and communities, with special emphasis on (1) the relationship between oral language and literacy development in home, school, and community including strategies to support a language-rich environment; (2) the reciprocity between reading and writing development in one language and in multiple languages; and (3) ongoing assessment of student progress.

**Study of Teaching**
E25.2250 45 hours: 3 points. Fall.
Students study the process of teaching through real and simulated situations. Emphasis on teacher roles, behavior, alternative teaching models, and decision making in the teaching-learning process. Students are videotaped twice in their placements for purposes of self-analysis. Students are expected to apply principles and skills in their fieldwork.

**Field Placement in Early Childhood**
E25.2255 15 hours: 2 point. Fall. Prerequisite: 30 hours minimum of field placement.
University-supervised field experiences with young children in a variety of early childhood settings are used to support course work.

**Working with Parents**
E25.2297 30 hours: 3 points. Summer. Study of the relationships between families, communities, and educational programs. Explores the nature of collaboration among families, schools, and communities for the purpose of supporting all students’ success in educational contexts. Emphasis is placed on culture, models, and levels of parent involvement; forms of communicating with parents; parent education; working with families of children with disabilities and families in crisis; and identifying resources for families.

**Student Teaching in Early Childhood I**
E25.2360 20 full days minimum: 2 points. Fall.
University-supervised, part-time student teaching experiences in early childhood classrooms. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum.

**Student Teaching in Early Childhood II**
E25.2361 20 full days minimum: 3 points. Spring.
University-supervised, full-time student teaching experiences in early childhood classrooms. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a 20-hour leadership internship.

**Childhood Education**

**Integrating Seminar II: Study of Teaching**
E25.2010 30 hours: 3 points. Fall, spring. This small-group seminar is designed to help prospective teachers integrate theory and practice. It focuses on issues such as curriculum development, instructional planning, classroom management, equity, and meeting the diverse needs of children. Students learn to study classrooms using the multiple lenses of child development, race/ethnicity, class, language, and gender. Central to the course is the study of teaching and teacher research to help prospective teachers move toward reflective practice. Students are in the field as student teachers throughout the course.

**Multicultural Perspectives in Social Studying**
E25.2011 30 hours: 2 points. Fall, spring. Designed as an intensive experience, this course helps new teachers develop children’s skills in social studies using the urban context as the setting for inquiry. The course includes program planning and the use of resources such as the
Throughout the course, students are in the field as student teachers throughout the course.

**Child Development and the Program in Childhood Education**

**E25.2021** 30 hours; 20 hours minimum of field experience: 3 points. Plus 20 hours. Fall, spring.

This course offers an overview of theory and research in child development focusing on the first 12 years of life. Emphasis is placed on the implications for curriculum planning and support for educational practices in urban settings. This course includes 20 hours of field experience in elementary school settings.

**Foundations of Curriculum in Childhood Education**

**E25.2070** 45 hours: 3 points.

Overview of current theory and practice in curriculum development and assessment. Application to pre-K through 6th grade classrooms in urban settings emphasized.

**Language and Literacy for Upper Grades (3-6)**

**E25.2078** 30 hours: 3 points. Fall, spring, summer.

Offers an experience-based exploration of literacy education practices. A survey of multiple forms of literacy, including nonprint literacy, and their integration in the curriculum; strategies to support reading and writing instruction and study skills across the curriculum, with an understanding of the various purposes of reading and writing.

Examination of writing development and related instruction and assessment methods. Focuses on creating classroom environments in which learners collaborate and inquire together. Teachers gain proficiencies in providing developmentally appropriate instruction based on in-depth observations of pupils on assessments during teacher-pupil interactions and on assessment in reading, writing, listening, and speaking. Focuses on individual differences and potential difficulties in the continued development of reading, writing, listening, speaking, and viewing skills. Students are in the field as student teachers throughout the course.

**Student Teaching in Childhood Education I**

**E25.2251** 10 weeks, half days: 2 points. Fall, spring.

University-supervised, part-time student teaching experiences in childhood classrooms. Student teaching experiences used to support the theoretical and practical application of the childhood curriculum.

**Student Teaching in Childhood Education II**

**E25.2252** 10 weeks, full days: 2 points. Fall, spring.

University-supervised, full-time student teaching experiences in childhood classrooms. Student teaching experiences used to support the theoretical and practical application of the childhood curriculum.

**Integrating Seminar in Childhood I: Study of Teaching**

**E25.2359** 20 hours: 2 points. Fall, spring.

Small-group seminar designed to help prospective teachers integrate theory and practice. Focuses on issues such as curriculum development, instructional planning, classroom management, and meeting children’s needs. Central to the course is the study of teaching and teacher research to help prospective teachers move toward reflective practice.

**Culminating Seminar in Early Childhood Education**

**E25.2370** 30 hours: 3 points.

Students present a synthesis of professional experiences in childhood education through scholarship, advocacy, and curriculum development. Participation in scholarly research, social action activities, and exploration and creation of curricula for the elementary classroom.

**Doctoral Seminars**

**Doctoral Practicum**

**E25.3035** 45 hours per point: 3-6 points. Fall, spring. Hours to be arranged. Restricted to matriculated sixth-year or doctoral students. Registration by permission of project sponsor and doctoral program director.

Individually designed practicum to enable advanced students to develop competence in new professional roles. Project sponsor must be a full-time faculty member of the early childhood and elementary education program.

**Early Childhood and Elementary Education: Theory and Research**

**E25.3037,3038** 30 hours: 3 points each. Fall, spring.

The systematic study of theory and research in areas related to early childhood and elementary education.

**Dissertation Proposal Seminar**

**E27.3001,3002**

For description, see page 189.

**Additional Courses**

**Multicultural Literature for Children**

**E25.2025** 30 hours: 3 points. Fall, spring.

Designed to acquaint students with multicultural characteristics and values from a wide variety of ethnic backgrounds as they are expressed in children’s literature. Special consideration given to the selection and examination of books whose expressed values are of international significance and to the use of these books with elementary school children.

**Language as a Basis for Teaching Reading and Writing**

**E25.2082** 30 hours: 3 points. Fall, spring.

Prerequisites: a course in child development and in the teaching of reading or permission of instructor.

Focuses on the nature of language, language development, and written language learning and the relations between the three. Emphasis is placed on analysis of recent theoretical and empirical work and its implications for reading and writing instruction.

**Critical Reading and Response to Literature**

**E25.2205** 30 hours: 3 points. Fall.

Prerequisites: E25.2077 or E25.2078 and permission of instructor.

Development of processes and skills for teaching critical evaluation of fiction and nonfiction to elementary school children. Ways to stimulate and evaluate response to literature are examined as a means of developing appreciation of quality in literature and the lifetime habit of reading.

**Working with Parents**

**E25.2297** 30 hours: 3 points. Spring.

Development of teacher competence in working with parents and parent organizations. Consideration of the role of the teacher in parent-child relationships. Approaches and techniques for instruction in the primary years as compared to the work of Marie Clay. Early intervention programs for children at risk of failure and different concepts of text difficulty are analyzed. Work with a child is required to facilitate linking observation, practice, and theory.

**Independent Study**

**E25.2500** 45 hours per point: 1-6 points. Fall, spring, summer. Hours to be arranged. For description, see page 210.
ENGLISH EDUCATION/E11

Curriculum and Instruction

Language and Learning Across the Curriculum
E11.2023 30 hours: 3 points. Summer.
Examines how active talking and writing facilitate learning in all the content areas. Explores how a focus on the learner’s use of language can provide an opportunity for curriculum collaboration among teachers of social studies, math, and science as well as English and the language arts.

The Teaching of Language and Literature
E11.2044 Pradl. 30 hours: 3 points. Summer.
A practical consideration of ideas for implementing learning in an integrated language arts classroom. Focus on the role of oral interpretation in meaning making with selected literary texts. Students are encouraged to create original lessons and teaching units for their own classrooms.

Methods and Materials of Research in English Education
E11.2083 30 hours: 3 points.
This course helps doctoral students in the English language arts to learn how to critically read research in English language arts education; to develop criteria on which to base such critiques; to understand the nature of the major paradigms of research employed in English education; and to improve the capacity of each participant to complete the major tasks of doctoral study: the candidacy paper and the dissertation.

Negotiating the Curriculum
E11.2120 30 hours: 3 points. Spring.
Explores the processes of negotiating the curriculum. Focuses on such topics as the connections between students’ knowledge, how contexts and constructs shape curriculum decisions, teachers’ and students’ roles in negotiating the curriculum, and the relationship between curriculum research and development.

English Curriculum Implications from Contemporary Research
E11.2149 30 hours: 3 points. Summer.
Critically examines selected major research studies with implications for curriculum development and instructional practice in English education. Explores various research approaches (e.g., qualitative, quantitative, large scale, case study) to a range of questions on aspects of English education (e.g., reading, language development, composing processes).

New Perspectives in the English Language Arts
E11.2191 30 hours: 3 points. Summer.
Explores the practical implications of teaching English in a pluralistic society. Ways of negotiating and elaborating multiple responses of students are considered, along with opportunities for including multicultural voices in the ongoing curriculum. The role of technology and new media is also investigated.

Dramatic Activities in the English Classroom
E11.2507 30 hours: 3 points. Spring.
The student examines aspects of linguistic behavior central to the oral communication process by analyzing his or her own oral behavior and relating his or her analysis to the observation of that process in others and to the investigation of strategies for the teaching of oral communication suggested by authorities in the field. The relationship of oral communication to the teaching of reading, writing, and literature is also explored.

Developing Curricula in the English Language Arts
E11.2575 30 hours: 3 points.
Provides an understanding of emerging directions in curriculum development in the English language arts by extending the repertoire of instructional approaches consistent with these directions. Students are encouraged to plan lessons and units of new curricula or revise old ones that are relevant for students across a range of backgrounds and abilities.

Master’s Seminar in English Education
E11.2501 Pradl. 30 hours: 3 points. Fall.
Introduces students to seminal ideas and perspectives that inform our discipline. Begins inquiry into several complex questions: How might English be conceived as a school subject? How might language be learned and used? How and why might literature be read and experienced? What are the possible relationships among reading, talking, listening, and thinking? What issues are influencing the teaching of English today? What are the possible roles for the English teacher?

Educational Linguistics
Practicum for Teaching English in Secondary Inner-City Schools
E11.2049 Kirkland. 30 hours: 3 points. Focuses on social, political, cultural, and sociolinguistic issues related to teaching adolescents in urban schools. Explores how issues of race, class, ethnicity, and privilege affect learning and instruction. Topics include multicultural literature, multiliteracies, linguistic diversity, and issues surrounding high-stakes testing.

Current Issues in Educational Linguistics
E11.2253 30 hours: 3 points. Spring.
A topical course focusing on a contemporary issue in language education. Previous issues have included the politics of literacy, assessment of language ability, and social constructivism.

Foundations of Educational Linguistics
E11.2505 Kirkland. 30 hours: 3 points. Fall, spring.
Introduces the systematic study of language. Prepares educators to understand theory and research on language use and development. Explores implications of such study for English teaching, reading and composition teaching, foreign language teaching, and working with people with language disorders.

Linguistics, Society, and the Teacher
E11.2515 30 hours: 3 points. Fall
An introduction to the field of sociolin- guistics and an exploration of the educational consequences of linguistic and cultural diversity. The course highlights a number of relationships between language and society including, for example, language and gender, language and social class, and language and geographic origin and focuses on the ways that these relationships impact the educational experience of all students and of linguistically and culturally diverse populations in particular.

Language Acquisition and Development
E11.2590 30 hours: 3 points. Fall.
Explores the processes by which the structures and uses of language are acquired and developed. Emphasizes the role of the school in fostering language development in childhood and adolescence. Investigates recent research in classroom language use, on the development of communicative competence, and on first and second language teaching.

Doctoral Seminar in Educational Linguistics
E27.3017 30 hours: 3 points. Fall.
Investigates issues and research in the application of linguistic theory to educational problems. Distinguishes between traditional (common sense) and progressive (uncommon sense) approaches to such issues as language and gender, language and learning, and literacy as a sociocultural phenomenon.
Reading and Literature

Language Development and Reading Literature
E11.2397  Pradl. 30 hours: 3 points. Spring (odd years).
By writing fragments of a reading autobiography, students explore the impact on their language development of literary texts read at home and at school. These experiences are then reflected upon to explore implications for the teaching of literature from preschool through college.

Teaching Reading in the English Classroom
E11.2509  Beck. 30 hours: 3 points. Fall.
Explores the distinctive features of both literary and nonliterary texts and introduces students to strategies useful for teaching these texts. Also explores the role of intertextual connections and nonprint texts in the teaching of reading.

Literature and the Adolescent Experience
E11.2521  30 hours: 3 points. Spring.
Explores the ways in which literary works, in whatever media, contribute to the adolescent’s sense of self and society. Examines a wide range of literary and subliterary representations of the adolescent experience and the equally wide range of the adolescent’s expectations, responses, and attitudes toward the literary experience and its relationship to his or her life.

Pluralistic Approaches to Cultural Literacy
E11.2577  Kirkland. 30 hours: 3 points. Fall.
Investigates the canon’s stranglehold on the traditional literature curriculum from a critical perspective. Explores pluralistic approaches to cultural literacy by bringing a greater range of voices into the conversation of what counts as literature. Also considers how to integrate a greater range of perspectives into the traditional curriculum, K through college.

Doctoral Seminar in Reading and Teaching Literature
E11.301A  Kirkland. 30 hours: 3 points. Spring (even years).
Examines theory and research in the teaching and practice of literature. Enables students to explore their own concerns regarding how individuals and groups read and interpret literature.

Writing

Intermediate Expository Writing
E11.1005  45 hours: 3 points. Fall, spring.
Designed to help students develop those composing processes and rhetorical strategies needed to generate, focus, present, and polish ideas that clearly inform and powerfully persuade intended audiences.

Practicum: Individualizing Writing Instruction
E11.2101  40 hours and hours arranged: 4 points. Fall.
Focuses on conferencing strategies for assessing and working with an individual’s writing processes and problems. Examines teaching-learning dialogues in whole-class and tutoring contexts to explore the role of conversation in encouraging the revision process. Includes working with an individual writer.

Teaching Basic Writing: Theory and Practice
E11.2119  Kirkland. 40 hours: 4 points. Spring (even years).
Inquires into perspectives, methods, and materials in the teaching of composition to those secondary school or college students who are facing difficulty with fluency, clarity, and/or correctness. Explores the effects of shifts in cultural contexts on writing development.

Practicum: Teaching Expository Writing
E11.2511  Beck. 30 hours: 3 points. Spring.
Helps teachers increase their awareness of the nature of writing and of the contexts and approaches that promote writing abilities. Explores the assessment of student writing processes and performances, the creation and sequencing of writing prompts, and the role of response in the revision process. Encourages a workshop approach to the teaching of writing.

Doctoral Seminar in Written Discourse
E11.3919  Beck. 30 hours: 3 points. Fall (even years).
Examines theory and research related to the study of writing as a cultural and social artifact. Introduces students to major methodological and theoretical approaches to the analysis of written discourse. Encourages students to consider implications of research for writing development and the teaching of writing.

Teaching, Research, and Reflection

Teaching and Learning English Language Arts in the Middle School
E11.2041  30 hours: 3 points.
Explores the major reasons why people use the four language arts to create both personal and social meanings. Examines a range of instructional approaches for engaging students in purposeful reading, writing, speaking, and listening. Focuses on ways of organizing the classroom to include multiple student abilities and perspectives by emphasizing the creative relationship between individual interests and needs and the need for collaboration in a diverse community.

Teaching and Learning English Language Arts in the High School
E11.2042  30 hours: 3 points.
Explores multiple materials including technology for involving students in purposeful reading, writing, speaking, and listening. Considers innovative approaches for organizing the classroom to address a range of abilities and disabilities and diverse cultural perspectives. Emphasizes the processes whereby individual talent contributes to the building of democratic communities. Develops flexible ways, both formal and informal, for assessing literacy development over time.

Independent Study
E11.2300  45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 210.

Mentorship in English Education
E11.2402  45 hours per point: 1-6 points. Fall, spring.
Registration by permission of the sponsoring professor. Provides opportunities for qualified graduate students to work professionally with a member of the English education faculty in such experiences as team-teaching, mentoring teachers in one’s school/college, or engaging in collaborative research.

The English Teacher as Reflective Practitioner
E11.2540  Pradl. 30 hours: 3 points. Fall, spring.
Explores the nature of reflective practice and teacher research. Enables English teachers to observe, record, and reflect on teaching and learning processes and share their insights with others. Includes a research project that investigates the individual teacher’s practice within the social constraints that characterize the school’s context and environment.
Supervised Student Teaching the English Language Arts in the Middle School
E11.2642 Minimum of 20 days: 4 points.
A critical analysis of one’s student teaching in a middle school English class during the semester is designed to promote teacher self-assessment as a way of enhancing student learning and strengthening professional development. Involves hypothesizing appropriate learning goals, negotiating and enacting appropriate learning experiences, assessing pupil learning, and revising one’s teaching on the basis of pupil performance in the middle school English classroom.

Supervised Student Teaching the English Language Arts in the High School
E11.2643 Minimum of 20 days: 4 points.
A critical analysis of one’s student teaching in a high school English class during the semester is designed to promote teacher self-assessment as a way of enhancing student learning and strengthening professional development. Involves hypothesizing appropriate learning goals, negotiating and enacting appropriate learning experiences, assessing pupil learning, and revising one’s teaching on the basis of pupil performance in the high school English classroom.

Doctoral Seminar in Educational Linguistics
E27.3017 Mayher. 30 hours: 4 points. Fall.
Investigates issues and research in the application of linguistic theory to educational problems. Distinguishes between traditional (common sense) and progressive (uncommon sense) approaches to such issues as language and gender, language and learning, and literacy as a sociocultural phenomenon.

LITERACY EDUCATION/E26

Language and Literacy Development
E26.2010 30 hours: 3 points. Fall.
Survey of theories of oral language acquisition and development in first and second languages and the role of language as a foundation for classroom discourse and early literacy. Special emphasis on the role of language in reading and writing development. Attention to the role of talk across the curriculum and a survey of principles and practices for supporting a language-rich curriculum. Methods of assessing and responding to individual language differences. The relationship between linguistic diversity and academic achievement is explored.

Literacy Assessment
Survey of principles and practices of formal and informal literacy assessment. Critical examination of test types, methods of test construction and interpretation, and large-scale literacy evaluation. Review of measurement concepts and psychometric principles. Use of dynamic assessment to inform the design, monitoring, and evaluation of literacy instruction. The social implications of testing are explored with a focus on the politics of testing and the relationship between testing practices, learner diversity, and system decision making.

Literacy Education I: Reading Practices in Early Childhood and Childhood
E26.2012 30 hours: 3 points. Fall and spring.
Survey of reading process theory and related reading assessment and instruction practices. Study of reading development in early childhood and childhood. Focus on teaching comprehension, study skills, word identification, vocabulary development, phonemic awareness, and phonic skills. Special emphasis on individual differences and potential difficulties in reading development and methods for planning reading instruction for struggling or reluctant readers.

Literacy Education I: Reading Practices in Middle Childhood and Adolescence
E26.2014 30 hours: 3 points. Fall and spring.
Survey of reading process theory and related reading assessment and instruction practices. Study of reading development in middle childhood and adolescence. Focus on teaching comprehension, study skills, word identification, vocabulary development, and, when necessary, phonemic awareness and phonics skills. Special emphasis on individual differences and potential difficulties in reading development and methods for planning reading instruction for struggling or reluctant readers.

Literacy Education II: Writing Practices in Middle Childhood and Adolescence
E26.2013 30 hours: 3 points. Fall.
Survey of writing process theory and related assessment and instruction practices with a focus on standards-based curriculum planning. Students plan and take part in writing activities in order to acquire pedagogical knowledge in writing. Special emphasis on writing development through middle childhood and adolescence. Exploration of the relationship between reading, writing, and literacy development.

Reading and Writing: Foundations
E26.2016 30 hours: 3 points. Fall.
Examination of reading and writing education from historical, theoretical, critical, and pedagogical perspectives. Questions include the role of literacy in American history, current views of best practice in literacy, political and partisan influences on how literacy is taught, and the relationship between literacy education and social justice. Research studies that have shaped literacy instruction in the last century are considered.

Text, Tools, and Culture
Examination of texts, including fiction, nonfiction, and expository, for children and adolescents as primary tools in the teaching of reading for meaning. Nonprint tools such as video and technology are also considered. Emphasis is on intersection of practice and theories of interpretation. Questions include how to teach texts multiculturally, how to select literature for special and struggling learners, and how to foster a critical reader’s stance.

Supervised Practicum—Early Childhood/Childhood
Designed to refine proficiency in organizing and enhancing literacy programs. Focus on collaboration and communication with other school or organizational personnel. Developing literacy curricula and instruction that is informed by student assessment. Emphasis on communicating assessment results to parents, caregivers, and other school personnel. Students take part in two 2-point placements at the early childhood and childhood levels under supervision. These placements are coordinated in partnership with local school districts and community-based organizations.
Supervised Practicum—Middle Childhood/Adolescence  
E12.2031 48 hours: 2 points (repeatable for 4 points). Spring and summer.  
Prerequisite: E26.2011.  
Designed to refine proficiency in organizing and enhancing literacy programs. Focus on collaboration and communication with other school or organizational personnel. Developing literacy curricula and instruction that is informed by student assessment. Emphasis on communicating assessment results to parents, caregivers, and other school personnel. Students take two 2-point placements at the middle childhood and adolescent levels under supervision. These field experiences are coordinated in partnership with local school districts and community-based organizations.

Organization and Supervision of Literacy Programs  
E26.2065 30 hours: 3 points. Spring and summer.  
Prerequisite: E26.2011 or permission of instructor.  
Exploration of the role of the literacy specialist within the school community with special attention to professional development, literacy program implementation and supervision, and student assessment responsibilities. The range of functions of the literacy specialist is considered in light of how these functions are impacted by the changing needs of the school, community, and political exigencies. Field participation is required.

Literacy for the Special Learner  
E75.2055 30 hours: 3 points. Spring.  
See description in Special Education, page 201.

MATHEMATICS EDUCATION/E12

Curriculum and Assessment in Secondary Mathematics  
E12.2007 30 hours: 3 points. Fall.  
An overview of various junior and senior high school mathematics curricula and methods of assessment with a focus on their differences and how they are implemented in an actual classroom environment.

Research Investigations in Mathematics Education  
E12.2008 30 hours: 3 points. Spring.  
Questions that can be investigated using research techniques and how to use research results to improve classroom practice.

The Teaching of “Parts,” Grades 7-12  
E12.2031 45 hours: 3 points. Fall, spring.  
This course provides a link between teachers’ mathematical knowledge and understanding of the major skills and concepts of ratios, proportions, percents, decimals, and fractions to the effective and appropriate teaching of these topics in grades 7-12.

The Teaching of Data Collection Analysis, Grades 7-12  
E12.2032 30 hours: 3 points. Alternate fall.  
This course provides a link between teachers’ mathematical knowledge and understanding of the major skills and concepts of probability and statistics to the effective and appropriate teaching of these topics in grades 7-12.

Teaching of Secondary School Mathematics  
E12.2033 45 hours: 3 points. Summer, fall.  
Developing the skills of classroom planning, management, and implementation for effective instructional practices in grades 7-12. Topics include lesson plan development and implementation, different models of teaching, assessing student understanding, and the use of instructional technology. Students also visit schools, observe teachers in the classroom, and use these observations as the basis for discussions of effective teaching practice. This course requires a field component where students are involved in tutoring and microteaching.

Teaching High School Mathematics  
E12.2034 45 hours: 3 points. Fall, spring.  
This course provides a link between teachers’ mathematical knowledge and understanding of the major skills and concepts of high school mathematics and the use of handheld and computer instructional technology to effectively and appropriately teach many of the important skills and concepts of mathematics in grades 7 through 12.

The Teaching of Algebra and Trigonometry, Grades 7-12  
E12.2035 45 hours: 3 points. Alternate spring.  
This course provides a link between teachers’ mathematical knowledge and understanding of the major skills and concepts of algebra and trigonometry to the effective and appropriate teaching of these topics in grades 7 through 12.

The Teaching of Geometry, Grades 7-12  
E12.2036 45 hours: 3 points. Alternate spring.  
The course provides a link between teachers’ mathematical knowledge and understanding of the majors skills and concepts of geometry to the effective and appropriate teaching of these topics in grades 7 through 12.

The Teaching of Precalculus Mathematics in High School  
E12.2037 30 hours: 3 points.  
This course provides a link between teachers’ mathematical knowledge and understanding of the major skills and concepts of precalculus mathematics to the effective and appropriate teaching of these topics in grades 7 through 12.

Selected Topics in Modern Mathematics I  
E12.2077 Minimum of 20 days: 3 points.  
Fall, spring.  
An internship in which the student takes on, over the course of a semester, all the activities of a regular classroom teacher including, but not limited to, individual and small group tutoring; observing other teachers; developing lesson plans and putting them into practice; assigning and grading homework assignments; and the creation and grading of quizzes and exams. This internship can take place in either a middle school (grades 5-8) or a high school (grades 9-12) and requires a minimum of 20 days in the school working with and under the daily supervision and mentoring of a full-time, experienced cooperating teacher.

Supervised Student Teaching of Mathematics I  
E12.2078 Minimum of 20 days: 3 points.  
Fall, spring.  
This is a continuation of E12.1077. It takes place in a school with those grades not included in E12.1077 and includes the same responsibilities, once again under the daily supervision and mentoring of a full-time, experienced cooperating teacher and requiring a minimum of 20 days in the school.

Supervised Student Teaching of Mathematics II  
E12.2101 30 hours: 3 points.  
Spring.  
Geometry content (spherical) for teachers.
Teaching Elementary School Mathematics: Foundations and Concepts
E12.2115 30 hours: 2 points. Fall, spring.
Mathematical foundations and concept development for children in elementary school grades. An examination of what constitutes a rich mathematical environment that fosters exploration, discovery, and understanding for beginning learners of mathematics is the focus.

Teaching Elementary School Mathematics: Problem Solving
E12.2116 20 hours: 2 points. Fall, spring.
Developing mathematics sense through problem solving and procedures while developing skills and intuitions for creating rich learning environments for elementary school children to explore, discover, and understand mathematics. Trends in mathematics education are researched as well as the implications for student learning and accountability.

Supervision of Mathematics in the Schools
E12.2135 30 hours: 3 points. Spring.
Examination of the functions of the mathematics supervisor in dealing with problems of curriculum development and improvement of mathematics instruction in the schools. Specific problems of supervision in mathematics are considered with the goal of establishing general criteria for solution of such problems.

Independent Study
E12.2500 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 210.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity
E36.2000 30 hours: 3 points. Fall.
For description, see page 200.

MULTILINGUAL MULTICULTURAL STUDIES

Multilingual Multicultural Studies

Bilingual Education Programs

Foreign Language Education

Teachers of English to Speakers of Other Languages (TESOL)

Bilingual Multicultural Education: Theory and Practice
E29.2001 30 hours: 3 points. Fall, spring, summer.
Theory, policy, and practice of bilingual education. Key topics include models and programs of bilingual education; policy and politics of language minority education in the U.S. and international contexts; psycholinguistic perspectives on bilingualism, including bilingual language development; cultural, social, and political perspectives on language minority education; and evaluation of bilingual education programs. Emphasis on pedagogical implications of the above, with particular attention to native language development and second language literacy teaching for developmentally and linguistically diverse students. Includes 15 hours of field experiences.

Teaching Second Languages: Theory and Practice
E29.2002 30 hours: 3 points. Fall, spring, summer.
The first methods course for teaching English as second language majors. Course contents include guiding principles and methodology in a variety of approaches to the teaching of second languages, specifically in developing auditory comprehension and oral production; reading and writing; impact of culture, heritage, socioeconomic level, and educational background on language and literacy development as well as human development processes and variations. Also included are skills in motivation, communication, and classroom management. Includes 20 hours of field experience in schools.

Linguistic Analysis
E29.2003 30 hours: 3 points. Fall, spring, summer.
The systematic study of phonological, grammatical, and discourse systems and of principles of language use across languages.

Intercultural Perspectives in Multilingual Multicultural Education
E29.2005 30 hours: 3 points. Fall, spring, summer.
Cultural perspectives on language learning, language use, and education. Focus on sociolinguistic issues in education and pedagogical implications for linguistic and cultural minority students. Central topics include cross-cultural communication in the classroom, including the role of ethnicity, race, gender, and social class; the relationships between home/community language-use patterns and school achievement; cultural perspectives on school-community relations; cross-cultural perspectives on parenting and language socialization; standard and nonstandard language varieties in the classroom; and effective instructional approaches for linguistically and culturally diverse classrooms. Includes 15 hours of field experiences.

Teaching Foreign Languages to Elementary School Children
E29.2018 30 hours: 3 points. Summer.
Modes of learning, methods, instructional strategies, language and literacy development, and resources for teaching foreign languages to elementary school children. Emphasis is on the development of literacy and communicative skills. Includes 15 hours of field observation.

Applied Linguistics in French
E29.2027 30 hours: 3 points. Fall.
A systematic study of French grammatical, discursive, and pragmatics systems and a practical study on form, function, and usage in French, including phonology, syntax, and sociolinguistics.

Advanced Individual Project in Multilingual Multicultural Studies
E29.2039 45 hours per point: 3-6 points. Fall, spring, summer; hours to be arranged.
Under the guidance of a graduate adviser, each student conducts his or her advanced individual research project on second language learning and teaching and develops means to update knowledge and skills in the subject(s) taught and in pedagogy. Fulfills the terminating experience requirement of the master’s program.

Teaching Second Languages in a Technological Society
E29.2040 30 hours: 3 points. Fall, spring, summer.
Focus on uses of technology, including instructional and assistive technology, in language teaching and learning as well as skill in using technology and teaching students to use technology to enhance language learning and the development of communicative skills.

Language Evaluation and Assessment
E29.2060 30 hours: 3 points. Fall, spring.
Approaches to methods of language assessment and evaluation. Formal and informal methods of assessing language proficiency, literacy, and second language development. Standardized test-
Supervised Student Teaching in Foreign Languages: Middle Schools
E29.2065 100 hours: 4 points. Fall, spring.
Closed to nonmatriculated students. Other restrictions listed in bulletin under “Supervised Student Teaching.”
University-supervised student teaching experience in foreign language at middle school level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a 30-hour class observation prior to student teaching and a student teaching seminar, which meets once a week.

Supervised Student Teaching in Foreign Language: 7-12
E29.2066 20 days minimum for 3 points: 3-6 points. Fall, spring.
University-supervised student teaching experience in foreign language classroom at 7-9 and 10-12 levels for 20 days at each level. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a student teaching seminar, which meets once a week.

Supervised Student Teaching of Foreign Languages: High School
E29.2067 100 hours and a minimum of 20 school days. Spring.
Closed to nonmatriculated students. Other restrictions listed in bulletin under “Supervised Student Teaching.”
University-supervised student teaching experience in foreign language at high school level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a 30-hour class observation prior to student teaching and a student teaching seminar, which meets once a week.

The Teaching of Foreign Languages: Theory and Practice
E29.2069 60 hours: 4 points. Fall.
The first methods course for foreign language education majors. Course contents include guiding principles and methodology in a variety of approaches to the teaching of foreign languages, specifically in developing auditory comprehension and oral production; teaching reading and writing; impact of culture, heritage, socioeconomic level, and educational background on language and literacy development as well as human development processes and variations. Also included are skills in motivation, communication, and classroom management.

Culminating Seminar in Multilingual Multicultural Studies
E29.2099 30 hours: 3 points. Fall, spring.
The culminating and integrative experience of the master’s program. Students understand and critique research in second/foreign language acquisition and learning, conduct an individual research project under the guidance of a graduate adviser, and develop means to update knowledge and skills in the subject(s) taught and in pedagogy.

Curriculum Adaptation in Bilingual Education
E29.2101 30 hours: 3 points. Spring.
Approaches and methods in curriculum material development and adaptation for teaching subject areas in two languages. The development of lesson plans and curriculum units.

Bilingual Exceptional Child
E29.2103 30 hours: 3 points. Fall, spring, summer.
Psychosocial characteristics of exceptional children who are culturally and linguistically diverse. Appropriate modes of identification, classification, and intervention are examined as well as program development and implementation.

Teaching School Subjects with a Bilingual Approach
E29.2105 30 hours: 3 points. Fall, spring, summer.
Pedagogical approaches and methods for instructing content using the native language and English. Key topics include instructional approaches using English and modifications appropriate for English-language learners; methods for teaching content in two languages; materials and material development and adaptation for teaching content areas in two languages; and the development of lesson plans and curriculum units.

Methods of Teaching Language Arts and Literacy with a Bilingual Approach
E29.2110 30 hours: 3 points. Fall, spring, summer.
Methods of teaching English and native language arts to bilingual and English-language learners. Pedagogical approaches and methods in teaching language arts and literacy. Key topics include methods of teaching English-language literacy development for English-language learners; methods for developing native language literacy and language skills; approaches to facilitating the development of academic language and literacy; and instructional practices that allow students to use their first language skills to develop English-language arts and literacy.

Advanced Chinese for Teachers of Chinese I
E29.2124 30 hours: 3 points. Fall.
Developing advanced Chinese (Mandarin) language proficiency in both oral and written expression and enhancing knowledge of Chinese language and rhetorical structures through selected readings of both classical and contemporary Chinese literary works of various genres. Part I focuses on classical Chinese.

Advanced Chinese for Teachers of Chinese II
E29.2125 30 hours: 3 points. Spring.
Developing advanced Chinese (Mandarin) language proficiency in both oral and written expression and enhancing knowledge of Chinese language and rhetorical structures through selected readings of both classical and contemporary Chinese literary works of various genres. Part II focuses on contemporary Chinese.

Advanced Japanese for Teachers of Japanese
E29.2127 30 hours: 3 points. Spring.
Developing Japanese language proficiency in both oral and written expressions and enhancing knowledge of Japanese and its rhetorical structures through selected reading of both classic and contemporary Japanese literature.

Advanced Spanish for Teachers of Spanish
E29.2128 30 hours: 3 points. Spring.
Developing Spanish language proficiency in both oral and written expressions and enhancing knowledge of Spanish and its rhetorical structures through selected reading of contemporary Spanish literature.

Advanced French for Teachers of French
E29.2129 30 hours: 3 points. Spring.
Emphasis on the development and maintenance of communicative oral skills in French. May include opportunities for attendance at lectures, movies, theatres, and events where French is spoken.
Supervised Student Teaching in Bilingual Education: K-6
E29.2130  20 days minimum: 3 points. Fall, spring.
University-supervised student teaching experience in ESL at K-6 level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience includes a student teaching seminar, which meets once a week.

Supervised Student Teaching in Bilingual Education: 7-12
E29.2131  20 days minimum: 3 points. Fall, spring.
University-supervised student teaching experience in ESL at 7-12 level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience includes a student teaching seminar, which meets once a week.

The Second Language Classroom: Elementary and Secondary Schools
E29.2201  40 hours: 4 points. Fall, spring.
Further study of materials, approaches, and techniques used in teaching language skills to second/foreign-language learners at the elementary and secondary levels and application of language acquisition and literacy development theories to practice. With specific emphasis on methods of teaching reading to second language learners at the elementary and secondary levels, including methods of reading enrichment and remediation; curriculum development and instructional planning; teaching language through content areas; skills in motivation, communication, and classroom management; and teaching students of mixed levels. Includes 20 hours of field experience in schools.

Linguistics, Literacy, and Bilingualism
E29.2203  30 hours: 3 points. Summer.
Explores the development of language and culture-based literacy in first and second languages for native and nonnative speakers, K-adult, including bilingual and exceptional learners. Literacy is broadly defined to include speaking, listening, reading, and writing in monolingual and multilingual settings as interpreted through the lens of culture. Issues addressed include theoretical, sociolinguistic, and pedagogical perspectives on language and literacy, integrating technology in a multicultural literacy program, and involving parents and community in literacy experiences.

Teaching Second Languages Across Content Areas
E29.2204  30 hours: 3 points. Fall, spring.
Focus on theories, methods, strategies, and available materials in the teaching of school subjects (e.g., mathematics, science, social studies) to second-language learners and in developing language proficiency through the learning of content. Included are 15 hours of field experience.

Structure of American English
E29.2205  30 hours: 3 points. Fall, spring, summer.
American English grammar for the classroom teacher. A practical study of form, function, meaning, and usage and the teaching of English grammar to second-language learners from diverse cultural and linguistic backgrounds.

Second Language Acquisition: Theory and Research
E29.2206  30 hours: 3 points. Fall, spring.
Current approaches and issues in second language research: receptive and productive development of oral and written language, acquisition models, psycholinguistic and sociolinguistic issues relating to second-language acquisition such as developmental processes and variation, learning styles, first- and second-language literacy, discourse analysis, and the role of culture in language learning. Also included are connecting research and pedagogy, classroom-centered research on instructional strategies, and technology as a research tool. Hours arranged are for student collection and analysis of field data.

Supervised Student Teaching in Teaching Second Language: K-6
E29.2230  20 days minimum: 3 points. Fall, spring, summer.
University-supervised student teaching experience in ESL at K-6 level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience includes a student teaching seminar, which meets once a week.

Supervised Student Teaching in Teaching Second Language: 7-12
E29.2231  20 days minimum: 3 points. Fall, spring, summer.
University-supervised student teaching experience in ESL at 7-12 level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience includes a student teaching seminar, which meets once a week.

Classroom Observation Seminar in Teaching Second Languages
E29.2250  30 hours: 3 points. Fall, spring, summer.
Visits to second/foreign language classes, K-12, and to community resources useful in second/foreign language teaching. Class discussion focuses on language teaching skills, human development and relations, lesson planning, use of technology in classrooms, classroom management, learning environment, and parental and community involvement.

Independent Study
E29.2300  45 hours per point. Fall, spring, summer; hours to be arranged.

Applied Linguistics in Chinese
E29.2417  30 hours: 3 points. Fall.
A systematic study of Chinese grammatical, discourse, and pragmatics systems and a practical study on form, function, and usage in Chinese, including phonology, syntax, and sociolinguistics.

Applied Linguistics in Spanish
E29.2419  30 hours: 3 points. Fall.
A systematic study of Spanish grammatical, discourse, and pragmatics systems and a practical study on form, function, and usage in Spanish, including phonology, syntax, and sociolinguistics.

Applied Linguistics in Japanese
E29.2421  30 hours: 3 points. Spring.
A systematic study of Japanese grammatical, discourse, and pragmatics systems and a practical study on form, function, meaning, and usage in Japanese, including phonology, syntax, and sociolinguistics with focus on syntax.

Linguistics, Society, and the Teacher
E11.2515  30 hours: 3 points. Fall, spring.
An introduction to the field of sociolinguistics and an exploration of the educational consequences of linguistic and cultural diversity. Highlights a number of relationships between language and society, including, for example, language and gender, language and social class, and language and geographic origin. Focuses on the ways that these relationships impact the educational experience of all students and of linguistically and culturally diverse populations in particular.

Advanced Research Seminar: TESOL/Foreign Language and Bilingual Education
E29.2800  45 hours per point. Fall, Spring.
A review of selected current topics in second language and education research. Opportunity for students to enhance their knowledge of research approaches and content in areas such as second language acquisition, foreign language development, bilingual literacy, cross-
cultural pragmatics, sociolinguistics, and psycholinguistics. Students pursue individual areas of interest by completing a project under faculty guidance.

Workshop in Foreign Language Education
E29.2914 30 hours: 3 points. Fall, spring, summer.
Learning of alternative methods of teaching second/foreign languages through approaches such as humanistic approach, emotional intelligence, multiple intelligence theory, jazz chants, etc. A hands-on approach is followed, and students have a chance to work on resource projects using various innovative approaches to teaching foreign languages.

Field Experience and Seminar in Foreign Language Teaching
E29.2918 30 hours: 3 points. Fall, spring.
Visits to foreign/second language classes, K-12, and to community resources useful in foreign/second language teaching. Class discussion focuses on language teaching skills, human development and relations, lesson planning, use of technology in classrooms, classroom management, learning environment, and parental and community involvement.

Doctoral Seminar: Bilingual Education and TESOL
E29.3005,3006,3007,3008 30 hours for each session: 3 points. Fall, spring.
Integrative experience that includes a consideration and evaluation of periodical literature, research studies, and innovation in the field.

SCIENCE EDUCATION/E14

Science Experiences in the Elementary School I
E14.2001 30 hours: 2 points. Fall.
Science experiences for elementary school are developed and strategies for implementation and evaluation are devised. Issues such as basic attitudes toward science, equity in the science classroom, and learning styles are explored. Students develop a catalog of resources, both in print and online, for expanding understanding of science content, developing science skills, integrating science into the rest of the curriculum, exploring science activities appropriate for children, and assessing science teaching and learning.

Science Experiences in the Elementary School II
This course builds on the explorations started in E14.2009. It emphasizes ways to cover more sophisticated science topics as well as how to effectively integrate these topics into theme-based learning environments typical of the self-contained classroom. Interactive and Web-based technologies are explored.

Recent Advances in Physics
E14.2015 30 hours: 3 points. Fall, spring.
Thematically organized course in which principles from contemporary work in physics are brought to bear on such topics as energy, communications, and scientific methodology.

Recent Advances in Chemistry
E14.2016 30 hours: 3 points. Fall, spring, summer.
Thematically organized course in which principles from contemporary work in chemistry and biochemistry are examined.

Recent Advances in Biology
E14.2017 30 hours: 3 points. Fall, spring.
Thematically organized course that examines the agricultural revolution, limits to growth, biophysical interactions, and social biology from the perspective of contemporary findings.

Breakthroughs in Science
E14.2018 30 hours: 3 points. Fall.
An interactive series of Saturday morning seminars on current research topics by scientists from diverse physical, biological, and medical fields constitute the focus of this course. The seminars form the basis for further inquiry by participants and the development of lesson plans that address student learning and interest and New York State science standards. The topics presented vary from year to year and can come from a variety of science fields including molecular biology, anthropology, biomedical science, developmental studies, cosmology, modern physics, and materials science.

Science in a Historical Perspective
E14.2021 30 hours: 3 points. Fall, spring.
This course involves looking at the history of science in many of the world’s cultures and from different perspectives. The history of racism and sexism in science is explored along with the history of Western and non-Western science.

Science and Human Values
E14.2022 30 hours: 3 points. Spring.
Topics explored include the ethics of scientific research; the social and moral responsibilities of the scientist; the connections between science and technology; and the relationships between science and the arts and humanities.

Measuring Outcomes of Science Teaching
E14.2031 30 hours: 3 points. Spring.
For experienced and prospective teachers of science at the middle, intermediate, junior high, or senior high school level or at the college level. Open also for science supervisors and school principals. Emphasis is on the development of skill in the construction, administration, and interpretation of tests to measure the knowledge, skills, and attitudes associated with science.

Evaluating Science Teaching
E14.2032 30 hours: 3 points. Spring. Prerequisite: prior teaching experience or E14.2039 and student teaching.
Ways of analyzing science teaching performance are taught with a view to assisting students to improve their own teaching techniques and also to assist others. The clinical supervision model is introduced.

Methods I: Teaching of Science in Middle Schools
E14.2039 45 hours: 3 points. Fall.
Professional methods course for teachers of science in middle schools.

Methods II: Teaching of Science in High School
E14.2040 45 hours: 3 points. Spring.
Professional methods course for teachers of science in high schools.

The Scientific Enterprise
E14.2041 30 hours: 3 points. Fall.
Study of the professional practice of science in its social, political, and economic contexts. The relationship between science and technology and its implications for economic and social policy are also explored.

The Public Understanding of Science
E14.2043 30 hours: 3 points. Spring.
Analysis of the images of science, scientists, and the scientific enterprise held by the public at large. Also examined are informal means by which the public acquires its understandings of science, including the media, science centers, and museums.

Using New York City’s Nonformal Science Resources to Teach Science
E14.2050 30 hours: 3 points. Spring, summer.
Designed to strengthen teacher perceptions of the nonformal science teaching environments. Focuses on the organization of nonformal sites, instructional offerings, and compatibility with the formal school curriculum. Classes meet at the different nonformal teaching sites in the metropolitan area. Sites include New York Hall of Science, Brooklyn and New York Botanical Gardens, American Museum of Natural History, Aquarium for Wildlife Conservation, and Liberty Science Center.
Curriculum in Science: Elementary Schools  
E14.2091  30 hours: 3 points. Fall.  
Criteria for the development of curricula based on the nature of the learner, of science, and of the learning environment; current curricula, instructional approaches, and new historical development.

Science Curriculum: Intermediate and Secondary Schools  
E14.2092  30 hours: 3 points. Fall.  
Analyzing and developing curricula and textbooks for teaching science are the principal themes of this course. Students acquire and use a variety of conceptual frameworks to comprehend differences among curriculum materials and then to construct teaching materials for themselves.

Supervision of Science  
E14.2135  30 hours: 3 points. Spring.  
Implementation and supervision of science strategies geared to the improvement of science teaching in the schools.

Student Teaching in Middle School Science: Grades 5-8  
E14.2149  A minimum of 20 days: 3 points. Fall, repeated spring; hours to be arranged.  
This semester-long experience in a middle school science class involves negotiating and enacting appropriate learning experiences, assessing teaching and learning, and revising one’s teaching on the basis of student performance. Students attain the skills for contextualizing science teaching within an urban school culture. This experience promotes teacher self-assessment as a way of enhancing student learning and strengthening professional education.

Culminating Seminar: Teacher as Researcher, Reflective Practitioner, and Curriculum Developer  
E14.2100  10 hours: 1 point.  
An individualized project that reflects a student’s understanding of science teaching and learning and the student’s philosophical underpinnings developed throughout his or her entire program.

Student Teaching in High School Science: Grades 9-12  
E14.2150  A minimum of 20 days: 3 points. Fall, repeated spring; hours to be arranged.  
This semester-long experience in a high school science class involves negotiating and enacting appropriate learning experiences, assessing teaching and learning, and revising one’s teaching on the basis of student performance. Students attain the skills for contextualizing science teaching within an urban school culture. This experience promotes teacher self-assessment as a way of enhancing student learning and strengthening professional education.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity  
E36.2000  30 hours: 3 points. Fall, summer.  
Focuses on sensitization to issues of gender and culture and research on intervention strategies in science and mathematics education.

Research Internship in Science/Mathematics for Educators  
E36.2002  60 hours: 6 points. Summer.  
A six-week internship in a scientific laboratory that provides students with a personal experience of the scientific enterprise. Each intern works as a research associate with a practicing scientist and prepares a report on his or her experience.

Independent Study  
E14.2300  45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.  
Independent study in elementary or secondary science education. For description, see page 210.

SOCIAL STUDIES EDUCATION/E23  
Teaching Social Studies in the Middle and Secondary School  
E23.2042  30 hours: 3 points. Fall, spring, summer.  
Explores theory and practice of effective teaching in middle and secondary school settings, with specific attention paid to the sociobehavioral needs of adolescent students. Through observation, practice, and evaluation of models, students consider various strategies to organize a course; conceptualize a unit; prepare lesson plans; implement effective and varied, including technology-based, teaching practices; devise and evaluate assessments; and reach students of varying levels, abilities, and intelligences in an interactive, dynamic, team-oriented environment. Offers integrated instruction in how to teach literacy skills to middle and secondary level students.

The Social Studies Curriculum: World History  
E23.2048  30 hours: 3 points. Spring.  
Introduces major models of teaching various aspects of world history and geography consistent with the national and New York State standards for world history. Emphasizes fostering critical thinking and cross-cultural analysis. Prepares students to bridge the world of historical scholarship with that of the social studies classroom. Stresses themes such as worldviews, cross-cultural interactions, empires, technologies, and urbanization.

Supervised Student Teaching I: Social Studies in the Middle School  
E23.2050  140 hours: 4 points. Fall, spring.  
Student teaching accompanied by a practicum that offers a practical examination of teaching problems and practices as they relate to actual classroom teaching of social studies in middle school. Class sessions are based on student teaching experiences. Entails a minimum of 20 days of teaching in middle school classroom.

Supervised Student Teaching II: Social Studies in the Secondary School  
E23.2051  140 hours: 4 points. Fall, spring.  
A practical examination of teaching problems and practices as they relate to actual classroom teaching of social studies in secondary school. Class sessions are based on student teaching experiences. Entails a minimum of 20 days of teaching in a secondary classroom.

Culminating Experience: Social Studies and History Workshop  
E23.2140  30 hours: 3 points. Summer I.  
Project-based research course that integrates educational research with social studies classroom practice. Aims to broaden students’ understanding of what constitutes appropriate data for scholarly inquiry. Focusing on particular research methods and drawing from the rich offerings of New York City’s various collections, students explore strategies for locating, analyzing, and incorporating a broad array of sources into their doing.
writing, and teaching of history and social studies. Also includes exploration of economics in the contemporary world and historically. Offers models and approaches for conducting research in and on social studies classrooms.

Humanities and Social Studies

E23.2145 30 hours: 3 points. Spring. Explores how major concepts and processes of English and history can illuminate and support each other. Involves designing thematic explorations in the humanities that enable adolescents to develop a deep understanding of English and history. Explores the role of language and literacy in teaching and learning both disciplines and developing student writing skills. Considers the benefits and potential problems involved in trying to create and enact an integrated curriculum.

M.A. Seminar in Social Studies

E23.2146 30 hours: 3 points. Fall, summer. An exploration of the history, theory, and practice of social studies education. Using approaches drawn from history, the humanities, cultural studies, and political science, it aims to guide students through a study of the social studies curriculum; pedagogical theories and goals; educational methods and practices, including technology-based skills; and assessment philosophies and strategies. In doing so, the course seeks to provide students with the resources, tools, and support necessary for them to develop effective educational practices of their own.

SPECIAL EDUCATION/E75

Developing Strategies That Support Children’s Social Behavior

E75.2025 20 hours: 2 points. Fall, spring. Issues of social learning and behavior in childhood education with specific attention given to classroom dynamics and ways of addressing the needs of diverse learners. Various models of learning and motivation are explored. The course is integrated with students’ fieldwork to engage them in active study of classrooms and enable them to work collaboratively with parents and other professionals in developing and implementing strategies that support prosocial behavior among children.

Foundations of Curriculum for Diverse Learners

E75.2051 30 hours, 20 hours of field experience: 3 points. Summer, fall. Prerequisite: E75.2124. Overview of current and past theories and practices in educational models and curriculum development, instructional planning, and assessment as they relate to knowledge about learning processes, motivation, communication, and classroom management models. Examination of appropriateness of various educational models for students with diverse needs and characteristics. Overview of formal and informal methods of assessment and their role in instructional decision making.

Education of Students with Severe and Multiple Disabilities

E75.2052 30 hours, 10 hours of field experience: 3 points. Fall, spring. Characteristics of learners with severe or multiple disabilities. Related curriculum development and methods of instruction, including use of assistive and augmentive technology. Examination of the issues, problems, and trends affecting the development and implementation of community-based educational, recreational, work, and living options and supports. Sample topics include inclusion and least restrictive environment, person-centered planning, family involvement, advocacy, and teacher roles and responsibilities.

Literacy for the Special Learner

E75.2055 30 hours: 3 points. Spring. Prerequisite: E75.2012 or at least 6 points in literacy and permission of instructor. Examination of children’s cognitive, neurological, and emotional characteristics and how these manifest in learners' literacy development. A focus on the atypical development and educational needs of students who experience difficulties in acquiring the literacy skills of listening, speaking, reading, and writing. Overview of the practices of individual assessment of student literacy performance and teaching interventions for students, with a special focus on dyslexia.

Principles and Practices in Early Childhood Special Education

E75.2128 30 hours, 10 hours of field experience: 3 points. Summer, spring. Prerequisite: E75.2120. Examination of children’s cognitive, neurological, and emotional characteristics and how these manifest in learners' literacy development. A focus on the atypical development and educational needs of students who experience difficulties in acquiring the literacy skills of listening, speaking, reading, and writing. Overview of the practices of individual assessment of student literacy performance and teaching interventions for students, with a special focus on dyslexia.

Individuals with Disabilities in Schools and Communities

E75.2124 30 hours, 20 hours of field experience: 3 points. Summer, fall. Examination of historical, social, and legal foundations of education in general and, more specifically, of special education. Issues, trends, and legislation affecting the provision of services in school, home, and employment, with a focus on inclusion of individuals with disabilities in school and community settings. Biological, psychological, social, and environmental factors that shape typical development and the characteristics of individuals with special needs are studied.

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

E75.2126 30 hours, 20 hours of field experience: 3 points. Spring. The needs of the preschool child with disabilities are explored through an examination of the child, family, and environmental characteristics. Typical and atypical language, speech, emotional, motor, and cognitive development is presented with a focus on the interdependent nature of these domains. A major focus on transdisciplinary collaboration of educators and specialists from occupational therapy, physical therapy, speech and language, psychology, and recreation and health in making educationally relevant decisions.

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

E75.2127 30 hours: 3 points. Spring. Prerequisite: E75.2126. Understanding of the young child with disabilities is further explored through in-depth child study, focusing on child characteristics, families, and environments; application of formal and informal assessment and methodologies of person-centered planning.
Psychological Foundations of Learning Disabilities  
E75.2131  30 hours: 3 points.  
History of the learning disabilities field; major controversies; latest developments; psychological, etiological, and definitional issues; teaching and evaluation models.

Assessment and Instructional Strategies for Students with Mild to Moderate Disabilities  
E75.2133  30 hours: 3 points.  
Prerequisite: E75.2161.  
Intensive implementation of survey and specific level assessment of learning problems in pupils, instructional planning, and modification in a variety of subject areas.

Assessment and Instructional Design for Students with Severe to Profound Disabilities  
E75.2134  30 hours: 3 points.  
Prerequisite: E75.2052.  
Assessment and evaluation of students with severe or multiple disabilities. Curriculum and instructional planning including use of assistive and augmentative technology.

Psychological and Educational Assessment in Special Education  
E75.2136  30 hours: 3 points.  
Fall.  
Overview of models for assessment in special education, with guidelines for selection, administration, and interpretation of evaluation instruments. Specific psychological and educational tools used for purposes of diagnosis, placement, and educational planning. Practice with selected educational instruments, applied to case studies at varying developmental levels.

Laboratory in Assessment of Special Education Populations  
E75.2137  30 hours: 3 points.  
Supervised practice in the administration, scoring, and interpretation of educational tests used in special education. Emphasis on the coordination of information from informal and formal tests as well as observational data.

Consulting in Special Education  
E75.2139  30 hours: 3 points.  
Development of skills and knowledge needed to participate in the planning and implementation of transdisciplinary educational programs for students with disabilities. Various consultation models are explored.

Educating Students with Special Needs in Early Childhood Settings  
E75.2160  30 hours, 15 hours of field experience: 3 points.  
Fall, spring.  
Strategies for general and special education teachers, counselors, and other service providers to meet the cognitive, emotional, social, and behavioral needs of young children with disabilities in early childhood general education settings, with special focus on the acquisition of literacy skills and promoting development of social skills. Methods for collaborative practices, curriculum development, instructional planning, identifying strengths of the child to differentiate instructional approaches, and supporting the cultural and linguistic diversity of children and families.

Assessment and Instructional Design for Students with Severe to Profound Disabilities  
E75.2134  30 hours: 3 points.  
Prerequisite: E75.2052.  
Assessment and evaluation of students with severe or multiple disabilities. Curriculum and instructional planning including use of assistive and augmentative technology.

Psychological and Educational Assessment in Special Education  
E75.2136  30 hours: 3 points.  
Fall.  
Overview of models for assessment in special education, with guidelines for selection, administration, and interpretation of evaluation instruments. Specific psychological and educational tools used for purposes of diagnosis, placement, and educational planning. Practice with selected educational instruments, applied to case studies at varying developmental levels.

Laboratory in Assessment of Special Education Populations  
E75.2137  30 hours: 3 points.  
Supervised practice in the administration, scoring, and interpretation of educational tests used in special education. Emphasis on the coordination of information from informal and formal tests as well as observational data.

Consulting in Special Education  
E75.2139  30 hours: 3 points.  
Development of skills and knowledge needed to participate in the planning and implementation of transdisciplinary educational programs for students with disabilities. Various consultation models are explored.

Educating Students with Special Needs in Early Childhood Settings  
E75.2160  30 hours, 15 hours of field experience: 3 points.  
Fall, spring.  
Strategies for general and special education teachers, counselors, and other service providers to meet the cognitive, emotional, social, and behavioral needs of young children with disabilities in early childhood general education settings, with special focus on the acquisition of literacy skills and promoting development of social skills. Methods for collaborative practices, curriculum development, instructional planning, identifying strengths of the child to differentiate instructional approaches, and supporting the cultural and linguistic diversity of children and families.

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E75.2136  30 hours: 3 points.  
Fall.  
Overview of models for assessment in special education, with guidelines for selection, administration, and interpretation of evaluation instruments. Specific psychological and educational tools used for purposes of diagnosis, placement, and educational planning. Practice with selected educational instruments, applied to case studies at varying developmental levels.

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E75.2137  30 hours: 3 points.  
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Consulting in Special Education  
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Development of skills and knowledge needed to participate in the planning and implementation of transdisciplinary educational programs for students with disabilities. Various consultation models are explored.

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E75.2160  30 hours, 15 hours of field experience: 3 points.  
Fall, spring.  
Strategies for general and special education teachers, counselors, and other service providers to meet the cognitive, emotional, social, and behavioral needs of young children with disabilities in early childhood general education settings, with special focus on the acquisition of literacy skills and promoting development of social skills. Methods for collaborative practices, curriculum development, instructional planning, identifying strengths of the child to differentiate instructional approaches, and supporting the cultural and linguistic diversity of children and families.

Fieldwork: Students with Severe and Multiple Disabilities  
E75.2357  50 hours of field experience: 2 points.  
Teaching students with severe or multiple disabilities in community-based school or work settings.

Observation in Special Education  
E75.2501  20 hours of field experience: 1 point.  
Fall.  
Observation of programs for individuals (K-12) with disabilities in a variety of special education settings.

Observation in Early Childhood Special Education  
E75.2502  20 hours of field experience: 1 point.  
Summer, fall.  
Observation of young children (birth-grade 2) in a variety of early childhood special education settings.

Integration Seminar in Special Education I  
E75.2507  20 hours: 2 points.  
Fall, spring.  
Class engages in seminar process to share, analyze, and extend students’ professional experiences, including collaboration with other professionals and parents.

Integration Seminar in Special Education II  
E75.2508  30 hours: 3 points.  
Spring, summer.  
Prerequisite: all program coursework preceding student teaching.  
Class engages in seminar process to share, analyze, and extend students’ professional experiences, including collaboration with other professionals and parents. Participation in scholarly research and presentation of a classroom-based research project.

Integrating Seminar in Early Childhood Special Education I  
E75.2511  30 hours: 3 points.  
Fall, spring.  
Class engages in seminar process to share, analyze, and extend students’ professional experiences, including collaboration with other professionals and parents. Links theory and practice.

Integrating Seminar in Early Childhood Special Education II  
E75.2512  30 hours: 3 points.  
Spring, summer.  
Class engages in seminar process to share, analyze, and extend students’ pro-
fessional experiences, including collabo-
ration with other professionals and par-
ents. Links theory and practice.
Participation in scholarly research and
presentation of a classroom-based
research project.

Observation and Participation in
Special Education
E75.2514 120 hours: 2 points. Fall, spring.
A period of observation of children in
classrooms serving children with disabil-
ities, followed by participation in class-
room instruction.

Student Teaching in Early Childhood
Special Education I
E75.2519 Minimum 20 days: 3 points. Fall, spring.
University-supervised student teaching
in special and inclusive settings for
young children (Pre-K, K, or grades
1-2) with disabilities.

Student Teaching in Early Childhood
Special Education II
E75.2520 Minimum 20 days: 3 points. Spring, summer.
University-supervised student teaching
in special and inclusive settings for
young children (Pre-K, K, or grades
1-2) with disabilities.

Student Teaching in Special
Education (Childhood) I
E75.2521 Minimum 20 days: 2 points. Fall, spring.
University-supervised student teaching
in special and inclusive settings for
children (grades 1-3 or 4-6) with
disabilities.

Student Teaching in Special
Education (Childhood) II
E75.2522 Minimum 20 days: 3 points. Spring, summer.
University-supervised student teaching
in special and inclusive settings for
children (grades 1-3 or 4-6) with
disabilities.

Student Teaching in Special
Education (Middle School)
E75.2523 Minimum 20 days: 3 points. University-supervised student teaching
in special and inclusive settings for
children (grades 5-6 and 7-9) with
disabilities.

Student Teaching in Special
Education (Adolescence)
E75.2524 Minimum 20 days: 3 points. University-supervised student teaching
in special and inclusive settings for
children (grades 7-9 and 9-10) with
disabilities.

Student Teaching in Bilingual Special
Education
E75.2525 Minimum 20 days: 3 points. Supervised student teaching of bilingual
students with disabilities.