

TRANSFORMATIONAL TEACHING STUDENTS WITH DISABILITIES AND COMPUTER SCIENCE (MAT)

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

NYSED: 41184 **HEGIS:** 0808.00 **CIP:** 13.1206

Program Description

This Master of Arts in Teaching program in Transformational Teaching in Middle and High School for Students with Disabilities and Computer Science prepares prospective teachers to work with students with disabilities and within computer science education contexts. Dynamic computer science education research is combined with established special education practices, enabling students to work as equitable and inclusive educators who create meaningful experiences and varied access points. This program leads to eligibility for New York State initial teaching certification in Students with Disabilities Generalist 7–12 and Teaching a Special Subject (All Grades): Computer Science.

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/mat-teaching-students-with-disabilities-and-computer-science/how-apply/>) for admission requirements and instructions specific to this program.

Program Requirements

Course	Title	Credits
Pedagogical Core		
TCHL-GE 2010	Inquiries Into Teaching & Learning III	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
TCHL-GE 2275	Lang/Lit Acquisition Dev	3
TCHL-GE 2999	Drug, Alcohol Ed/Child Abuse ID/School Violence/DASA:	0
SPCED-GE 2124	Historical and Contemporary Issues in Special Educ Policy, Research and Practice	3
Specialized Pedagogy/Fieldwork for Social Studies Education		
SPCED-GE 2162	Ed of Std With Disab in Middle Clhd/Adole Setng	3
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3

SPCED-GE 2136	Assessment for Students with Disabilities	3
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
MTHED-GE 2110	Introduction to Computer Science Education	3
MTHED-GE 2080	Teaching of Computer Science	3
MTHED-GE 2185		3
Student Teaching Courses		
SPCED-GE 2524	Teaching Students with Disabilities: Middle School	3
or SPCED-GE 2526	Teaching Students with Disabilities: High School	
MTHED-GE 2076	Student Teaching in Computer Science	3
Total Credits		38

Sample Plan of Study

Course	Title	Credits
1st Semester/Term		
TCHL-GE 2010	Inquiries Into Teaching & Learning III	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
Credits		5
2nd Semester/Term		
MTHED-GE 2110	Introduction to Computer Science Education	3
SPCED-GE 2124	Historical and Contemporary Issues in Special Educ Policy, Research and Practice	3
SPCED-GE 2162	Ed of Std With Disab in Middle Clhd/Adole Setng	3
MTHED-GE 2076	Student Teaching in Computer Science	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
Credits		3
4th Semester/Term		
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
MTHED-GE 2080	Teaching of Computer Science	3
MTHED-GE 2185		3
SPCED-GE 2526	Teaching Students with Disabilities: High School	3
Credits		12
5th Semester/Term		
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3
TCHL-GE 2275	Lang/Lit Acquisition Dev	3
Credits		6
Total Credits		38

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

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/>).