

TEACHING ENGLISH 7-12 WITH 5-6 EXTENSION/ STUDENTS WITH DISABILITIES 7-12 GENERALIST (MA)

Department Website (<https://steinhardt.nyu.edu/departments/teaching-and-learning/>)

NYSED: 37281 HEGIS: 1501.01 CIP: 23.0101

Program Description

This master's program prepares aspiring teachers to teach English in grades 7-12 and grades 5-6 without special needs as well as those with a variety of learning challenges, including autism, attention difficulties, learning disabilities, and emotional and behavioral disabilities.

This dual-certification curriculum combines content courses and core pedagogy classes with fieldwork and supervised student teaching. The curriculum includes coursework that focuses on literacy methods in the inclusive classroom, teaching methods for English and the language arts, language and literacy acquisition and development, designing effective curricula and individualized instruction for all types of learners, and working collaboratively with parents and guardians.

Graduates are eligible for New York State certification in teaching English grades 7-12 and teaching students with disabilities grades 7-12, with an optional certificate extension to teach grades 5-6.

Accreditation (AAQEP)

The New York University Teacher Education Program, which is designed to prepare students to meet the challenges of teaching and leadership in today's demanding educational environment, is granted accreditation by the Association for Advancing Quality Educator Programs (AAQEP) for a period of seven years, from April 2020 to June 2027. This accreditation certifies that the fore-named professional education program has provided evidence that the program adheres to AAQEP's quality principles.

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-teaching-english-and-teaching-students-with-disabilities-grades-7-12/how-apply/>) for admission requirements and instructions specific to this program.

Program Requirements

Course	Title	Credits
Major Requirements		
<i>General Pedagogical Core</i>		
TCHL-GE 2010	Inquiries Into Teaching & Learning III	3
TCHL-GE 2999	Drug, Alcohol Ed/Child Abuse ID/School Violence/ DASA	0
WLGED-GE 2914	Workshop in World Language Education	1
<i>Specialized Pedagogical Core</i>		
SPCED-GE 2162	Ed of Std With Disab in Middle Clhd/Adole Setting	3
SPCED-GE 2136	Assessment for Students with Disabilities	3
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
TCHL-GE 2275	Lang/Lit Acquisition Dev	3
SPCED-GE 2124	Historical and Contemporary Issues in Special Educ Policy, Research and Practice	3
ENGED-GE 2041	Teaching/Learning English Language Arts Middle & HS	3
ENGED-GE 2501	Masters Sem:Eng Ed	3
TCHL-GE 2120	Curriculum and Research in Literacy and the Language Arts	3
<i>Student Teaching</i>		
TCHL-GE 2005	Field Work in Schools & Other Education Settings	0
ENGED-GE 2911	Student Teaching in the English Language Arts: Placement I	3
SPCED-GE 2524	Teaching Students with Disabilities: Middle School	3
<i>Electives</i>		
Content Electives	In consultation with their adviser, students will select one 2000-level courses as content electives in English Education. If TCHL-GE 2275 is taken, it will count in place of a 2000-level content elective.	3
Total Credits		42

Sample Plan of Study

Course	Title	Credits
1st Semester/Term		
SPCED-GE 2124	Historical and Contemporary Issues in Special Educ Policy, Research and Practice	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
TCHL-GE 2010	Inquiries Into Teaching & Learning III	3
Credits		8
2nd Semester/Term		
ENGED-GE 2501	Masters Sem:Eng Ed	3
SPCED-GE 2162	Ed of Std With Disab in Middle Clhd/Adole Setting	3
ENGED-GE 2041	Teaching/Learning English Language Arts Middle & HS	3
ENGED-GE 2911	Student Teaching in the English Language Arts: Placement I	3
TCHL-GE 2999	Drug, Alcohol Ed/Child Abuse ID/School Violence/ DASA	0
Credits		12

3rd Semester/Term			
SPCED-GE 2136	Assessment for Students with Disabilities	3	Policies and Procedures (https://steinhardt.nyu.edu/current-students/academic-policies-and-procedures/) page for more information.
	Credits	3	
4th Semester/Term			
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3	Pass/Fail Grading Option
SPCED-GE 2524	Teaching Students with Disabilities: Middle School	3	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.
TCHL-GE 2120	Curriculum and Research in Literacy and the Language Arts	3	
WLGED-GE 2914	Workshop in World Language Education	1	
TCHL-GE 2005	Field Work in Schools & Other Education Settings	0	
Content Course		3	
	Credits	13	
5th Semester/Term			
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3	NYU Policies
TCHL-GE 2275	Lang/Lit Acquisition Dev	3	University-wide policies can be found on the New York University Policy pages (https://bulletins.nyu.edu/nyu/policies/).
	Credits	6	
	Total Credits	42	

Learning Outcomes

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

Program Policies

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.

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

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/>).