

CHILDHOOD EDUCATION/ SPECIAL EDUCATION: CHILDHOOD (MA)

Department Website (<http://steinhardt.nyu.edu/teachlearn/>)

NYSED: 24700 **HEGIS:** 0802.00 **CIP:** 13.1202

Program Description

This dual certification MA program in Childhood Education and Childhood Special Education leads to eligibility for the New York State initial teaching certification in both general and special education for grades 1–6. The curriculum helps prospective teachers develop as decision-makers and reflective practitioners who are committed to working 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 contemporary issues in education, especially those 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.

Career Opportunities

Graduates teach children in elementary (or middle) schools; teach or direct after-school or non-profit educational spaces; educate teachers and conduct research in schools and universities; and direct 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 and media, work with educational non-profit organizations, policy groups or centers, and governmental organizations focused on children and families.

Admissions

Admission to graduate programs in the Steinhardt School of Culture, Education, and Human Development requires the following minimum components:

- Résumé/CV
- Statement of Purpose
- Letters of Recommendation
- Transcripts
- Proficiency in English

See NYU Steinhardt's Graduate Admissions website (<https://steinhardt.nyu.edu/admissions/how-apply/graduate-students/>) for additional information on school-wide admission. Some programs may require additional components for admissions.

See How to Apply (<https://steinhardt.nyu.edu/degree/ma-childhood-and-special-education-grades-1-6/how-apply/>) for admission requirements and instructions specific to this program.

Program Requirements

Course	Title	Credits
Required Courses		
<i>Foundation</i>		

TCHL-GE 2010	Inquiries Into Teaching & Learning III	3
SPCED-GE 2124	Historical and Contemporary Issues in Special Educ Policy, Research and Practice	3

Pedagogical Content - Childhood

LITC-GE 2001	Foundations of Literacy Development in Childhood/Early Childhood	3
LITC-GE 2002	Literacy for Learning	3
CHDED-GE 2055	Integrated Arts in Childhood & Early Education	3
MTHED-GE 2115	Teaching Elementary School Mathematics: Foundations and Concept Development	3

SCI-GE 2009	Science Experiences in The Elementary School I	2
SCI-GE 2010	Science Experiences in The Elementary School II	2

Pedagogical Content - Special Education

SPCED-GE 2161	Educ of Stu With Disab in Clhd Settings	3
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
SPCED-GE 2133	Assess & Inst Design for Ss W/Mild Mod Dis II	3
SPCED-GE 2051	Fnds of Curr for Diverse Learners	3
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3

Fieldwork & Culminating Seminars

TCHL-GE 2005	Field Work in Schools & Other Education Settings	0
CHDED-GE 2901	Student Teaching in Childhood I	3
SPCED-GE 2901	Student Teaching Special Education:Childhood I (taken twice, for a total of 6 credits)	6
TCHL-GE 2999	Drug, Alcohol Ed/Child Abuse ID/School Violence/ DASA	0

Total Credits **46**

Sample Plan of Study

Course	Title	Credits
1st Semester/Term		
TCHL-GE 2010	Inquiries Into Teaching & Learning III	3
SPCED-GE 2051	Fnds of Curr for Diverse Learners	3
SPCED-GE 2124	Historical and Contemporary Issues in Special Educ Policy, Research and Practice	3
SCI-GE 2009 & SCI-GE 2010	Science Experiences in The Elementary School I and Science Experiences in The Elementary School II ¹	4
TCHL-GE 2999	Drug, Alcohol Ed/Child Abuse ID/School Violence/ DASA ²	0
Credits		13
2nd Semester/Term		
LITC-GE 2001	Foundations of Literacy Development in Childhood/ Early Childhood	3
MTHED-GE 2115	Teaching Elementary School Mathematics: Foundations and Concept Development	3
CHDED-GE 2901	Student Teaching in Childhood I	1-3
CHDED-GE 2055	Integrated Arts in Childhood & Early Education	3
TCHL-GE 2005	Field Work in Schools & Other Education Settings	0
Credits		12
3rd Semester/Term		
SPCED-GE 2161	Educ of Stu With Disab in Clhd Settings	3
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3
LITC-GE 2002	Literacy for Learning	3
SPCED-GE 2901	Student Teaching Special Education:Childhood I	3
Credits		12

4th Semester/Term		
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
SPCED-GE 2133	Assess & Inst Design for Ss W/Mild Mod Dis II	3
SPCED-GE 2901	Student Teaching Special Education:Childhood I	2-3
Credits		9
Total Credits		46

¹ Courses can be taken in either fall semester (Fall I or Fall II).

² Course can be taken in other semesters.

Learning Outcomes

Upon successful completion of the program, graduates will:

1. Build relationships with students and families with the goal of fostering student learning, engagement and well-being.
2. Integrate theory/research with pedagogical and classroom practice.
3. Develop and implement discipline-based curricula, unit plans and lessons that are coherent, use culturally relevant pedagogies, and foster experiential learning.
4. Create and apply classroom strategies that are explicit, innovative, appropriate for a specific context, and use technology to support student learning.
5. Develop a practice that is equitable and inclusive and acquire the skills of a professional educator.

Policies

Department of Teaching and Learning

Policy on Academic Progress

Students are expected to maintain satisfactory progress each semester per Steinhardt's policy on academic progress. The minimum required GPA for satisfactory academic progress is a 3.0 (equivalent to a B) for Master's and Advanced Certificate students in the Department of Teaching and Learning. A grade minimum of B- in student teaching seminar courses is required for students in teacher certification track programs.

Students with a grade point average below this will be considered not making satisfactory progress and will be reviewed by the Steinhardt Committee on Student Progress. Please review Steinhardt's Academic Policies and Procedures (<https://steinhardt.nyu.edu/current-students/academic-policies-and-procedures/>) page for more information.

Pass/Fail Grading Option

MA and Advanced Certificate students in the Department of Teaching and Learning are not permitted to take required courses Pass/Fail. Elective courses may be taken Pass/Fail with program approval. The Pass/Fail option must be chosen by the fifth week of classes for the Fall and Spring semesters and the fifth day of Summer session classes.

Fieldwork Placement

Be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to

complete program requirements or cannot obtain a license to practice in your field because of the results of such background.

NYU Policies

University-wide policies can be found on the New York University Policy pages (<https://bulletins.nyu.edu/nyu/policies/>).

Steinhardt Academic Policies

Additional academic policies can be found the Steinhardt academic policies page (<https://bulletins.nyu.edu/graduate/culture-education-human-development/academic-policies/>).