



Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2023-2024

Curriculum & Teaching

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The Department of Curriculum & Teaching

Our Mission

The Department of Curriculum and Teaching, established in 1938, was the first college department in the U.S. devoted to the scholarly study of problems of curriculum and teaching across all subjects and all levels of schooling, from early childhood through the education of teachers and supervisors. Broad questions about the nature, purpose, and design of curriculum and about the theory and practice of teaching remain at the core of all Department programs. Addressing these questions in contemporary times calls for critical analyses of the ways in which curriculum, teaching, and schooling contribute to social inequalities and a commitment to educating for social justice. Our location in New York City compels us to focus intensely on the lives of children and youth who attend under-resourced schools and face complex challenges in urban centers, but this focus does not exclude attention to problems of teaching and curriculum in suburban and rural settings as well as international contexts. Across all our Academic Programs, the preparation of teachers, educational leaders, teacher educators, and educational researchers is designed to provide them with the intellectual tools needed to re-imagine schools and other educational settings. We aim to prepare the next generation of outstanding educators who have broad repertoires of knowledge, practices, and dispositions that enable all children, including those who have acquired labels, to gain access to and succeed with the kind of education that historically has been reserved for children of privilege. Teacher inquiry, critical perspectives, knowledge of content and pedagogy, a curricular stance, and the interrelationship of theory and practice are also woven throughout our certification and our advanced programs.

Typical positions for which students are prepared include teacher or supervisor of:

- infancy or early childhood education
- early childhood special education
- elementary education
- secondary education
- students with disabilities
- gifted education
- literacy

Director of:

- child-care center
- community or government-based organization or agency
- infant and parent center
- early childhood program

- literacy

College teacher in undergraduate or graduate programs specializing in:

- infancy or early childhood education
- early childhood special education
- early childhood policy
- elementary or secondary education
- teaching students with disabilities
- gifted education
- curriculum development
- curriculum studies
- literacy education
- educational leadership and school change
- teacher education
- urban and multicultural education

Administrator (such as assistant superintendent, consultant, coordinator, director) in charge of:

- curriculum and instruction
- curriculum research
- professional development
- gifted education
- language arts

Teacher-leader in programs for learners from infancy to adulthood

Consultant or educational specialist in a school or non-school agency

Regarding students who plan to work in a state other than New York, Teachers College has not made a determination if our programs meet the educational requirements for certification or professional licensure in any other state, Washington DC or Puerto Rico. We recommend that applicants review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program.

Curriculum and Teaching

Department of Curriculum & Teaching



Program Description

The Program in Curriculum and Teaching is designed for teachers, administrators, and other educators who: (1) have received formal professional preparation in preschool through grade twelve teaching at an accredited college or university, and/or; (2) hold, or are eligible to receive, teacher certification.

Students will have opportunities to become experts in such areas as curriculum development, school change and reform initiatives, action research and other school- based inquiry strategies, and will gain perspectives on teaching as complex intellectual activity. The overarching intention of the program is to assist educators who expect to exert leadership in their school settings and with their colleagues.

Any applicant seeking initial teacher certification in New York should apply for the preservice, or initial certification, M.A. degree program in Early Childhood Education or Elementary/ Inclusive Elementary Education.

Degrees

Master of Arts
<p>Curriculum and Teaching</p> <p>Master of Arts</p> <p>Points/Credits: 32</p> <p>Entry Terms: Summer/Fall</p> <hr/> <p>Degree Requirements</p>

Overview

The M.A. degree in Curriculum and Teaching (MA-CURR) is a flexible but structured 32 point program. It provides students with a core of common experiences, driving questions, and shared challenges in conjunction with the opportunity to shape a course of study reflective of their individual needs, interests, and purposes.

The MA-CURR (as it is referred to for shorthand) is designed for educators practicing and/or aspiring to practice in a diversity of contexts, including but not limited to formal school and school district settings (whether as teachers, building leaders, coaches, mentors, cooperating teachers, and the like). Museum educators, community-based educators, activists, and many others also find the program a good fit. Some prior experience is recommended, but not required. A commitment to public education is welcome (but not required). In short, the program is for educators and the educationally minded who wish to deepen their knowledge, skill, and vision as teachers, educational leaders, and developers and designers of curriculum, broadly understood. The degree program is well-suited both to those who are at a highly exploratory point in their work and those who have very clear ideas of where they want to bear down in their studies. Either way, we seek students who are intellectually curious and who want to play an active role in shaping their own course of study.

Core tenets of the program:

- Teachers are necessarily and rightly adapters and designers of curriculum;
- Curriculum specialists are properly grounded in and informed by first-hand understanding of teaching and learning and real contexts;
- Inquiry is central to the tasks of education at every point;
- Educators in all contexts have the responsibility to orient their work to, and assess it in light of, ever-present, variously manifested, needs for and goals of social justice.

Structurally, the degree program is organized around a core of common coursework, and associated field experience, dealing with principles, history, and skills of curriculum design and of pedagogy, in context of an alert and critical attention to social, ethical, professional and other challenges facing educators and children/young people in schools. Beyond these common requirements, M.A. degree students, working closely with an advisor, design a course of study reflecting their particular interests, needs, and desired area(s) of professional expertise. As a source of continuity, and a culminating activity, all students conduct an “Integrative Project,” focused on an issue, problem, and/or question identified by the student.

Students in the MA-CURR degree program take some courses, and engage in some joint activities, with students in other Curriculum and Teaching degree programs, in particular, the Master of Education (Ed.M) in C&T (60 points) and the MA in Curriculum and Teaching with Professional Certification, Elementary (MA-CUED) or Secondary (MA-CUSD). Faculty, as well as students, work together across all of these programs—all of which are devoted equally to the critical study and improvement of pedagogy, curriculum, and society.

Please see “MA in Curriculum & Teaching Program Guide” for further information about degree program purposes, structure and expectations; and for answers to Frequently Asked Questions.

Advising

All students are assigned an advisor upon admission. It is essential that students begin working with their advisor well before commencing their studies at Teachers College. Advisors can help students decide what program timeline makes best sense for them; students and advisors work together to develop the Program Plan; students are required to consult with their advisor prior to initial course selection and registration.

Please see “MA in Curriculum & Teaching Program Guide” for further information about advising.

Courses

Requirements and schedule notes are correct as of publication. Please check the online schedule for the most current scheduling information: <https://www.tc.columbia.edu/courses/>. In case of confusion, consult with your advisor. Students are responsible for meeting all degree program requirements. Please plan accordingly.

Common (core) courses. All students in the M.A. in Curriculum & Teaching are required to take the following (14 points):

C&T 4005 Principles of Teaching and Learning (4 credits)

Fall only (includes a required 50 hour field experience component: see below) To be taken concurrently with C&T 4502 semester 1

C&T 4002 Curriculum Theory and History (3 cr) Fall, Spring, Summer

C&T 4052 Designing Curriculum and Instruction (3 cr) Fall, Spring, & Summer; Consult with advisor to assure proper section

One of the following age/level specific courses:

C&T 4130 Critical Perspectives in Elementary Education (K - 6) (3 cr) Fall only; OR

C&T 4145 Critical Perspectives in Secondary Education (3 cr) Fall only;

OR If teaching focus is in Early Childhood or Higher Education, consult with advisor

C&T 4502.002 Integrative Project seminar (0-1 cr) Fall only

Pre- or co-requisite: C&T 4005

Register for section designated for MA-CURR students

Consult with advisor regarding credit allotment

C&T 4502.002 Integrative Project seminar (0-1 cr) Spring only

To be taken immediately following first semester of C&T 4502

Field Experience (in conjunction with C&T 4005)

Students who are, while in the program, working in a school or other setting organized for teaching and learning may (but are not obliged to) do their field experience in that setting, although mostly not in their own classroom or comparable space, with Program approval. In other cases, Program staff work with students to find placements in New York City schools or informal educational spaces for 50 hours of observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. The field placement typically spans ten weeks and averages five hours per week.

Elective courses (18 points)

In addition to the core courses, students create their own degree program plans in consultation with, and subject to approval of, the advisor. Advisors may recommend coherent sets of courses or course possibilities aligned with particular student interests and departmental strengths; for example, early childhood, literacy, diversity, equity, urban education, inclusive education (elementary), gifted and talented education, further depth in curriculum theory and design. Advisors may also recommend or approve courses reflective of student interests that do not fit neatly into these categories but that cohere around other desires, needs, and purposes. Elective courses may be taken in the Department of Curriculum & Teaching, in other Departments of Teachers College, and at Columbia University.

Breadth Requirement

In order to assure breadth of study, the College requires students to earn at least six credits at Teachers College (which may mean two or three courses) outside of their home Department (i.e., outside of the Department of Curriculum and Teaching). MA-CURR degree students frequently take more than six credits outside of the Department.

Please note that a minimum of 20 credits (of the minimum of 32 required for the degree) must be earned in the Department of Curriculum and Teaching.

The Integrative Project

The Integrative Project is an opportunity for MA-CURR degree students to design and conduct a disciplined and substantial inquiry into an issue, problem, and/or question of particular interest, germane to the student's curricular and/or pedagogical investments, educational and social values, and professional contexts and aims. Students' inquiries may take multiple forms, for example, practice-based action research, design study, or academic paper synthesizing and critiquing prior research. In all cases, an end goal is for students to arrive at a well-grounded, articulated perspective and/or a set of recommendations for their own practice and continuing thought. Students present their projects to colleagues, faculty, friends and family at an "Academic Showcase" at the end of the spring term.

Only 1 credit is earned for the Integrative Project (in CT 4502, see next), but the work is substantial, and spans two semesters/a full academic year. The two semester seminar sequence, CT 4502 fall and CT 4502 spring is the primary site for support in conceptualizing, designing, and carrying out the project. Full time students ordinarily take the seminar sequence beginning in their first fall semester. Part time students who will be enrolled for two fall and spring semesters ordinarily take the seminar sequence in their second fall and spring. (In other words, to whatever extent it may be possible, the seminar sequence is taken towards the end of a student's studies.) Please note that the seminar may only be taken in consecutive fall and spring semesters. The Integrative Project is also supported in CT 4005 (Principles of Teaching and Learning), which must be taken prior to or concurrent with the fall semester of CT 4502. The critical observation and reflection on customs and practices of teaching, learning, curriculum, and assessment that play a big part in CT 4005, in conjunction with course readings and discussions, typically prompt new or deepened thoughts, curiosities, and interests, and often lead to inquiry questions that may catalyze the Integrative Project.

As noted, the Integrative Project is a substantial undertaking, one that demands significant independent effort on the student's part.

New Student Advising and Online Registration

Please see note above and in the M.A. in Curriculum and Teaching Program Guide: Newly admitted students need promptly to seek advising with the assigned advisor or Associate Professor of Practice Roosevelt and begin to draft their Program Plan. A PIN (Personal Identification Number) will be assigned after consultation and agreement about first semester courses. The student will then be able to register for courses online. The

Office of Admission may provide further information to assist students in the registration process (<https://www.tc.columbia.edu/admission/>; 212-678-3710; admission@tc.columbia.edu). Those have not been notified of their advisor, please seek guidance from the Program Director.

Graduation Deadlines

Teachers College students must apply (i.e., declare their intent) to graduate by a specified date well in advance of each of the College's three annual graduation dates: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

Please note there is only one commencement ceremony each academic year, at the end of the spring term. Participation in this ceremony presumes successful completion of all degree requirements as of the end of the spring term. Under certain limited circumstances specified by the College, students in good standing who have not yet completed all degree requirements may also participate ("walk") in the May ceremony. Please consult the Registrar's Office and/or advisor about criteria and procedures for "walking" (taking part in the ceremony without yet being awarded the diploma).

Graduation application due	Degree awarded
August 1	October
November 1	February
February 1	May

Please also see: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

Master of Education

Curriculum and Teaching

Master of Education

Points/Credits: 60

Entry Terms: Summer/Fall

Degree Requirements

The Ed.M. degree is an advanced master's degree (between an M.A. degree and an Ed.D. degree) that offers a flexible program of study focusing on leadership in curriculum and teaching in a range of educational settings. This degree program offers students the opportunity to develop specialized understandings and a capacity for leadership in curriculum and pedagogy. Leadership is interpreted broadly in this program to include developing curricula, studying teaching, designing professional development, and engaging in action research, all with a focus on challenging inequalities and imagining new possibilities for education.

The Ed.M. is a 60-point degree program, with the possibility of transferring in 30 points from previous relevant graduate study. It does not lead to New York State certification as a teacher or building administrator. Two years of teaching experience or the equivalent is a prerequisite for admission. Many students hold a master's degree with initial teacher certification.

The program of study for Ed.M. students is as follows:

Curriculum & Teaching Courses

A minimum of 15 points (including 9 points for core courses and 6 points for social context courses) must be taken in the Department of Curriculum and Teaching.

Core Courses (9 points)

- C&T 4002 Curriculum theory and history (3)
- C&T 4005 Principles of teaching and learning (3-point option only)
- C&T 4052 Designing curriculum and instruction (3-point option only)

Social Context Courses (at least 6 points selected from the following list of suggested courses)

- C&T 4000 Disability in contexts
- C&T 4001 Differentiating instruction in inclusive classrooms
- C&T 4010 Immigration and curriculum
- C&T 4078 Curriculum and teaching in urban areas
- C&T 4114 Multicultural approaches to teaching young children
- C&T 4145 Critical perspectives in secondary education
- C&T 5037 Literacy, culture, and the teaching of reading
- C&T 4004 School change
- C&T 4023 Differentiated curriculum for gifted students
- C&T 4032 Gender, difference, and curriculum
- C&T 4121 Early childhood teaching strategies within a social context
- C&T 4161 The teacher: Socio-historical, cultural contexts of teaching
- C&T 4615 Young children and social policy: Issues and problems
- C&T 5074 Curriculum and teaching policy
- C&T 4199/5199 (Topics vary; consult course schedule)

Out-of-Department Courses

Students must also complete the College's breadth requirement, which consists of a minimum of 6 points of Teachers College courses taken outside of the Curriculum and Teaching Department.

Breadth Courses (6 points)

- Teachers College courses taken out of the C&T Department
- See the course schedule for a sample of TC courses.

Integrative Project

An Integrative Project allows students to focus their studies on particular issues related to their professional background and aspirations in the field. Students begin conceptualizing this project in the EdM Project Seminar.

C&T 5500: Ed.M. Project Seminar (1 point)

An initiating seminar is usually taken in the fall semester of the first or second year of the program depending on the student's individual timeline for program completion. The purpose of this seminar is to initiate a project that will integrate each student's learning experiences and expand her/his knowledge and practice of leadership. The project may take a number of forms, including an article for publication, curriculum development and analysis, or action research. Students have a total of four semesters (not including summer semesters) to complete the integrative project.

Additional Courses

The Ed.M. degree program allows students considerable latitude to design a program of study in consultation with their advisor. Program advisors draw on knowledge of the many Teachers College programs and professors to help students construct a program of high interest, interdisciplinary coursework, and educational relevance. This flexibility allows Ed.M. students to select additional courses that support their unique professional goals for curriculum leadership.

Internships | Research

The degree program does not require an internship, but students may arrange an experience as part of their program plan. Research positions are available at the discretion of faculty. Search the TC Next Career Resources Portal for opportunities.

Doctor of Education

Curriculum and Teaching

Doctor of Education

Points/Credits: 90

Entry Terms: Fall Only

Degree Requirements

The Department of Curriculum and Teaching offers a single Doctor of Education program with different areas of concentration. The program requires 90 points of graduate study beyond the baccalaureate, 40 points of which may be transferred from previous graduate work at other institutions, should they meet requirements of the Teachers College degree program.

Applicants interested in the Ed.D. degree program in the Department of Curriculum and Teaching should consult the booklet, "Studying for the Ed.D. Degree in the Department of Curriculum and Teaching," available from the Department of Curriculum and Teaching.

The concentrations within the Ed.D. program are:

- Curriculum Studies
- Early Childhood Education
- Early Childhood Policy
- Educational Leadership and School Change

- Gifted Education
- Literacy Education
- Urban and Multicultural Education

Doctoral students in all concentrations may also take coursework to prepare themselves as teacher educators.

Enrollment Requirements for First-Year Ed.D. Students

Every first-year Ed.D. student in the Department of Curriculum and Teaching is required to enroll in C&T 5000, Theory and Inquiry in Curriculum and Teaching, in both the fall (6 points) and the spring (3 points) semesters of his or her first year.

C&T 5000 meets for a double class session once per week in the fall and for a single class session once per week in the spring. A student may enroll for more than this minimum, but C&T 5000 must be part of his or her first-year course of study.

C&T 5000 is designed to make beginning doctoral students aware of important problems and issues in curriculum and teaching, to introduce students to methods of formulating questions and to modes of inquiry appropriate to doctoral-level research, and to build a cohesive student cohort.

This is a rigorous course, with respect to both the quantity and sophistication of the material for which students are held responsible. The course requires a commitment of time and effort commensurate with the norms of scholarship at the doctoral level.

It is our belief that the demands placed on the students by this course will benefit students and that those who complete the course and pass the certification examination will be well prepared to continue their doctoral studies successfully through the dissertation phase. Students accepted into the Ed.D. program will receive a list of course texts with their acceptance letters so they can begin their reading early.

The basic curriculum for Ed.D. students includes:

Core Courses:

- C&T 5000 Theory and inquiry in curriculum and teaching (6 points fall and 3 points spring, of the first year)

Research Core:

- HUDM 4122 Probability and statistical inference (3)

Two (2) research methodology courses relevant to the student's research interests. Students must complete at least two of the required research core courses prior to enrolling in Dissertation Seminar. The third course may be taken concurrently with Dissertation Seminar.

At least one semester of a research seminar taught by a member of the department faculty is also required.

Research Requirements:

- C&T 7500 Dissertation seminar in curriculum and teaching (3) Other courses are selected in consultation with an advisor.

Faculty

Faculty

- James H **Borland** Professor of Education
- Lucy M **Calkins** Robinson Professor in Children's Literature
- Limarys **Caraballo** Associate Professor of English Education
- Ezekiel Juma **Dixon-Roman** Professor of Critical Race, Media, and Educational Studies
- Daniel **Friedrich** Associate Professor of Curriculum
- Maria Paula **Ghiso** Associate Professor of Literacy Education
- Thomas **Hatch** Professor of Education
- Michelle Georgia **Knight-Manuel** Professor of Education
- Nancy Louise **Lesko** Executive Editor for the TC Record
- Bettina L **Love** William F. Russell Professor
- Celia **Oyler** Vice Dean for Teacher Education
- Mariana V. **Souto-Manning** Professor of Early Childhood Education
- Haeny S. **Yoon** Associate Professor of Early Childhood Education

Emeriti

- Celia S. **Genishi** Professor Emerita of Education
- Anne Lin **Goodwin** Evenden Professor Emerita of Education
- Susan **Recchia**
- Marjorie Gail **Siegel** Professor Emerita of Education
- Karen **Zumwalt** Professor Emerita of Education

Lecturers

- Stephanie Dawn **McCall** Lecturer, Curriculum Studies Program
- Jacqueline Ann **Simmons** Senior Lecturer

Adjunct Faculty

- Monica A. **White** Adjunct Professor

Instructors

- Samuel **Shreyar**

Courses

C&T 4002 - Curriculum theory and history

The nature and design of educational activities: theory, research, and practice of curriculum design.

C&T 4005 - Principles of teaching and learning

Examination of the relationships among teaching, learning, and assessment; teaching as a profession; and schools as complex social organizations.

C&T 4021 - Nature and needs of gifted students

This introductory course in gifted education explores a number of issues related to the psychology and education of gifted students, including conceptions of giftedness, educational provisions for gifted students, creativity, and economically disadvantaged gifted students. Issues of race, class, gender, and disability status as they interact with the construct of giftedness are examined.

C&T 4022 - Instructional models in the education of gifted students

What should gifted students learn? How can we differentiate the curriculum for gifted learners in order to meet their special needs more effectively? These and other questions will be addressed in this course devoted to the discussion, analysis, and evaluation of instructional models designed or adapted for gifted students. Emphasis will be placed on the principles of curricular differentiation and on providing an overview of a range of models designed to modify content, enhance the development of thinking skills, and enhance creativity. Issues of defining giftedness and of defensible differentiated curriculum will also be explored.

C&T 4023 - Differentiated curriculum for gifted students

This course examines the characteristics of appropriate and defensible curriculum for gifted children and youth. Particular emphasis is placed on instructional strategies, curriculum theories, flexible grouping techniques, and meeting the needs of gifted learning in the regular classroom.

C&T 4024 - Planning and implementing programs for gifted students

In this course, we examine factors affecting the planning and implementation of programs for students identified as gifted, components of gifted programs, and a systems approach to program planning. Students develop written program plans for specific settings. Issues of race, class, gender, and disability status as they affect the planning of gifted programs are examined. No prior experience with or knowledge of gifted education is required.

C&T 4026 - Giftedness and Intelligence

In this course, we explore theories of intelligence, which have served as a theoretical basis for the field of gifted education from its beginning. Starting with the work of Francis Galton in the 19th century and following through to the present day, we will critically examine and problematize such constructs as intelligence, creativity, and giftedness as well as such related topics as mental measurements.

C&T 4027 - Differentiated instruction of gifted students in the heterogeneous classroom

Gifted students are present in almost every elementary, middle school, and high school classroom. The educational needs of these students can and must be met within this context. This workshop will provide an overview of curricular and instructional strategies designed to enhance the optimal development of gifted learners (and all learners) in the regular classroom. Topics will include general curricular modifications, management techniques, instructional strategies, individual learning opportunities, and outcomes and assessments. Special consideration will be given to those methods of differentiation that can be integrated readily into the learning environment of mixed-ability classrooms.

C&T 4032 - Gender, difference, and curriculum

This course offers a multifaceted, interdisciplinary introduction to thinking about school curricula, policies, and practices as gendered. Gender will not be considered in isolation but as interwoven and complicated with cultural, racial, religious, class, and sexual identities, among others. The course materials will move beyond the identification of the problems to examine various efforts to create gender-sensitive curricula and programs.

C&T 4052 - Designing curriculum and instruction

Application of models for designing curriculum and instruction. Students design curriculum in collaborative groups.

C&T 4121 - Early childhood teaching strategies within a social context

Exploration of the teaching strategies used in early childhood education through analysis of the social contexts out of which they have arisen. Emphasis on assimilation and application of differing strategies through workshop format.

C&T 4130 - Critical perspectives in elementary education

Critical examination of issues bearing on lived experiences, practices, and purposes of elementary teachers and students in the US today. Includes child study with focus on two questions of educational justice: What does this child have a right to, in her/his education, today, here, now? Where does or can, this child contribute to and be recognized in this classroom? Readings include classroom studies, critical interventions in current events, and foundational texts for democratic, public education. Open to all; required for CUED students. Preferably students have opportunity concurrent with course to observe children at least one hour/week.

C&T 4138 - Teaching literacy in the early years

Examination of theory, research, and practice of literacy learning and teaching in the early years, including children who are English language learners and children experiencing difficulty with school literacy. Emphasis on alternative models of designing literacy curricula, selection and use of materials (including technologies), and methods of assessing and teaching decoding, spelling, fluency, text use, and comprehension.

C&T 4140 - Literature for younger children

Critical study of literary trends and materials for children in prekindergarten, kindergarten, and early grades. Consideration of developmental issues and reader response theory relating to young children.

C&T 4141 - No Title Found in Banner

This course is a collaborative investigation of children's literature for older readers. It provides opportunities to develop and deepen your familiarity with contemporary texts, and to explore ways of facilitating enjoyable, effective, and critical literary experiences in grades 3-8. We will consider works from a variety of genres, as well as issues and practices in children's literature and children's responses to text.

C&T 4145 - Critical perspectives in secondary education

A comprehensive examination of adolescent development and learning as they relate to issues of curriculum, teaching, and learning.

C&T 4151 - Teaching of writing

The course integrates theory and practice for teachers. Topics include writing development, research on writing, curriculum development, methods of teaching writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms.

C&T 4501 - Teaching and learning in the multicultural, multilingual classroom

Student diversity (characterized by gender, race, ethnicity, language, special needs, and sexual orientation) is examined in relation to decisions about methodology, curriculum, instructional materials, student grouping, home-school-community relationships, and teachers' professional growth and development.

C&T 4502 - Master's Project

Students work to develop proposals to initiate required Master's integrative research projects. This course requires at least 30 hours of out-of-classroom work

C&T 4615 - Young children and social policy: Issues and problems

Overview of social policy towards young children as it affects classroom practice and professional goals. Situations such as child abuse, divorce and custody, student classification, and foster care are examined.

C&T 5004 - School change

Major themes include state of the field regarding school change, schools as social organizations, the individual in the organization, theories of change, and implementation strategies and processes.

C&T 5024 - Planning and Implementing Gifted Programs

In this course, we examine factors affecting the planning and implementation of programs for students identified as gifted, components of gifted programs, and a systems approach to program planning. Students develop written program plans for specific settings. Issues of race, class, gender, and disability status as they affect the planning of gifted programs are examined. No prior experience with or knowledge of gifted education is required.

C&T 5037 - Literacy, Culture and the Teaching of Reading

This 2-3 variable point course is a collaborative investigation into literacy as a social, cultural, and political practice. It provides opportunities for participants to unpack and re-imagine literacy learning and teaching for all students, but especially for those labeled “at risk” due to race/ethnicity, social class, nationality/language, gender, dis/ability, and sexuality. Rooted in the assumption that power circulates in culture, literacy, and education, this course looks closely at the role of power in reading texts, whether print-based, multimodal, digital, filmic, or embodied.

C&T 5042 - Special topics in children's literature

Study of specific genres or curriculum issues in children's literature. Topics are announced in course schedules distributed each semester. Registration not limited to one term.

C&T 5074 - Curriculum and teaching policy

Prerequisite: C&T 4004. Examination of the theoretical and political bases of curriculum and teaching policies and their influences on school organizations and teaching practices. Explores the policy-making process from policy design through implementation.

C&T 5095 - Memory, History and Curriculum

This seminar will explore the role that readings of the past have in contemporary life, by historicizing history itself. We will examine issues of collective memory as it relates to the assumption of a collective in the processes of constituting identities, and we will look at schooling as a central location in the production of those identities and the dissemination of particular notions linked to the past and our ability to draw lessons from it.

C&T 5506 - Seminar in gifted education

This is a topical seminar that examines such issues as identification of gifted students in New York City schools, equity in gifted education, the effects of No Child Left Behind and Race to the Top, and whether gifted students are necessary for gifted education. Discussions by Skype with leading scholars in the field of gifted education will

expose students to contemporary concerns in this field. No prior experience with or knowledge of gifted education is required.

C&T 5800 - Institute: Teaching of writing

The focus of the institute will be on the teaching of writing with the participants also working on their own writing. There will be a combination of large group presentations, small interactive sessions, and writing workshops. Separate sections will be offered for advanced participants. A partial list of topics to be covered includes: the central role of planning and curriculum development in the teaching of writing, methods for holding our students accountable for doing their best work, classroom structures that support inquiry and collaboration, and using literature to help students craft their writing. The Institute is appropriate for elementary and secondary teachers. Attention! Online application required, you must submit an application on the Reading & Writing Project website <https://readingandwritingproject.org/summer-institute-offerings> to be registered for sessions and to receive a grade and course materials. Contact MaryAnn Mustac, mustac@tc.edu, for more information. Course is pass/fail.

C&T 6100 - Theory and Inquiry in Curriculum and Teaching I

Required of and limited to first-year Ed.D students in the Department of Curriculum and Teaching; must be taken in the fall semester in conjunction with C&T 6101; C&T 6102 is required for all first-year Ed.D students in the following spring semester. Introduction to and exploration of important problems and issues in curriculum and teaching, methods of formulating questions, and modes of inquiry appropriate to doctoral-level research.

C&T 6532 - Seminar in reading/language arts and related research

Permission required. Open only to advanced master's and doctoral students with a specialization in literacy or a related area who have completed recent methods courses in literacy. In-depth study and discussion of trends and issues in literacy development and instruction.

C&T 7500 - Dissertation seminar in curriculum and teaching

Two semesters required of all doctoral candidates in the department unless proposal is defended in the first semester. Development of doctoral dissertations and presentation of proposals for approval.

HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

HBSK 4074 - Development of Reading Comprehension

Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. Discussion focuses on students in the middle elementary grades through young adulthood.

HBSK 5373 - Practicum in literacy assessment and intervention I

Prerequisite or corequisite: HBSK 4072, grade of B or better. This course prepares students to assess, analyze, and remediate literacy difficulties using research and theory. In class sessions, students learn to understand assessment and instruction across a broad spectrum of skill areas reflecting the most common areas of difficulty for struggling readers and writers. Students apply those skills in their work in the Dean-Hope Center for Educational and Psychological Services (CEPS) with an individual who has literacy difficulties. The practicum counts for 50 clock hours of field experience.

HBSK 5376 - Practicum in literacy assessment and intervention II

Prerequisites: HBSK 4072, HBSK 5373 with grade of B+ or better. This course is the second of three practica that prepare students to assess and remediate literacy difficulties. HBSK 5376 utilizes a more advanced learning model in which a student works to assess and tutor a client at the Dean-Hope Center for Educational and Psychological Services (CEPS). In class sessions, students continue to learn techniques, skills, and materials for assessment and intervention for use with those who struggle with reading and writing. Students are expected to apply class content in clinical sessions with an individual with literacy difficulties. Each practicum counts for 50 clock hours weekly of field experience. Attendance at supervision sessions is also mandatory.

HUDK 5024 - Language Development

Survey of research and theory in the development of language, beginning with communication and the origins of language in infancy and emphasizing acquisition of the forms of language in relation to their content and use.

HUDM 4122 - Probability and statistical inference

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

HUDM 5122 - Applied regression analysis

Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, including use of categorical predictors. Logistic regression for dichotomous outcome variables is also covered. Class time includes lab time devoted to applications with IBM SPSS. Prerequisite: HUDM 4120 or HUDM 4122 or HUDM 4125.

Curriculum and Teaching Professional Certification

Department of Curriculum & Teaching

Program Description

The Program in Curriculum and Teaching is designed for teachers, administrators, and other educators who: (1) have received formal professional preparation in preschool through grade twelve teaching at an accredited college or university, and/or; (2) hold, or are eligible to receive, teacher certification.

Students will have opportunities to become experts in such areas as curriculum development, school change and reform initiatives, action research and other school-based inquiry strategies, and will gain perspectives on teaching as complex intellectual activity. The overarching intention of the Program is to assist educators who expect to exert leadership in their school settings and with their colleagues.

Any applicant seeking initial teacher certification should apply for the preservice, or initial certification, M.A. degree program in Early Childhood Education or Elementary/ Inclusive Elementary Education.

Degrees

Master of Arts

Curriculum and Teaching Elementary Education-Professional Certification

Master of Arts | Professional Cert: 1-6

Points/Credits: 32

Entry Terms: Summer/Fall

Certification:

- NY State Professional: 1-6

Degree Requirements**Overview**

The M.A. degree program in Curriculum and Teaching leading to Professional Teacher Certification from NYSED at the Elementary level (MA-CUED), provides students with a core of common courses and experiences in critical study of pedagogy and curriculum in combination with systematic study of disciplinary foundations of school subject matters (“content”) and subject-specific pedagogies (“pedagogy”) in the area of licensure.

This 32 point degree program is designed for early career educators currently practicing in, or intending to practice in, New York State. A basic criterion for admission is possession of a valid initial license to teach in New York, or eligibility to acquire such a license (e.g., by virtue of holding a comparable license from another jurisdiction). Some prior experience (beyond student teaching or equivalent) is desirable, but not required. A commitment to public education is welcome (but not required). In conjunction with satisfaction of all other requirements determined by the New York State Department of Education (NYSED), successful completers of the program are eligible for Professional Teacher Certification in New York State in Childhood Education (grades 1 – 6). Detailed and current information about licensure requirements and procedures may be found at TC’s Office of Teacher Education, OTE, <https://www.tc.columbia.edu/office-of-teacher-education/>

Prospective students whose professional interests center around teaching in school settings, regardless of licensure status or future plans are urged to consult with the Office of Admissions and/or the Program Director early in their matriculation. We have several different degree program pathways students may want to consider (including some that do not lead to teacher certification), and we may have suggestions with respect to subjects/licensure areas in addition to those listed above. Also, licensure requirements are complex, and they differ from state to state. We can give preliminary advice on these, and can refer students to the licensure/certification experts at Teachers College as needed though we have not made an official determination if the program leads to certification in other states.

The M.A. degree leading to Professional Teacher Certification, Elementary (MA-CUED for short) helps educators who bring imagination, critical spirit, respect for the capacities of all children and young people, and love of teaching and learning to their work. We seek to prepare educators who will increasingly exert leadership (informally and/or formally) with their colleagues, in their school settings, and in the field more broadly. The degree program revolves around three core tenets:

- teaching as inquiry,
- teaching as curriculum making, and
- teaching for social justice.

Structurally, the degree program is organized around a core of common coursework, and associated field experience, dealing with principles, history, and skills of curriculum design and of pedagogy, in context of an alert and critical attention to social, ethical, professional and other challenges facing educators and children in schools today. Simultaneously, CUED students, working closely with an advisor, select from an array of “content pedagogy” courses, from within the Department of Curriculum and Teaching and across the College, appropriate to their teaching level, individual interests, and licensure requirements. As a connecting and culminating activity, all students complete an “Integrative Project,” focused on an issue, problem, and/or question identified by the student.

With careful planning and advising, this 32 point degree program may be completed in twelve months for full-time students starting in the fall or summer semesters. However, program faculty believe that students get more out of the experiences if the program is done at a slower pace. Students have five years to complete their degree program.

Students in the MA-CUED take some courses, and engage in some joint activities, with students in other Curriculum and Teaching programs, in particular, the M.A. in C&T leading to Professional Teacher Certification at the Secondary level (MA-CUSD), the Master of Education (Ed.M) in C&T (60 points) and the M.A. in Curriculum and Teaching (MA-CURR). Faculty, as well as students, work together across all of these programs—all of which are devoted equally to the critical study and improvement of pedagogy, curriculum, and society.

Please see “M.A. in Curriculum & Teaching Leading to Professional Teacher Certification (MA-CUED, MA-CUSD) Program Guide” for further information about program purposes, structure and expectations; and for answers to Frequently Asked Questions.

Advising

All students are assigned an advisor upon admission. It is essential that students begin working with their advisor well before commencing their studies at Teachers College. Advisors can help students decide what program timeline makes best sense for them; students and advisors work together to develop the Program Plan; students are required to consult with their advisor prior to initial course selection and registration.

Please see “M.A. in Curriculum & Teaching Leading to Professional Teacher Certification (MA-CUED, MA-CUSD) Program Guide” for further information about advising.

Courses

Requirements and schedule notes are correct as of publication. Please check the online schedule for most current scheduling information: <https://www.tc.columbia.edu/courses/>. In case of confusion, consult with the assigned advisor. Students are responsible for meeting all program requirements. Please plan accordingly.

Core (SHARED) Courses. All students in the M.A. in Curriculum & Teaching leading to Professional Teacher Certification (CUED, CUSD) are required to take the following (14 points):

C&T 4002 Curriculum Theory and History (3) Fall, Spring, Summer

C&T 4005 Principles of Teaching and Learning (4) Fall only (includes a required 50 hour field experience component: see below) To be taken prior to or concurrently with C&T 4502 semester 1

C&T 4052 Designing Curriculum and Instruction (3) Fall, Spring, & Summer; Consult with advisor to assure proper section. Note: One section per year focuses on design for social studies at the elementary level, and may be preferred by CUED students.

One of the following age/grade level specific courses:

C&T 4130 Critical Perspectives in Elementary Education (K – 6) (3) Fall only. CUED; OR

C&T 4145 Critical Perspectives in Secondary Education (3) Fall only. CUSD

C&T 4502.001 Integrative Project seminar (0 - 1) Fall only

Pre- or co-requisite: C&T 4005

Register for section designated for MA-CUED and CUSD students

Consult with advisor regarding credit allotment

C&T 4502.001 Integrative Project (0 - 1) Spring only

To be taken immediately following first semester of C&T 4502

FIELD EXPERIENCE (IN CONJUNCTION WITH C&T 4005)

Students who are teaching while in the degree program generally do their field experience in their own school, although for the most part not in their own classroom. In other cases, Program staff work with students to find placements in New York City schools for 50 hours of independent observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. The field placement typically spans ten weeks and averages five hours per week.

Social Context selective courses: Diversity. (One course/2 - 3 points)

Note re: Special Education. NYSED requires that Professional Teacher Certification candidates have in their record a 3 credit stand-alone special education course aimed at developing “the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum.”

- If you do not have such a course in your record (e.g., undergraduate transcript), you should take CT 4001, Differentiating Instruction in Inclusive Classrooms. This will satisfy the “Social Context: Diversity” requirement.
- If you do have such a course in your record, you may take any approved elective in fulfillment of the “Social Context: Diversity” requirement. To determine if you have already taken an acceptable Special Education course, consult with your advisor or with the Office of Teacher Education (OTE).

Following are examples of courses that will satisfy the “Diversity” requirement. (Information is correct as of publication.) There are numerous other possibilities (within and beyond C&T) that would satisfy this requirement. Ask around, keep an eye on your email, ask your advisor... Just remember to get advisor approval—in advance, please—to use a course not on this list in fulfillment of this requirement.

C&T 4000 Disability, Exclusion, and Schooling (3 cr) Fall, Spring, & Summer

C&T 4001 Differentiating Instruction in Inclusive Classrooms (2-3 cr) Fall, Spring, & Summer

C&T 4078 Curriculum and Teaching in Urban Areas (2-3) Check course schedule

C&T 4010 Immigration and Curriculum (2-3) Check course schedule

C&T 4114 Multicultural Approaches to Teaching Young Children (2-3) Fall, Spring, & Summer

C&T 5037 Literacy, Culture and the Teaching of Reading (2-3) Spring

EDP 4023 Reimagining Education (2-3) Spring (or/and, Summer Institute)

Social Context selective courses: General . (One course/2 - 3 points)

Following are examples of courses that will satisfy the “General” requirement. (Information is correct as of publication.) There are numerous other possibilities (within and beyond C&T) that would satisfy this requirement. Ask around, keep an eye on your email, ask your advisor... Just remember to get advisor approval—in advance, please—to use a course not on this list in fulfillment of this requirement.

C&T 4021 Nature and Needs of Gifted Students (2 – 3) Fall

C&T 4023 Differentiated Curriculum for Gifted Students (2-3) Check course schedule

C&T 4032 Gender, Difference, and Curriculum (2-3) Fall, Spring?, Summer?

C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching (2-3) Spring

C&T 4615 Young Children and Social Policy (2-3) Spring, Summer, Fall

C&T 5004 School Change (3) Fall

C&T 5033 Globalization, Democracy & Curriculum (2-3) Spring

Content Pedagogy courses (12 points).

Students in the MA-CUED degree program take 3 points (typically, a single class) in each of the four “core” elementary subject areas. Selection is made from a wide array of courses, some within Curriculum and Teaching, most from other departments. Following are examples of suitable courses in each area. Students are encouraged to search out and propose other courses to their advisor. The basic criterion for such courses is that they will extend the student’s understanding of both the content and of pedagogies appropriate to that content.

1. Mathematics

MSTM 5010 Mathematics in the Elementary School (3) Fall

MSTM 5019 Mathematics in Popular Culture and Media (3) Spring

MSTM 5020 Mathematics and Multicultural Education (3) Fall

2. Science or Technology:

- Science

MSTC 4007 Urban and Multicultural Science Education (1 -3) Fall

MSTC 4040 Science in Childhood Education (3) Fall

MSTC 4852 Informal Science Education (3) Spring

MSTC 5040 Curriculum Improvement in Science Education (3) Spring

- Technology

MSTU 4052 Computers, Problem Solving, and Cooperative Learning Fall

MSTU 4088 Introduction to Educational Technology and Learning Science Spring

MSTU 4133 Cognition and Computers

3. Social Studies

C&T 4052 Designing Curriculum and Instruction (3) Elementary Social Studies section, Check course schedule

C&T 4143 Multicultural Social Studies in the Elementary and Middle School (3) Fall

A&HW 4032 World History and Geography (2-3) Fall

A&HW 4038 American History and Geography (2-3) Fall

A&HW 5050 Global Citizenship Education (2-3) Fall

4. Literacy

C&T 4136 Methods & Materials for Reading Instruction Fall, Check course catalog

C&T 4138 Teaching Literacy in the Early Years Fall

C&T 4139 Constructing Critical Readers Spring

C&T 4140 Literature for Younger Children Fall, Spring, Summer

C&T 4141 Literature for Older Children Check course catalog

C&T 4151 Teaching of Writing Fall

C&T 4858 Institute: Teaching of Reading Summer

C&T 5800 Institute: Teaching of Writing Summer

C&T 5850 Advanced Institute: Reading and Writing Connections Summer

New Student Advising and Online Registration

Please see note above and in the “M.A. in Curriculum & Teaching leading to Professional Teacher Certification (MA-CUED, MA-CUSD) Program Guide”. Newly admitted students need promptly to seek advising with the assigned advisor or Associate Professor of Practice Roosevelt and begin to draft their Program Plan. A PIN (Personal Identification Number) will be assigned after consultation and agreement about first semester courses. The student will then be able to register for courses online. The Office of Admission may provide further information to assist you in the registration process (<https://www.tc.columbia.edu/admission/>; 212-678-3710; admission@tc.columbia.edu). If you have not been notified of your advisor, please seek guidance from the Program Director.

Graduation Deadlines

Teachers College students must apply (i.e., declare their intent) to graduate by a specified date well in advance of each of the College’s three annual graduation dates: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

Please note there is only one commencement ceremony each academic year, at the end of the Spring Term. Participation in this ceremony presumes successful completion of all degree requirements as of the end of the spring term. Under certain limited circumstances specified by the College, students in good standing who have not yet completed all degree requirements may also participate (“walk”) in the May ceremony. Please consult the Registrar’s Office and/or your advisor about criteria and procedures for “walking” (taking part in the ceremony without yet being awarded the diploma).

Graduation application due	Degree awarded
August 1	October
November 1	February
February 1	May

Please also see: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

Curriculum and Teaching Elementary Education-Professional Certification (Peace Corps)

Master of Arts | Professional Cert: 1-6 (Peace Corps)

Points/Credits: 32

Entry Terms: Spring/Summer

Certification:

- NY State Professional: 1-6 (Peace Corps Fellows)

Degree Requirements

Overview

The M.A. degree program in Curriculum and Teaching leading to Professional Teacher Certification at the Elementary level (MA-CUED), provides students with a core of common courses and experiences in critical study of pedagogy and curriculum in combination with systematic study of disciplinary foundations of school subject matters (“content”) and subject-specific pedagogies (“pedagogy”) in the area of licensure.

This 32 point program is designed for early career educators currently practicing in, or intending to practice in, New York State. A basic criterion for admission is possession of a valid initial license to teach in New York, or eligibility to acquire such a license (e.g., by virtue of holding a comparable license from another jurisdiction). Some prior experience (beyond student teaching or equivalent) is desirable, but not required. A commitment to public education is welcome (but not required). In conjunction with satisfaction of all other requirements determined by the New York State Department of Education (NYSED), successful completers of the program are eligible for professional certification in New York State in Childhood Education (grades 1 – 6). Detailed and up-to-date information about licensure requirements and procedures may be found at TC’s Office of Teacher Education, OTE, <https://www.tc.columbia.edu/office-of-teacher-education/>

Prospective students whose professional interests center around teaching in school settings, regardless of licensure status or future plans are urged to consult with Admissions and/or the Program Director early in your process. We have several different program pathways you may want to consider (including some that do not lead to certification), and we may have suggestions with respect to subjects/licensure areas in addition to those listed above. Also, licensure requirements are complex, and they differ from state to state. We can give preliminary advice on these, and can refer you to the licensure/certification experts at Teachers College as needed though we have not made an official determination if the program leads to certification in other states.

The MA with Professional Certification, Elementary (MA-CUED for short) helps educators who bring imagination, critical spirit, respect for the capacities of all children and young people, and love of teaching and learning to their work. We seek to prepare educators who will increasingly exert leadership (informally and/or formally) with their colleagues, in their school settings, and in the field more broadly. The program revolves round three core tenets:

- teaching as inquiry,
- teaching as curriculum making, and
- teaching for social justice.

Structurally, the program is organized around a core of common coursework, and associated field experience, dealing with principles, history, and skills of curriculum design and of pedagogy, in context of an alert and critical attention to social, ethical, professional and other challenges facing educators and children in schools today. Simultaneously, CUED students, working closely with an advisor, select from an array of “content pedagogy” courses, from within the Department of Curriculum and Teaching and across the College, appropriate to their teaching level, individual interests, and licensure requirements. As a connecting and culminating activity, all students conduct an “Integrative Project,” focused on an issue, problem, and/or question identified by the student.

With careful planning and advising, this 32 point program can be completed in twelve months for full-time students starting in the fall or summer semesters. However, program faculty believe that students get more out of the experiences if the program is done at a slower pace. Students have five years to complete their program.

Students in the MA-CUED take some courses, and engage in some joint activities, with students in other Curriculum and Teaching programs, in particular, the MA in C&T with Professional Certification at the Secondary level (MA-CUSD), the Master of Education (Ed.M) in C&T (60 points) and the MA in Curriculum and Teaching (MA-CURR). Faculty, as well as students, work together across all of these programs—all of which are devoted equally to the critical study and improvement of pedagogy, curriculum, and society.

Please see “MA in Curriculum & Teaching with Professional Certification (MA-CUED, MA-CUSD) Program Guide” for further information about program purposes, structure and expectations; and for answers to Frequently Asked Questions.

Advising

All students are assigned an advisor upon admission. It is essential that students begin working with their advisor well before commencing their studies and arriving at Teachers College. Advisors can help students decide what program timeline makes best sense for them; students and advisors work together to develop the Program Plan; students are required to consult with their advisor prior to initial course selection and registration.

Please see “MA in Curriculum & Teaching with Professional Certification (MA-CUED, MA-CUSD) Program Guide” for further information about advising.

Courses

Requirements and schedule notes are correct as of publication. Please check the online schedule for most current scheduling information: <https://www.tc.columbia.edu/courses/>. In case of confusion, consult with your advisor. Students are responsible for meeting all program requirements. Please plan accordingly.

Core (SHARED) Courses. All students in the MAs in Curriculum & Teaching with Professional Certification (CUED, CUSD) are required to take the following (14 points):

C&T 4002 Curriculum Theory and History (3) Fall, Spring, Summer

C&T 4005 Principles of Teaching and Learning (4) Fall only (includes a required 50 hour field experience component: see below) to be taken prior to or concurrently with C&T 4502 semester 1

C&T 4052 Designing Curriculum and Instruction (3) Fall, Spring, & Summer; Consult with advisor to assure proper section. Note: One section per year focuses on design for social studies at the elementary level, and may be preferred by CUED students.

One of the following age/grade level specific courses:

C&T 4130 Critical Perspectives in Elementary Education (K – 6) (3) Fall only. CUED; OR

C&T 4145 Critical Perspectives in Secondary Education (3) Fall only. CUSD

C&T 4502.001 Integrative Project seminar (0 - 1) Fall only

Pre- or co-requisite: C&T 4005

Register for section designated for MA-CUED and CUSD students

Consult with advisor regarding credit allotment

C&T 4502.001 Integrative Project (0 - 1) Spring only

To be taken immediately following first semester of C&T 4502

FIELD EXPERIENCE (IN CONJUNCTION WITH C&T 4005)

Students who are teaching, while in the program, generally do their field experience in their own school, although for the most part not in their own classroom. In other cases, program staff work with students to find placements in New York City schools for 50 hours of independent observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. The field placement typically spans ten weeks and averages five hours per week.

Social Context selective courses: Diversity. (One course/2 - 3 points)

Note re: Special Education. NYSED requires that Professional Certification candidates have in their record a 3 credit stand-alone special education course aimed at developing “the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum.”

- If you do not have such a course in your record (e.g., undergraduate transcript), you should take CT 4001, Differentiating Instruction in Inclusive Classrooms. This will satisfy the “Social Context: Diversity” requirement.

- If you do have such a course in your record, you may take any approved selective in fulfillment of the “Social Context: Diversity” requirement. To determine if you have already taken an acceptable Special Education course, consult with your advisor or with the Office of Teacher Education (OTE).

Following are examples of courses that will satisfy the “Diversity” requirement. (Information is correct as of publication.) There are numerous other possibilities (within and beyond C&T) that would satisfy this requirement. Just remember to get advisor approval—in advance, please—to use a course not on this list in fulfillment of this requirement.

C&T 4000 Disability, Exclusion, and Schooling (3 cr) Fall, Spring, & Summer

C&T 4001 Differentiating Instruction in Inclusive Classrooms (2-3 cr) Fall, Spring, & Summer

C&T 4078 Curriculum and Teaching in Urban Areas (2-3) Check course schedule

C&T 4010 Immigration and Curriculum (2-3) Check course schedule

C&T 4114 Multicultural Approaches to Teaching Young Children (2-3) Fall, Spring, & Summer

C&T 5037 Literacy, Culture and the Teaching of Reading (2-3) Spring

EDP 4023 Reimagining Education (2-3) Spring (or/and, Summer Institute)

Social Context selective courses: General . (One course/2 - 3 points)

Following are examples of courses that will satisfy the “General” requirement. (Information is correct as of publication.) There are numerous other possibilities (within and beyond C&T) that would satisfy this requirement. Just remember to get advisor approval—in advance, please—to use a course not on this list in fulfillment of this requirement.

C&T 4021 Nature and Needs of Gifted Students (2 – 3) Fall

C&T 4023 Differentiated Curriculum for Gifted Students (2-3) Check course schedule

C&T 4032 Gender, Difference, and Curriculum (2-3) Fall, Spring?, Summer?

C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching (2-3) Spring

C&T 4615 Young Children and Social Policy (2-3) Spring, Summer, Fall

C&T 5004 School Change (3) Fall

C&T 5033 Globalization, Democracy & Curriculum (2-3) Spring

Content Pedagogy courses (12 points).

Students in the MA-CUED program take 3 points (typically, a single class) in each of the four “core” elementary subject areas. Selection is made from a wide array of courses, some within Curriculum and Teaching, most from other departments. Following are examples of suitable courses in each area. Again, there are generally a good number of other possibilities. Students are encouraged to search out and propose other courses to their advisor. The basic criterion for such courses is that they will extend the student’s understanding of both the content and of pedagogies appropriate to that content.

1. Mathematics

MSTM 5010 Mathematics in the Elementary School (3) Fall

MSTM 5019 Mathematics in Popular Culture and Media (3) Spring

MSTM 5020 Mathematics and Multicultural Education (3) Fall

2. Science or Technology:

- Science

MSTC 4007 Urban and Multicultural Science Education (1 -3) Fall

MSTC 4040 Science in Childhood Education (3) Fall

MSTC 4852 Informal Science Education (3) Spring

MSTC 5040 Curriculum Improvement in Science Education (3) Spring

- Technology

MSTU 4052 Computers, Problem Solving, and Cooperative Learning Fall

MSTU 4088 Introduction to Educational Technology and Learning Science Spring

MSTU 4133 Cognition and Computers Check course schedule

3. Social Studies

C&T 4052 Designing Curriculum and Instruction (3) Elementary Social Studies section, Check course schedule

C&T 4143 Multicultural Social Studies in the Elementary and Middle School (3) Fall

A&HW 4032 World History and Geography (2-3) Fall

A&HW 4038 American History and Geography (2-3) Fall

A&HW 5050 Global Citizenship Education (2-3) Fall

4. Literacy

C&T 4136 Methods & Materials for Reading Instruction Fall, Check course catalog

C&T 4138 Teaching Literacy in the Early Years Fall

C&T 4139 Constructing Critical Readers Spring

C&T 4140 Literature for Younger Children Fall, Spring, Summer

C&T 4141 Literature for Older Children Check course catalog

C&T 4151 Teaching of Writing Fall

C&T 4858 Institute: Teaching of Reading Summer

C&T 5800 Institute: Teaching of Writing Summer

C&T 5850 Advanced Institute: Reading and Writing Connections Summer

New Student Advising and Online Registration

Please see note above and in the “MA in Curriculum & Teaching with Professional Certification (MA-CUED, MA-CUSD) Program Guide”. Newly admitted students need promptly to seek advising with the assigned advisor or Professor Roosevelt and begin to draft their Program Plan. A PIN (Personal Identification Number) will be assigned after consultation and agreement about first semester courses. The student will then be able to register for courses online. The Office of Admission may provide further information to assist you in the registration process (<https://www.tc.columbia.edu/admission/>; 212-678-3710; admission@tc.columbia.edu). If you have not been notified of your advisor, please seek guidance from the Program Director.

Graduation Deadlines

Teachers College students must apply (i.e., declare their intent) to graduate by a specified date well in advance of each of the College’s three annual graduation dates: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

Please note there is only one commencement ceremony each academic year, at the end of the Spring Term . Participation in this ceremony presumes successful completion of all degree requirements as of the end of the spring term. Under certain limited circumstances specified by the College, students in good standing who have not yet completed all degree requirements may also participate (“walk”) in the May ceremony. Please consult the Registrar’s Office and/or your advisor about criteria and procedures for “walking” (taking part in the ceremony without yet being awarded the diploma).

Graduation application due	Degree awarded
August 1	October
November 1	February
February 1	May

Please also see: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

Curriculum and Teaching Secondary Education-Professional Certification

Master of Arts | Professional Cert: 7-12

Points/Credits: 32

Entry Terms: Summer/Fall

Certification:

- NY State Professional: 7-12

Degree Requirements

Overview

The MA Program in Curriculum and Teaching with Professional Certification at the Secondary level (MA-CUSD), provides students with a core of common courses and experiences in critical study of pedagogy and curriculum in combination with systematic study of disciplinary foundations of school subject matters (“content”) and subject-specific pedagogies (“pedagogy”) in the area of licensure.

This 32 point program is designed for early career educators currently practicing in, or intending to practice in, New York State. A basic criterion for admission is possession of a valid initial license to teach in New York, or eligibility to acquire such a license (e.g., by virtue of holding a comparable license from another jurisdiction). Some prior experience (beyond student teaching or equivalent) is desirable, but not required. A commitment to public education is welcome (but not required). In conjunction with satisfaction of all other requirements determined by the New York State Department of Education (NYSED), successful completers of the program are eligible for professional certification in New York State in Secondary Education, subject specific (grades 7 – 12; currently, English, Social Studies, Science, Technology, or Mathematics). Detailed and up-to-date information about licensure requirements and procedures may be found at TC’s Office of Teacher Education, OTE, <https://www.tc.columbia.edu/office-of-teacher-education/>

Prospective students whose professional interests center around teaching in school settings, regardless of licensure status or future plans are urged to consult with Admissions and/or the Program Director early in your process. We have several different program pathways you may want to consider (including some that do not lead to certification), and we may have suggestions with respect to subjects/licensure areas in addition to those listed above. Also, licensure requirements are complex, and they differ from state to state. We can give preliminary advice on these, and can refer you to the licensure/certification experts at Teachers College as needed. though Teachers College has not made an official determination if the program leads to certification in any other state.

The MA with Professional Certification, Secondary (MA-CUSD for short) helps educators who bring imagination, critical spirit, respect for the capacities of all children and young people, and love of teaching and learning to their work. We seek to prepare educators who will increasingly exert leadership (informally and/or formally) with their colleagues, in their school settings, and in the field more broadly. The program revolves round three core tenets:

- teaching as inquiry,
- teaching as curriculum making, and
- teaching for social justice.

Structurally, the program is organized around a core of common coursework, and associated field experience, dealing with principles, history, and skills of curriculum design and of pedagogy, in context of an alert and critical attention to social, ethical, professional and other challenges facing educators and children in schools today. Simultaneously, CUSD students, working closely with an advisor, select from an array of “content pedagogy” courses, from within the Department of Curriculum and Teaching and across the College, appropriate to their specialty, individual interests, and licensure requirements. As a connecting and culminating activity, all students conduct an “Integrative Project,” focused on an issue, problem, and/or question identified by the student.

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C&T 4002 Curriculum Theory and History (3) Fall, Spring, Summer

C&T 4005 Principles of Teaching and Learning (4) Fall only (includes a required 50 hour field experience component: see below) To be taken prior to or concurrently with C&T 4502 semester 1

C&T 4052 Designing Curriculum and Instruction (3) Fall, Spring, & Summer

Consult with advisor to assure proper section. Note: One section per year focuses on design for social studies at the elementary level, and may be preferred by CUED students.

One of the following age/grade level specific courses:

C&T 4130 Critical Perspectives in Elementary Education (K – 6) (3) Fall only. CUED; OR

C&T 4145 Critical Perspectives in Secondary Education (3) Fall only. CUSD

C&T 4502.001 Integrative Project seminar (0 - 1) Fall only

Pre- or co-requisite: C&T 4005

Register for section designated for MA-CUED and CUSD students

Consult with advisor regarding credit allotment

C&T 4502.001 Integrative Project (0 – 1) Spring only

To be taken immediately following first semester of C&T 4502

Field Experience (in conjunction with C&T 4005)

Students who are teaching, while in the program, generally do their field experience in their own school, although for the most part not in their own classroom. In other cases, program staff work with students to find placements in New York City schools for 50 hours of independent observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. The field placement typically spans ten weeks and averages five hours per week.

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- If you do not have such a course in your record (e.g., undergraduate transcript), you should take CT 4001, Differentiating Instruction in Inclusive Classrooms. This will satisfy the “Social Context: Diversity” requirement.
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C&T 4001 Differentiating Instruction in Inclusive Classrooms (2-3 cr) Fall, Spring, & Summer

C&T 4078 Curriculum and Teaching in Urban Areas (2-3) Check course schedule

C&T 4010 Immigration and Curriculum (2-3) Check course schedule

C&T 4114 Multicultural Approaches to Teaching Young Children (2-3) Fall, Spring, & Summer

C&T 5037 Literacy, Culture and the Teaching of Reading (2-3) Spring

EDP 4023 Reimagining Education (2-3) Spring (or/and, Summer Institute)

Social Context selective courses: General. (One course/2 - 3 points)

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C&T 4021 Nature and Needs of Gifted Students (2 - 3) Fall

C&T 4023 Differentiated Curriculum for Gifted Students (2-3) Check course schedule

C&T 4032 Gender, Difference, and Curriculum (2-3) Fall, Spring?, Summer?

C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching (2-3) Spring

C&T 4615 Young Children and Social Policy (2-3) Spring, Summer, Fall

C&T 5004 School Change (3) Fall

C&T 5033 Globalization, Democracy & Curriculum (2-3) Spring

Content Pedagogy courses (12 points). Students in the MA-CUSD program take 12 points (typically, four classes) in their specialty area (area of initial licensure), from appropriate TC programs and departments, e.g. Social Studies Education, Science Education, Mathematics Education, or English Education. Following are examples of suitable courses, offered regularly, in each area. Each program develops new courses, too: again, there are generally a good number of other possibilities. Students are encouraged to search out and propose other courses to their advisor. The basic criterion for such courses is that they will extend the student's understanding of both the content and of pedagogies appropriate to that content.

1. Social Studies

A&HW 4032 The Study of World History & Geography

A&HW 4033 History & Geography of Europe since 1914: Selected topics

A&HW 4035 New York City as a Learning Laboratory

A&HW 4037 East Asia: Geographic Perspectives

A&HW 4038 The Study of American History & Geography

A&HW 4039 The United States Constitution: Civic Decision Making

A&HW 4040 Women of the World: Issues in Teaching

A&HW 4041 Economic Decision Making in Citizenship Education

2. Mathematics:

MSTM 4019 Mathematics Teaching and Learning I

MSTM 4031 Number Theory

MSTM 4034 Exploring Secondary Mathematics

MSTM 5011 Mathematics in the Secondary School

MSTM 5019 Mathematics in Popular Culture & Media

MSTM 5020 Mathematics and Multicultural Education

MSTM 5022 Mathematics Curriculum Development

MSTM 5023 Problem Solving

MSTM 5031 Topics in the Foundations of Mathematics

MSTM 5032 Topics in Geometry/Topology

MSTM 5035 Topics in Mathematical Modeling

MSTM 5037 History of Mathematics

MSTM 5038 Topics in Mathematical Logic

MSTM 6030 Advanced Topics in Probability Theory

MSTM 6033 Advanced Topics in Algebra

MSTM 6034 Advanced Topics in Analysis

3. Science :

MSTC 4007 Urban & Multicultural Science Education

MSTC 4044 Biology Methods and Curriculum Laboratory

MSTC 4045 Earth Science Methods and Curriculum Laboratory

MSTC 4047 Physical Science Curriculum & Methods Laboratory

MSTC 4049 Middle School Living Environment Methods Laboratory

MSTC 4055 Concepts of Biology

MSTC 4056 Concepts of Earth Science

MSTC 4059 Concepts in Chemistry I

MSTC 4060 Concepts in Chemistry II

MSTC 4075 Concepts in Physics I

MSTC 4076 Concepts in Physics II

MSTC 4151 Modern Principles of Evolution

MSTC 5042 Science, Technology & Society

MSTC 5048 Curriculum and Pedagogy in Science Education

4. Technology :

MSTU 4024 Television and the Development of Youth

MSTU 4133 Cognitions and Computers

MSTU 5002 Culture, Media & Education

MSTU 5027 Tools and Toys for Knowledge Construction

MSTU 5555 Technology and Emerging Global Curriculum

5. English Education:

A&HE 4057 English Methods

A&HE 4058 Teaching of Reading

New Student Advising and Online Registration

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Graduation Deadlines

Teachers College students must apply (i.e., declare their intent) to graduate by a specified date well in advance of each of the College’s three annual graduation dates: <http://www.tc.columbia.edu/registrar/pages/degree-information/how-to-file-for-a-masters-degree/>

Please note there is only one commencement ceremony each academic year, at the end of the Spring Term . Participation in this ceremony presumes successful completion of all degree requirements as of the end of the spring term. Under certain limited circumstances specified by the College, students in good standing who have not yet completed all degree requirements may also participate (“walk”) in the May ceremony. Please consult the Registrar's Office and/or your advisor about criteria and procedures for “walking” (taking part in the ceremony without yet being awarded the diploma).

Graduation application due	Degree awarded
August 1	October
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February 1	May

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Curriculum and Teaching Secondary Education-Professional Certification (Peace Corps)

Master of Arts | Professional Cert: 7-12 (Peace Corps)

Points/Credits: 32

Entry Terms: Spring/Summer

Certification:

- NY State Professional: 7-12 (Peace Corps Fellows)

Degree Requirements

Overview

The MA Program in Curriculum and Teaching with Professional Certification at the Secondary level (MA-CUSD), provides students with a core of common courses and experiences in critical study of pedagogy and curriculum in combination with systematic study of disciplinary foundations of school subject matters (“content”) and subject-specific pedagogies (“pedagogy”) in the area of licensure.

This 32 point program is designed for early career educators currently practicing in, or intending to practice in, New York State. A basic criterion for admission is possession of a valid initial license to teach in New York, or eligibility to acquire such a license (e.g., by virtue of holding a comparable license from another jurisdiction). Some prior experience (beyond student teaching or equivalent) is desirable, but not required. A commitment to public education is welcome (but not required). In conjunction with satisfaction of all other requirements determined by the New York State Department of Education (NYSED), successful completers of the program are eligible for professional certification in New York State in Secondary Education, subject specific (grades 7 – 12; currently, English, Social Studies, Science, Technology, or Mathematics). Detailed and up-to-date information about licensure requirements and procedures may be found at TC’s Office of Teacher Education, OTE, <https://www.tc.columbia.edu/office-of-teacher-education/>

Prospective students whose professional interests center around teaching in school settings, regardless of licensure status or future plans are urged to consult with Admissions and/or the Program Director early in your process. We have several different program pathways you may want to consider (including some that do not lead to certification), and we may have suggestions with respect to subjects/licensure areas in addition to those listed above. Also, licensure requirements are complex, and they differ from state to state. We can give preliminary advice on these, and can refer you to the licensure/certification experts at Teachers College as needed. though Teachers College has not made an official determination if the program leads to certification in any other state.

The MA with Professional Certification, Secondary (MA-CUSD for short) helps educators who bring imagination, critical spirit, respect for the capacities of all children and young people, and love of teaching and learning to their work. We seek to prepare educators who will increasingly exert leadership (informally and/or formally) with their colleagues, in their school settings, and in the field more broadly. The program revolves round three core tenets:

- teaching as inquiry,
- teaching as curriculum making, and
- teaching for social justice.

Structurally, the program is organized around a core of common coursework, and associated field experience, dealing with principles, history, and skills of curriculum design and of pedagogy, in context of an alert and critical attention to social, ethical, professional and other challenges facing educators and children in schools today. Simultaneously, CUSD students, working closely with an advisor, select from an array of “content pedagogy” courses, from within the Department of Curriculum and Teaching and across the College, appropriate to their specialty, individual interests, and licensure requirements. As a connecting and culminating activity, all students conduct an “Integrative Project,” focused on an issue, problem, and/or question identified by the student.

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MSTC 4151 Modern Principles of Evolution

MSTC 5042 Science, Technology & Society

MSTC 5048 Curriculum and Pedagogy in Science Education

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MSTU 4133 Cognitions and Computers

MSTU 5002 Culture, Media & Education

MSTU 5027 Tools and Toys for Knowledge Construction

MSTU 5555 Technology and Emerging Global Curriculum

5. English Education:

A&HE 4057 English Methods

A&HE 4058 Teaching of Reading

A&HE 4151 Teaching of Writing (Co-requisite with A&HE 4156 Writing: non-fiction)

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February 1	May

Please also see: <https://www.tc.columbia.edu/registrar/students/degree-information--degree-audit/>

Faculty

Faculty

- James H **Borland** Professor of Education
- Lucy M **Calkins** Robinson Professor in Children's Literature
- Limarys **Caraballo** Associate Professor of English Education
- Daniel **Friedrich** Associate Professor of Curriculum
- Maria Paula **Ghiso** Associate Professor of Literacy Education
- Thomas **Hatch** Professor of Education
- Michelle Georgia **Knight-Manuel** Professor of Education
- Nancy Louise **Lesko** Executive Editor for the TC Record
- Celia **Oyler** Vice Dean for Teacher Education
- Mariana V. **Souto-Manning** Professor of Early Childhood Education
- Haeny S. **Yoon** Associate Professor of Early Childhood Education

Emeriti

- Celia S. **Genishi** Professor Emerita of Education
- Anne Lin **Goodwin** Evenden Professor Emerita of Education
- Susan **Recchia**
- Marjorie Gail **Siegel** Professor Emerita of Education
- Karen **Zumwalt** Professor Emerita of Education

Lecturers

- Stephanie Dawn **McCall** Lecturer, Curriculum Studies Program
- Jacqueline Ann **Simmons** Senior Lecturer

Adjunct Faculty

- Monica A. **White** Adjunct Professor

Instructors

- Samuel **Shreyar**

Courses

C&T 4002 - Curriculum theory and history

The nature and design of educational activities: theory, research, and practice of curriculum design.

C&T 4005 - Principles of teaching and learning

Examination of the relationships among teaching, learning, and assessment; teaching as a profession; and schools as complex social organizations.

C&T 4021 - Nature and needs of gifted students

This introductory course in gifted education explores a number of issues related to the psychology and education of gifted students, including conceptions of giftedness, educational provisions for gifted students, creativity, and economically disadvantaged gifted students. Issues of race, class, gender, and disability status as they interact with the construct of giftedness are examined.

C&T 4022 - Instructional models in the education of gifted students

What should gifted students learn? How can we differentiate the curriculum for gifted learners in order to meet their special needs more effectively? These and other questions will be addressed in this course devoted to the discussion, analysis, and evaluation of instructional models designed or adapted for gifted students. Emphasis will be placed on the principles of curricular differentiation and on providing an overview of a range of models designed to modify content, enhance the development of thinking skills, and enhance creativity. Issues of defining giftedness and of defensible differentiated curriculum will also be explored.

C&T 4023 - Differentiated curriculum for gifted students

This course examines the characteristics of appropriate and defensible curriculum for gifted children and youth. Particular emphasis is placed on instructional strategies, curriculum theories, flexible grouping techniques, and meeting the needs of gifted learning in the regular classroom.

C&T 4024 - Planning and implementing programs for gifted students

In this course, we examine factors affecting the planning and implementation of programs for students identified as gifted, components of gifted programs, and a systems approach to program planning. Students develop written program plans for specific settings. Issues of race, class, gender, and disability status as they affect the planning of gifted programs are examined. No prior experience with or knowledge of gifted education is required.

C&T 4026 - Giftedness and Intelligence

In this course, we explore theories of intelligence, which have served as a theoretical basis for the field of gifted education from its beginning. Starting with the work of Francis Galton in the 19th century and following through to the present day, we will critically examine and problematize such constructs as intelligence, creativity, and giftedness as well as such related topics as mental measurements.

C&T 4027 - Differentiated instruction of gifted students in the heterogeneous classroom

Gifted students are present in almost every elementary, middle school, and high school classroom. The educational needs of these students can and must be met within this context. This workshop will provide an overview of curricular and instructional strategies designed to enhance the optimal development of gifted learners (and all learners) in the regular classroom. Topics will include general curricular modifications, management techniques, instructional strategies, individual learning opportunities, and outcomes and assessments. Special consideration will be given to those methods of differentiation that can be integrated readily into the learning environment of mixed-ability classrooms.

C&T 4032 - Gender, difference, and curriculum

This course offers a multifaceted, interdisciplinary introduction to thinking about school curricula, policies, and practices as gendered. Gender will not be considered in isolation but as interwoven and complicated with cultural, racial, religious, class, and sexual identities, among others. The course materials will move beyond the identification of the problems to examine various efforts to create gender-sensitive curricula and programs.

C&T 4052 - Designing curriculum and instruction

Application of models for designing curriculum and instruction. Students design curriculum in collaborative groups.

C&T 4121 - Early childhood teaching strategies within a social context

Exploration of the teaching strategies used in early childhood education through analysis of the social contexts out of which they have arisen. Emphasis on assimilation and application of differing strategies through workshop format.

C&T 4130 - Critical perspectives in elementary education

Critical examination of issues bearing on lived experiences, practices, and purposes of elementary teachers and students in the US today. Includes child study with focus on two questions of educational justice: What does this child have a right to, in her/his education, today, here, now? Where does or can, this child contribute to and be recognized in this classroom? Readings include classroom studies, critical interventions in current events, and foundational texts for democratic, public education. Open to all; required for CUED students. Preferably students have opportunity concurrent with course to observe children at least one hour/week.

C&T 4138 - Teaching literacy in the early years

Examination of theory, research, and practice of literacy learning and teaching in the early years, including children who are English language learners and children experiencing difficulty with school literacy. Emphasis on alternative models of designing literacy curricula, selection and use of materials (including technologies), and methods of assessing and teaching decoding, spelling, fluency, text use, and comprehension.

C&T 4140 - Literature for younger children

Critical study of literary trends and materials for children in prekindergarten, kindergarten, and early grades. Consideration of developmental issues and reader response theory relating to young children.

C&T 4141 - No Title Found in Banner

This course is a collaborative investigation of children's literature for older readers. It provides opportunities to develop and deepen your familiarity with contemporary texts, and to explore ways of facilitating enjoyable, effective, and critical literary experiences in grades 3-8. We will consider works from a variety of genres, as well as issues and practices in children's literature and children's responses to text.

C&T 4145 - Critical perspectives in secondary education

A comprehensive examination of adolescent development and learning as they relate to issues of curriculum, teaching, and learning.

C&T 4151 - Teaching of writing

The course integrates theory and practice for teachers. Topics include writing development, research on writing, curriculum development, methods of teaching writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms.

C&T 4501 - Teaching and learning in the multicultural, multilingual classroom

Student diversity (characterized by gender, race, ethnicity, language, special needs, and sexual orientation) is examined in relation to decisions about methodology, curriculum, instructional materials, student grouping, home-school-community relationships, and teachers' professional growth and development.

C&T 4502 - Master's Project

Students work to develop proposals to initiate required Master's integrative research projects. This course requires at least 30 hours of out-of-classroom work

C&T 4615 - Young children and social policy: Issues and problems

Overview of social policy towards young children as it affects classroom practice and professional goals. Situations such as child abuse, divorce and custody, student classification, and foster care are examined.

C&T 5004 - School change

Major themes include state of the field regarding school change, schools as social organizations, the individual in the organization, theories of change, and implementation strategies and processes.

C&T 5024 - Planning and Implementing Gifted Programs

In this course, we examine factors affecting the planning and implementation of programs for students identified as gifted, components of gifted programs, and a systems approach to program planning. Students develop written program plans for specific settings. Issues of race, class, gender, and disability status as they affect the planning of gifted programs are examined. No prior experience with or knowledge of gifted education is required.

C&T 5037 - Literacy, Culture and the Teaching of Reading

This 2-3 variable point course is a collaborative investigation into literacy as a social, cultural, and political practice. It provides opportunities for participants to unpack and re-imagine literacy learning and teaching for all students, but especially for those labeled “at risk” due to race/ethnicity, social class, nationality/language, gender, dis/ability, and sexuality. Rooted in the assumption that power circulates in culture, literacy, and education, this course looks closely at the role of power in reading texts, whether print-based, multimodal, digital, filmic, or embodied.

C&T 5042 - Special topics in children's literature

Study of specific genres or curriculum issues in children's literature. Topics are announced in course schedules distributed each semester. Registration not limited to one term.

C&T 5074 - Curriculum and teaching policy

Prerequisite: C&T 4004. Examination of the theoretical and political bases of curriculum and teaching policies and their influences on school organizations and teaching practices. Explores the policy-making process from policy design through implementation.

C&T 5095 - Memory, History and Curriculum

This seminar will explore the role that readings of the past have in contemporary life, by historicizing history itself. We will examine issues of collective memory as it relates to the assumption of a collective in the processes of constituting identities, and we will look at schooling as a central location in the production of those identities and the dissemination of particular notions linked to the past and our ability to draw lessons from it.

C&T 5506 - Seminar in gifted education

This is a topical seminar that examines such issues as identification of gifted students in New York City schools, equity in gifted education, the effects of No Child Left Behind and Race to the Top, and whether gifted students are necessary for gifted education. Discussions by Skype with leading scholars in the field of gifted education will

expose students to contemporary concerns in this field. No prior experience with or knowledge of gifted education is required.

C&T 5800 - Institute: Teaching of writing

The focus of the institute will be on the teaching of writing with the participants also working on their own writing. There will be a combination of large group presentations, small interactive sessions, and writing workshops. Separate sections will be offered for advanced participants. A partial list of topics to be covered includes: the central role of planning and curriculum development in the teaching of writing, methods for holding our students accountable for doing their best work, classroom structures that support inquiry and collaboration, and using literature to help students craft their writing. The Institute is appropriate for elementary and secondary teachers. Attention! Online application required, you must submit an application on the Reading & Writing Project website <https://readingandwritingproject.org/summer-institute-offerings> to be registered for sessions and to receive a grade and course materials. Contact MaryAnn Mustac, mustac@tc.edu, for more information. Course is pass/fail.

C&T 6100 - Theory and Inquiry in Curriculum and Teaching I

Required of and limited to first-year Ed.D students in the Department of Curriculum and Teaching; must be taken in the fall semester in conjunction with C&T 6101; C&T 6102 is required for all first-year Ed.D students in the following spring semester. Introduction to and exploration of important problems and issues in curriculum and teaching, methods of formulating questions, and modes of inquiry appropriate to doctoral-level research.

C&T 6532 - Seminar in reading/language arts and related research

Permission required. Open only to advanced master's and doctoral students with a specialization in literacy or a related area who have completed recent methods courses in literacy. In-depth study and discussion of trends and issues in literacy development and instruction.

C&T 7500 - Dissertation seminar in curriculum and teaching

Two semesters required of all doctoral candidates in the department unless proposal is defended in the first semester. Development of doctoral dissertations and presentation of proposals for approval.

HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

HBSK 4074 - Development of Reading Comprehension

Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. Discussion focuses on students in the middle elementary grades through young adulthood.

HBSK 5373 - Practicum in literacy assessment and intervention I

Prerequisite or corequisite: HBSK 4072, grade of B or better. This course prepares students to assess, analyze, and remediate literacy difficulties using research and theory. In class sessions, students learn to understand assessment and instruction across a broad spectrum of skill areas reflecting the most common areas of difficulty for struggling readers and writers. Students apply those skills in their work in the Dean-Hope Center for Educational and Psychological Services (CEPS) with an individual who has literacy difficulties. The practicum counts for 50 clock hours of field experience.

HBSK 5376 - Practicum in literacy assessment and intervention II

Prerequisites: HBSK 4072, HBSK 5373 with grade of B+ or better. This course is the second of three practica that prepare students to assess and remediate literacy difficulties. HBSK 5376 utilizes a more advanced learning model in which a student works to assess and tutor a client at the Dean-Hope Center for Educational and Psychological Services (CEPS). In class sessions, students continue to learn techniques, skills, and materials for assessment and intervention for use with those who struggle with reading and writing. Students are expected to apply class content in clinical sessions with an individual with literacy difficulties. Each practicum counts for 50 clock hours weekly of field experience. Attendance at supervision sessions is also mandatory.

HUDK 5024 - Language Development

Survey of research and theory in the development of language, beginning with communication and the origins of language in infancy and emphasizing acquisition of the forms of language in relation to their content and use.

HUDM 4122 - Probability and statistical inference

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

HUDM 5122 - Applied regression analysis

Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, including use of categorical predictors. Logistic regression for dichotomous outcome variables is also covered. Class time includes lab time devoted to applications with IBM SPSS. Prerequisite: HUDM 4120 or HUDM 4122 or HUDM 4125.

Early Childhood Education

Department of Curriculum & Teaching

Program Description

Master of Arts

There are two degree programs which can lead to initial teacher certification from NYSED in Early Childhood Education:

The course of study for the M.A. degree in Early Childhood Education (ECED-INIT) leads to initial certification in Early Childhood Education (birth-Grade 2). Students must complete at least 36 points in order to obtain the Master of Arts degree and the department's recommendation for initial teacher certification.

The course of study leading to Dual Teacher Certification: Early Childhood Education/Early Childhood/Special Education (ECSE-DUAL) leads to initial certification as both an Early Childhood Education teacher and a Teacher of Students with Disabilities in Early Childhood (birth-Grade 2). Students must complete at least 39 points in order to obtain this Master of Arts degree and the department's recommendation for initial dual certification.

The Bilingual Extension may be added to the ECED-Initial and ECSE-Dual programs.

These degree programs prepare future teachers, policymakers, and educational leaders to actively lead in matters of justice related to curriculum-making, pedagogy, and institutional change. Offering degree programs that are eligible to lead to early childhood teacher certification from Birth-Grade 2, we center children's innate capacities to interact with materials, each other, the world, and adults in creative and imaginative ways. Foundational to this idea is understanding childhood from the youngest to the oldest as integral to teaching, learning, and development. Join our network of educational leaders, curriculum designers, teachers, and creatives nationally and internationally.

Doctor of Education (Early Childhood Education)

Ed.D. in Early Childhood Education, Early Childhood Special Education or Early Childhood Policy (90 credits)

Early Childhood Education

At the doctoral level, the specialization in Early Childhood Education prepares candidates for college teaching, research, policy, and other leadership positions in early childhood education. The degree program is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has specifically been in the field of early childhood, gives promise of the ability to develop modes of inquiry suitable to the field's complexities.

Early Childhood Policy

The Doctor of Education (Ed.D.) concentration in Early Childhood Policy prepares candidates for leadership positions, college teaching, and research in early childhood policy. The concentration is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has specifically been in the field of early childhood, gives promise of the ability to develop modes of inquiry suitable to the field's complexities. Combining rigorous methodological, conceptual, and practical interdisciplinary experiences, the degree program is designed for those interested in shaping the policy agenda for young children and their families. It is predicated on the principle that undergirding all policy work, candidates must have thorough understandings of both substantive content (early childhood practices, pedagogy, and theory) and research skills. While the focus of this program is on U.S. early childhood policy, there will be opportunity for international and comparative work.

Early Childhood Special Education

The Department of Curriculum and Teaching offers a doctoral degree concentration in Early Childhood Special Education, within the Early Childhood Education specialization. This degree concentration prepares students for careers related to leadership and advocacy in the field, research and scholarship, and higher education and teacher preparation programs. Core courses emphasize theory and foundations in general and special early childhood education and research methods and training. Seminars and advanced practica focus on special topics in the field. Opportunities for involvement in faculty-sponsored research and professional development activities are an integral part of the program concentration.

Degrees

Master of Arts

Early Childhood Education

Master of Arts | Initial Cert: Early Childhood

Points/Credits: 40

Entry Terms: Summer/Fall

Certification:

- NY State Initial: Birth-2

Degree Requirements

Course requirements for M.A. degree students seeking initial teacher certification as early childhood teachers (birth–Grade 2):

Practicum

C&T 4308 Introduction to diverse early childhood classrooms (3)

C&T 4708 Student teaching in early childhood setting (4)

C&T 5118 Infant and toddler development and practice (3)

Foundations and Methods Courses

C&T 4003 Differentiation and inclusion in early childhood classrooms (3)

C&T 4080 Child development and intersectional identities (3)

C&T 4083 Home/school/community partnerships (3)

C&T 4112 Integrated curriculum in early childhood education: curricular inquiry and design (3)

C&T 4114 Integrated curriculum in early childhood education: diversity, equity, and technologies (3)

C&T 4131 Play, language, and early childhood curriculum (3)

C&T 4132 Language and teaching in the primary reading/writing classroom (3) or selected alternative

A&HM 4022 The artistic Lives of young children (2) or selected alternative

Out of Department Elective (3)

Breadth Requirement

TC master's degree programs require that students take course work outside of their major programs. This is also known as the Foundations Requirement. All M.A., M.S., and Ed.M. students must complete a minimum of 6 points out of their Academic Program at TC. The advisor and student will determine how the points can be reached.

Culminating Project:

Students complete an integrative portfolio over the course of the degree program reflecting their growth as an early childhood teacher.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher section of the catalog.

Master of Arts | Initial Cert: Early Childhood w/ Bilingual Ext.

Points/Credits: 40

Entry Terms: Summer/Fall

Certification:

- NY State Initial: Birth-2
- Bilingual Extension

Degree Requirements

Course requirements for M.A. degree students seeking initial teacher certification as early childhood teachers (birth–Grade 2)with bilingual extension

Practicum

C&T 4308 Introduction to diverse early childhood classrooms (3)

C&T 4708 Student teaching in early childhood setting (4)

C&T 5118 Infant and toddler development and practice (3)

Foundations and Methods Courses

C&T 4003 Differentiation and inclusion in early childhood classrooms (3)

C&T 4080 Child development and intersectional identities (3)

C&T 4083 Home/school/community partnerships (3)

C&T 4112 Integrated curriculum in early childhood education: curricular inquiry and design (3)

C&T 4114 Integrated curriculum in early childhood education: diversity, equity, and technologies (3)

C&T 4131 Play, language, and early childhood curriculum (3)

C&T 4132 Language and teaching in the primary reading/writing classroom (3) or selected alternative

A&HM 4022 The artistic Lives of young children (2) or selected alternative

A&HB 4021 Foundations of bilingual/bicultural education (3)

Out of Department Elective (3)

Culminating Project:

Students complete an integrative portfolio over the course of the degree program reflecting their growth as an early childhood teacher.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Early Childhood Education

Master of Arts | Non-Certification

Points/Credits: 32

Entry Terms: Fall Only

Certification:

- Non-Certification Track

Degree Requirements

Language and Literacy Methods

C&T 4131 Language and Literacy in the Early Childhood Curriculum (3) OR

C&T 4132 Reading and Writing in the Primary Classroom (3)

Child Development

C&T 4080 Risk and Resilience in Early Development (3) OR

C&T 4615 Young Children, Families, and Social Policy (3)

Equity in Early Childhood Education

C&T 4114 Multicultural Approaches to Early childhood Ed (3)

Additional Courses

- a minimum of 12 additional points within the Department
- at least 6 Teachers College points outside of the Department
- a minimum of 32 points total

Beyond the required courses (identified above), all other courses will be comprised of electives; that is, in consultation with and approval by the advisor. Students will undertake courses that help them develop an area of expertise.

This degree requires a thesis. C&T 5308 (for non-certification students) is highly recommended for students admitted in 2018-2019 and is required for students entering the program after spring 2019, as it supports the development of thesis components.

Early Childhood Education: Special Education

Master of Arts | Dual Cert: Early Childhood and Students w/ Disabilities

Points/Credits: 48

Entry Terms: Summer/Fall

Certification:

- NY State Initial: Birth-2
- NY State Initial: Students with Disabilities Birth-2

Degree Requirements

Course requirements for M.A. degree students seeking initial dual teacher certification as both early childhood teachers and teachers of students with disabilities in early childhood (birth–Grade 2):

Practicum

C&T 4302 Supervised practicum in the educational assessment of young children with disabilities (3)

C&T 4308 Introduction to diverse early childhood classrooms (3)

C&T 4708 Student teaching in early childhood setting (4)

C&T 5118 Infant and toddler development and practice (3)

Foundations and Methods Courses

C&T 4003 Differentiation and inclusion in early childhood classrooms (3)

C&T 4080 Child development and intersectional identities (3)

C&T 4083 Home/school/community partnerships (3)

C&T 4112 Integrated curriculum in early childhood education: curricular inquiry and design (3)

C&T 4114 Integrated curriculum in early childhood education: diversity, equity, and technologies (3)

C&T 4131 Play, language, and early childhood curriculum (3)

C&T 4132 Language and teaching in the primary reading/writing classroom (3) or selected alternative

A&HM 4022 The artistic Lives of young children (2) or selected alternative

Out of Department Elective (6)

Elective (3)

Elective in special education (3)

Culminating Project:

Students complete an integrative portfolio over the course of the degree program reflecting their growth as an early childhood teacher.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Early Childhood Education: Special Education

Master of Arts | Dual Cert: Early Childhood and Students w/ Disabilities w/ Bilingual Ext.

Points/Credits: 48

Entry Terms: Summer/Fall

Certification:

- NY State Initial: Birth-2
- NY State Initial: Students with Disabilities Birth-2
- Bilingual Extension

Degree Requirements

Course requirements for M.A. degree students seeking initial dual certification as both early childhood teachers and teachers of students with disabilities in early childhood (birth–Grade 2) plus bilingual....

Practicum

C&T 4302 Supervised practicum in the educational assessment of young children with disabilities (3)

C&T 4308 Introduction to diverse early childhood classrooms (3)

C&T 4708 Student teaching in early childhood setting (4)

C&T 5118 Infant and toddler development and practice (3)

Foundations and Methods Courses

C&T 4003 Differentiation and inclusion in early childhood classrooms (3)

C&T 4080 Child development and intersectional identities (3)

C&T 4083 Home/school/community partnerships (3)

C&T 4112 Integrated curriculum in early childhood education: curricular inquiry and design (3)

C&T 4114 Integrated curriculum in early childhood education: diversity, equity, and technologies (3)

C&T 4131 Play, language, and early childhood curriculum (3)

C&T 4132 Language and teaching in the primary reading/writing classroom (3) or selected alternative

A&HB 4021 Foundations of Bilingual/Bicultural Education (3)

A&HM 4022 The artistic Lives of young children (2) or selected alternative

Out of Department Elective (6)

Elective (3)

Elective in special education (3)

Culminating Project:

Students complete an integrative portfolio over the course of the degree program reflecting their growth as an early childhood teacher.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Doctor of Education

Early Childhood Education

Doctor of Education

Points/Credits: 90

Entry Terms: Fall Only

Degree Requirements

Early Childhood Education

At the doctoral level, the specialization in Early Childhood Education prepares candidates for college teaching, research, policy, and other leadership positions in early childhood education. The degree program is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has specifically been in the field of early childhood, gives promise of the ability to develop modes of inquiry suitable to the field's complexities.

Early Childhood Policy

The Doctor of Education (Ed.D.) degree concentration in Early Childhood Policy prepares candidates for leadership positions, college teaching, and research in early childhood policy. The degree concentration is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has specifically been in the field of early childhood, gives promise of the ability to develop modes of inquiry suitable to the field's complexities. Combining rigorous methodological, conceptual, and practical interdisciplinary experiences, the degree program is designed for those interested in shaping the policy agenda for young children and their families. It is predicated on the principle that undergirding all policy work, candidates must have thorough understandings of both substantive content (early childhood practices, pedagogy, and theory) and research skills. While the focus of this program is on U.S. early childhood policy, there will be opportunity for international and comparative work.

Faculty

Faculty

- Mariana V. **Souto-Manning** Professor of Early Childhood Education
- Tran Nguyen **Templeton** Assistant Professor
- Haeny S. **Yoon** Associate Professor of Early Childhood Education

Lecturers

- Amanda Reeves **Fellner** Lecturer, Early Childhood Education Program & the Rita Gold Center
- Lara Steensland **Mullarkey** Lecturer, Early Childhood Education Program

Courses

C&T 4080 - Child Development & Intersectional Identities

A first course examining child development, pre-birth through age 8, within a critical childhoods framework. Primary focus is on the social, cultural, and political contexts and factors that impact the well-being of families and children. The confluence of race, class, gender, language, disability will be central to discussions on well-being and resilience. The course reframes notions that children are "at-risk" by addressing inequitable structures and policies that place young children and families at risk.

C&T 4083 - Home/School/Community Partnerships

This course offers current and historical perspectives on the role of families within historically marginalized communities, including but not limited to families that are multilingual, multiethnic/multiracial, non-traditional, refugees/immigrants, and/or identify as disabled. Students will consider how to facilitate collaborative partnerships between families and professionals that support the developmental and educational capacities of young children across the spectrum of intersection identities.

C&T 4112 - Integrated Curriculum in Early Childhood Education: Curricular Inquiry and Design

This course focuses on integrated theories and methods in early childhood education and brings together content areas (e.g. social studies, science, math) with developmental skills (e.g. reading, writing, communication) relevant to diverse early childhood contexts. The course interrogates curriculum from historical, sociocultural, and political perspectives while emphasizing the material, interpersonal, and environmental factors that extend knowledge and curriculum-making. Students will construct and design curriculum that centers play and critical

inquiry, bearing in mind the range of perspectives, cultures, and learners within classrooms. C&T 4112 and C&T 4114 are recommended as a sequence.

C&T 4114 - Integrated Curriculum in Early Childhood Education: Diversity, Equity, and Technologies

This course extends curricular design from a play-based, inquiry stance. The course specifically addresses equity and representation in the selection of curricular material, implementation of multimodal teaching and learning through integration of media and low/high technology, and research-based design of classroom environments. Students will learn to construct, adapt, and reimagine curricula that are inclusive of multicultural identities and experiences. Emphasis will be placed on addressing issues of equity related to race, gender, language, disability, class, etc. with young children.

C&T 4131 - Play, Language, and Early Childhood Curriculum

This course examines multilingualism, language variations, language/literacy theories, and linguistic diversity, with an emphasis on birth-age 5. Encompassing the utilitarian and social purpose of language/literacy use, the course explores the intersection of play and early language development. In examining the nature and scope of language arts, we will attend to the role of the early childhood teacher, specifically how teachers can create meaningful curricular experiences that encompass children's interests and culture through inquiry and observations. Students will facilitate and design literacy experiences, resources, and assessments that build on a sociocultural literacy framework that honors and builds from children's linguistic repertoires (3 credits toward State literacy requirements).

C&T 4132 - Language and teaching in the primary reading/writing classroom

Examines principles of literacy learning in young children and introduces theories, practices, and materials for teaching reading/writing in primary grades in diverse settings.

C&T 4302 - Supervised practicum in the educational assessment of young children with exceptionalities

Permission required. Prerequisite: C&T 4080. The course approaches assessments from a social, historical, and political approach, taking time to consider for whom, how, when, and why tests and evaluations are utilized. Approaching assessments with critical theories, students will interrogate the utility of assessments in addressing the capacities of diverse learners, particularly children who are neurodiverse and/or labeled with disabilities/exceptionalities. With an introduction to formal and informal assessment strategies, students will implement, adapt, and redesign equitable and strengths-based assessments. Analysis of observational and test data will be used to design culturally sustaining educational interventions.

C&T 4308 - Introduction to Diverse Early Childhood Classrooms

This course is an introductory practicum for students in the Early Childhood initial certification program. Field experiences will relate to work in other courses and be paired with an ongoing seminar designed to respond directly to issues as they arise in classrooms. The course will provide students with observation hours and guided

field experiences in a range of PK to Grade 2 early childhood settings, encouraging a critical examination of the underlying assumptions about teaching and learning in each.

C&T 4708 - Student teaching in Early Childhood Setting

Permission required. This intensive student teaching experience includes 4 full-days in an educational setting coupled with a weekly seminar on campus. The course aims to support students' abilities to articulate the theoretical basis for their pedagogical and curricular decisions. Emphasis is on developing and implementing learning experiences that build on children's assets and address the range of learners in the setting. As the semester progresses, students are expected to gradually assume full teaching responsibilities at their site.

C&T 5118 - Infant and Toddler Development and Practice

This practicum course includes 2 days of hands-on practice in an infant or toddler classroom, alongside a weekly seminar on campus. The course covers topics related to child development, theories of care and early learning, as well as curriculum and environmental design. Classroom discussions connect theory and current research on infants/toddlers/families to hands-on experiences in infant/toddler classrooms. Practicum learning focuses on relational caregiving and environmental design as key components of infant/toddler curriculum.

Elementary Inclusive Education

Department of Curriculum & Teaching

Program Description

The Preservice Program in Elementary Inclusive Education prepares teachers to teach all children, particularly in urban contexts. The course of study emphasizes curriculum development for heterogeneous classrooms, critical multiculturalism, teaching for equity and social justice, and an inquiry approach to teaching and learning. The program reflects the pluralism at Teachers College; our students study a wide variety of approaches to education rather than a single one. In keeping with this philosophy, the emphasis is on leadership, inquiry, and practice-based and moral decision making. Our stance is that there is no single truth in education. Teachers must be expert "kid-watchers": searching for the best way to teach each child and group of children. Such teaching lacks the safety and predictability of the "tried and true" approach and requires individuals who understand the limitations of fixed formulas and who enjoy reaching out into the unpredictable world created by the diversity and the uniqueness of each child and each group of children. We seek prospective teachers who have a deep commitment to learning from and with children, about their passions and habits, interests and needs. We prepare teachers to draw upon community and family assets and consciously build a capacity approach to working in low-income neighborhoods. Above all, we wish to prepare educators who put developing relationships with children, their families, and community members well ahead of obtaining high scores on standardized tests.

The Program in Elementary Inclusive Education is both a graduate program and a professional course of study. This rigorous Academic Program is designed primarily for those who have no (or minimal) formal preparation or coursework in education and are beginning their study of teaching. The degree programs lead to an M.A. degree and New York State teacher certifications. U.S. students may also apply for certification in other states according to state-specific processes and requirements and inter-state reciprocal agreements, and many secure teaching positions elsewhere in the U.S. as well as internationally. There are two main components to the program: course work and student teaching. All M.A. degree students have a five-year candidacy period in which to complete their degree program.

44-CREDIT PROGRAM—Elementary Education and Teaching Students with Disabilities

This program is designed to prepare student teachers to work with all children particularly those from marginalized communities who experience forms of exclusion in schools. All students in the program will earn an M.A. degree and pursue teacher certifications in both Childhood Education (Grades 1-6) and Teaching Students with Disabilities (Grades 1-6).

56-CREDIT PROGRAM—Elementary Education with Gifted Extension

The Gifted Extension option allows students in the Elementary Inclusive Education Program to receive the New York State extension in gifted education along with dual certifications in Elementary Education and Teaching Students with Disabilities by including 12 credits in gifted education in their course of study.

Degrees

Master of Arts

Elementary Inclusive Education

Master of Arts | Dual Cert: Childhood Education and Students w/ Disabilities

Points/Credits: 44

Entry Terms: Spring/Summer/Fall

Certification:

- NY State Initial: 1-6
- NY State Initial: Students with Disabilities 1-6

Degree Requirements

Students in this Elementary Inclusive Education Program will earn an M.A. degree and pursue New York State certifications in both Childhood Education (Grades 1-6) and Teaching Students with Disabilities (Grades 1-6).

Course Requirements for the 44-Credit Program (MA-ELEM-DUAL)

M.A. Elementary Inclusive Education and Teaching Students with Disabilities

Student Teaching Semesters - Restricted to Student Teachers

Course #, Course Name, and Credits

- C&T 4123 Student Teaching Methods: Inclusive Teaching Seminar I (Spring) 3
- C&T 4124 Student Teaching Methods: Inclusive Teaching Seminar II (Fall) 3

- C&T 4726 Professional Laboratory Experiences/Student Teaching in Elementary Education (year-long course) 8
- C&T 4132 Learning and Teaching in the Primary Reading/Writing Classroom 3
- C&T 4019 Literacy Supports 3

Foundations and Methods Courses

Course #, Course Name, and Credits

- C&T 4000 Disability, Exclusion, and Schooling 3
- C&T 4320 Practicum for Disability, Exclusion, and Schooling 0
- C&T 4143 Multicultural Social Studies in the Elementary and Middle School 3
- MSTC 4040 Science in Childhood Education 3
- MSTM 5010 Mathematics in the Elementary School 3
- HBSS 4116 Health Education for Teachers 1
- Various Educational Foundations * (Philosophy/Social Science in Education or Child Development) 3
- C&T 4037 Relational Approaches to Challenging Behavior 2
- C&T 5081 Collaborative Communication in Cultural Contexts 1
- C&T 4060 Literacy for Students with Significant Disabilities 2
- C&T 4321 Practicum for Literacy for Students with Significant Disabilities 0
- C&T 4301 Educational Assessment of Students with Disabilities 2

*An appropriate undergraduate course may be substituted for this requirement; please consult with Program Faculty.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Elementary Inclusive Education with Gifted Extension

Master of Arts | Dual Cert: Childhood Education and Gifted Ext.

Points/Credits: 56

Entry Terms: Spring/Summer/Fall

Certification:

- NY State Initial: 1-6
- NY State Initial: Students with Disabilities 1-6
- NY State Gifted Ed. Extension GRE General Test or MAT

Degree Requirements

The Gifted Extension option allows students in the Elementary Inclusive Education Program to pursue the New York State extension in gifted education along with dual certification in Childhood Education (Grades 1-6) and Teaching Students with Disabilities (Grades 1-6) by including 12 credits in gifted education in their course study.

Course Requirements for the 56-Credit Program (MA-GFEX-DUAL)

M.A. Elementary Inclusive Education and Teaching Students with Disabilities with Gifted Extension

Student Teaching Semesters - Restricted to Student Teachers

Course #, Course Name, and Credits

- C&T 4123 Student Teaching Methods: Inclusive Teaching Seminar (Spring) 3
- C&T 4124 Student Teaching Methods: Inclusive Teaching Seminar II (Fall) 3
- C&T 4726 Professional Laboratory Experiences/Student Teaching in Elementary Education (year-long course) 8
- C&T 4132 Learning and Teaching in the Primary Reading/Writing Classroom 3
- C&T 4019 Literacy Supports 3

Foundations and Methods Courses

Course #, Course Name, and Credits

- C&T 4000 Disability, Exclusion, and Schooling 3
- C&T 4320 Practicum for Disability, Exclusion, and Schooling 0
- C&T 4143 Multicultural Social Studies in the Elementary and Middle School 3
- MSTC 4040 Science in Childhood Education 3
- MSTM 5010 Mathematics in the Elementary School 3
- HBSS 4116 Health Education for Teachers 1
- Various Educational Foundations * (Philosophy/Social Science in Education or Child Development) 3
- C&T 4037 Relational Approaches to Challenging Behavior 2
- C&T 4060 Literacy for Students with Significant Disabilities 2
- C&T 4321 Practicum for Literacy for Students with Significant Disabilities 0
- C&T 4301 Educational Assessment of Students with Disabilities 2
- C&T 5080 Access to Full Participation in Schools 3
- C&T 5081 Collaborative Communication in Cultural Contexts 1

Gifted Education Extension

Possibilities include, but not limited to:

Course #, Course Name, and Credits

- C&T 4021 Nature and Needs of Gifted Students 3
- C&T 4022 Instructional Models in the Education of Gifted Students 3
- C&T 4023 Differentiated Curriculum for Gifted Students 3
- C&T 4025 Nurturing Talents & Gifts during the Early Childhood Years 2-3
- C&T 4026 Giftedness and Intelligence 2-3
- C&T 4702 Student Teaching: Gifted 3
- C&T 5024 Planning and Implementing Programs for Gifted Students 3

*An appropriate undergraduate course may be substituted for this requirement; please consult with Program Faculty.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Faculty

Faculty

- Srikala **Naraian** Professor of Education

Lecturers

- Britt Kjerstin **Hamre** Lecturer
- Kara G. **Hollins** Lecturer
- Jean YiChin **Wong** Lecturer

Courses

C&T 4000 - Disability, Exclusion, and Schooling

This course focuses on the cultural and historical bases of ableism in the U.S., in particular the ways in which ableism operates in schools. We will examine current legal and bureaucratic structures, discourses, and practices of education and learn about the pedagogical supports necessary to provide students access to equitable education in U.S. schools. We will also consider the ways in which disability status intersects with other facets of identity (such as one's race, ethnicity, class, language background, gender, sexuality, religious [non]affiliation, etc.) to understand how intersections work in tandem in the cultural processes of exclusion in schools.

C&T 4019 - Literacy Supports

This course prepares preservice teachers to teach elementary-aged students to read. The course explores the teaching and assessing of literacy for developing readers with an emphasis on providing multiple pathways for students to access and interact with texts and learn to make meaning as they read. Throughout the course, we will investigate teaching practices that build students' knowledge and flexible use of key dimensions of reading, including alphabeticity (concepts of print; phonological awareness; alphabetic principle; phonograms; multisyllabic words), word learning (strategic word learning and high-frequency words), and meaning construction (fluency; vocabulary and oral language development; comprehension and general knowledge). As a part of this, we will also consider how technological tools can support developing readers of all ages. The course

is designed to prepare teachers for individual and small group instruction with monolingual and emergent bilingual students.

C&T 4037 - Relational Approaches to Challenging Behavior

This one week workshop style course explores the possibilities for social emotional support and growth in the K-12 classroom when students' behaviors are understood as communication rather than defiance, and when behavioral interventions and supports are understood as relational rather than punitive. The course highlights the problems associated with punishment and reward systems, reviews the history of behavior modification, introduces concepts and processes associated with replacement behaviors, restorative justice, and conscious discipline. We explore the research on trauma-informed schooling, as well as examine approaches to classroom management that are culturally sustaining.

C&T 4060 - Instruction for Students with Complex Support Needs

This course offers an in-depth understanding of pedagogic strategies to support the literacy development of students with complex support needs. Students will critically examine current conceptions of literacy development as well as models of literacy instruction that inform the education of students with significant disabilities. Students will explore multiliteracies and multimodalities as a way of understanding literacy as a complex set of social practices. Particular attention is paid to older emergent readers, assessment, and integration of a wide range of assistive technology (AT), including the use of augmentative and alternative communication systems within the literacy curriculum and instruction.

C&T 4123 - Curriculum and Instruction in Elementary Inclusive Education

Curriculum and Instruction in Elementary Inclusive Education is an introduction to teaching, learning, and curriculum in elementary classrooms. In keeping with the conceptual framework that undergirds teacher education at Teachers College, the course emphasizes inquiry about children and classrooms, planning curriculum and instruction, and preparing to be social justice-oriented educators. Throughout the semester, we use reflection on our own cultural identities to inventory and analyze our own funds of knowledge and then prioritize our next steps as lifelong learners.

C&T 4124 - Curriculum and Instruction in Elementary Inclusive Education

Curriculum and Instruction in Elementary Inclusive Education is an introduction to teaching, learning, and curriculum in elementary classrooms. In keeping with the conceptual framework that undergirds teacher education at Teachers College, the course emphasizes inquiry about children and classrooms, planning curriculum and instruction, and preparing to be social justice-oriented educators. Throughout the semester, we use reflection on our own cultural identities to inventory and analyze our own funds of knowledge and then prioritize our next steps as lifelong learners.

C&T 4132 - Language and teaching in the primary reading/writing classroom

Examines principles of literacy learning in young children and introduces theories, practices, and materials for teaching reading/writing in primary grades in diverse settings.

C&T 4143 - Multicultural Social Studies for Elementary & Middle Schools

A critical study of the social world begins with an examination of our social locations, how we have come to be, and the various forms of expression social life may take. Therefore, in developing and analyzing social studies curriculum, one must be enriched by a multiplicity of perspectives and likewise critical of cultural and social exclusion. In this course, students will engage in work that gives recognition to divergent viewpoints on curriculum; deconstruction of archetypes and stereotypes; power, politics, and the critique of media; controversial subjects; the arts; social action; and future visions for social studies teaching and learning. Course readings, class discussions, reflective assignments, and the culminating project will offer students opportunities to approach teaching as an intellectual and moral endeavor. As the foundation of teaching is believed to emerge principally from the values, beliefs, and thoughts of the teacher, this course is designed to embrace the teacher as both a social being and a professional educator.

C&T 4301 - Educational Assessment of Students with Disabilities

This course is designed to acquaint graduate students with the methods of assessment used to identify and program for students with disabilities. The function of a response to intervention model within a multi-tiered system of supports will be explored. Graduate students will reflect on best practices in the early identification and support of learning needs. Students will develop the ability to recognize and respond to the need for individualized intervention within the general education classroom. Students will also learn about the process of evaluation in order to consider eligibility for special education. Individualized Education Program development and progress monitoring will be explored. Issues around the overidentification of students with disabilities and the least restrictive environment will be considered.

C&T 4320 - Practicum for Disability, Exclusion, and Schooling

This practicum is designed to support students' learning of course concepts in C&T 4000, Disability, Exclusion, and Schooling. The field component is intended to integrate theory with practice as students examine the cultural, historical, and ideological constructions of disability. The focus is on the New York City Department of Education special education system and practices.

C&T 4321 - Practicum for Literacy for Students with Significant Disabilities

This practicum is designed to support students' learning of pedagogic strategies and the overall literacy development of students with significant disabilities (grades 1-6). This practicum is offered in conjunction with students' participation in C&T 5080, Access to Full Participation in Schools. This field component is intended to integrate theory with practice as students examine structural frameworks/models of instruction that regulate the education of students with significant disabilities. Students will work directly with students who have complex support needs. Students are required to spend a minimum of 2 hours each week engaged with this practicum. Students will observe, participate in, and lead classroom activities for a small group and/or for individual students.

C&T 4726 - Prof Lab Exp-Stu Tchg:Elm Schl

Permission required. Students engage in an intensive field placement under the sponsorship of a classroom teacher with supervision shared by the cooperating teacher and Teachers College staff members. Students spend a minimum of 3.5 days in the classroom each week. Classrooms provide experience with younger and older children in various urban settings.

C&T 4729 - Professional laboratory experiences/student teaching (year-long) in elementary education

Permission required. Students engage in an intensive field placement under the sponsorship of a classroom teacher with supervision shared by the cooperating teacher and Teachers College staff members. Students spend a minimum of 3.5 days in the classroom each week. Classrooms provide experience with younger and older children in various urban settings.

C&T 5081 - Collaborative Comm Cult Cntxts

This course explores, from a disability studies perspective, strategies for developing effective communication and interpersonal interaction skills appropriate for both collaborative and consultative relationships in schools. Focus is on the development of these skills in interactions with both school professionals and family members of students. Particular attention is paid to the development of these skills in ways that are responsive and relevant to people from marginalized groups.

Gifted Education

Department of Curriculum & Teaching

Program Description

The program in Gifted Education at Teachers College, Columbia University, takes a critical approach to the education of students typically identified as gifted. Although students leave the program well-grounded in the traditional theories and practices of the field to the point where they are qualified to teach in programs for gifted students in the public and independent schools, our program positions gifted education in the nexus of race, ethnicity, social class, gender, and other sociopolitical factors that have influenced and continue to influence the field in profound ways.

Students who are interested in gifted education have two options on the M.A. level at Teachers College.

Those with no background in education can obtain the extension in gifted education as well as certification as an elementary school teacher through the Elementary Inclusive Education Program with the gifted extension (ELGF-DUAL). This option allows students in the Elementary Inclusive Education Program to receive the New York State certificate extension in gifted education along with their initial elementary education certification by including 12 credits in gifted education in their course of study. Students who choose this option complete an additional semester of student teaching (4 credits) in a gifted education setting, which can be an inclusive setting, along with three courses in gifted education. See program description below.

The M.A. certification program in the Education of Gifted Students (GIFT-EXT) is designed for students who have graduated from an accredited teacher education program and who hold an initial teaching certificate. Graduates of the program are recommended for the New York State certificate extension in Gifted Education. Thus, completion of this program provides students with both certification in gifted education and knowledge relating to the nature, needs, and pedagogy of gifted students that contributes to greater effectiveness as a teacher in a variety of situations.

Degrees

Master of Arts

Gifted Education

Master of Arts | Gifted Extension

Points/Credits: 32

Entry Terms: Spring/Summer/Fall

Certification:

- NY State Gifted Ed. Extension

Degree Requirements

The Nature of Giftedness (7-12)

Required Courses:

- C&T 4021 Nature and needs of gifted students (2-3)
- C&T 4026 Exceptionality and intelligence (2-3)
- C&T 5506 Seminar in gifted education (3)

Elective Course:

- C&T 4025 Educating young potentially gifted children (2-3)

Teaching Gifted Students (6-8)

Required Courses:

- C&T 4023 Differentiated curriculum for gifted students (2-3)
- C&T 4022 Instructional models in the education of gifted students (1-2)
- C&T 4024 Planning and implementing programs for gifted students (3)

Out-of-Program Requirements (6 credits minimum)

Additional courses to be determined in consultation with your advisor.

Field Placement (3)

- C&T 4702 Student teaching-giftedness (3)
- C&T 5302 Advanced practicum-giftedness (3)

Culminating Project (0)

A culminating project, arranged in consultation with your advisor, that demonstrates your ability to integrate your theoretical knowledge with practical problems and issues in gifted education.

New York State Education Department (NYSED) has teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Gifted Education

Master of Arts

Points/Credits: 32

Entry Terms: Spring/Summer/Fall

Degree Requirements

The Nature of Giftedness (7-12)

Required Courses:

- C&T 4021 Nature and needs of gifted students (2-3)
- C&T 4026 Exceptionality and intelligence (2-3)
- C&T 5506 Seminar in gifted education (3)

Elective Course:

- C&T 4025 Educating young potentially gifted children (2-3)

Teaching Gifted Students (6-8)

Required Courses:

- C&T 4023 Differentiated curriculum for gifted students (2-3)
- C&T 4022 Instructional models in the education of gifted students (1-2)
- C&T 4024 Planning and implementing programs for gifted students (3)

Out-of-Program Requirements (6 credits minimum)

Additional courses to be determined in consultation with your advisor.

Field Placement (3)

- C&T 4702 Student teaching-giftedness (3)
- C&T 5302 Advanced practicum-giftedness (3)

Culminating Project (0)

A culminating project is arranged in consultation with the student's advisor, that demonstrates ability to integrate theoretical knowledge with practical problems and issues in gifted education.

Faculty

Faculty

- James H **Borland** Professor of Education

Adjunct Faculty

- Lisa Ruth **Wright** Director, Hollingworth Center

Courses

C&T 4021 - Nature and needs of gifted students

This introductory course in gifted education explores a number of issues related to the psychology and education of gifted students, including conceptions of giftedness, educational provisions for gifted students, creativity, and economically disadvantaged gifted students. Issues of race, class, gender, and disability status as they interact with the construct of giftedness are examined.

C&T 4022 - Instructional models in the education of gifted students

What should gifted students learn? How can we differentiate the curriculum for gifted learners in order to meet their special needs more effectively? These and other questions will be addressed in this course devoted to the discussion, analysis, and evaluation of instructional models designed or adapted for gifted students. Emphasis will be placed on the principles of curricular differentiation and on providing an overview of a range of models designed to modify content, enhance the development of thinking skills, and enhance creativity. Issues of defining giftedness and of defensible differentiated curriculum will also be explored.

C&T 4023 - Differentiated curriculum for gifted students

This course examines the characteristics of appropriate and defensible curriculum for gifted children and youth. Particular emphasis is placed on instructional strategies, curriculum theories, flexible grouping techniques, and meeting the needs of gifted learning in the regular classroom.

C&T 4025 - Nurturing Gifts and Talents in the Early Childhood Years

The theme of this course centers on the potential and promise of all young children ages three through eight. Through workshop style sessions, visits to our early childhood lab school on campus, and guests talks from practitioners, we will grapple with how best to support each child's interests, passions, and over all development.

We will take a critical stance as we examine the "deficit" perspective that disregards each child's full and unique profile. In our time together we will sample a variety of topics and ponder the best ways to support and celebrate the development of the full potential of our youngest learners.

C&T 4026 - Giftedness and Intelligence

In this course, we explore theories of intelligence, which have served as a theoretical basis for the field of gifted education from its beginning. Starting with the work of Francis Galton in the 19th century and following through to the present day, we will critically examine and problematize such constructs as intelligence, creativity, and giftedness as well as such related topics as mental measurements.

C&T 4027 - Differentiated instruction of gifted students in the heterogeneous classroom

Gifted students are present in almost every elementary, middle school, and high school classroom. The educational needs of these students can and must be met within this context. This workshop will provide an overview of curricular and instructional strategies designed to enhance the optimal development of gifted learners (and all learners) in the regular classroom. Topics will include general curricular modifications, management techniques, instructional strategies, individual learning opportunities, and outcomes and assessments. Special consideration will be given to those methods of differentiation that can be integrated readily into the learning environment of mixed-ability classrooms.

C&T 4029 - Creativity: Its nature and nurture

An examination and critical appraisal of theories of creativity, test development to measure creativity, and methods designed to enhance the creativity of children and adults.

C&T 5024 - Planning and Implementing Gifted Programs

In this course, we examine factors affecting the planning and implementation of programs for students identified as gifted, components of gifted programs, and a systems approach to program planning. Students develop written program plans for specific settings. Issues of race, class, gender, and disability status as they affect the planning of gifted programs are examined. No prior experience with or knowledge of gifted education is required.

C&T 5302 - Advanced practicum-giftedness

Permission required. Guided experiences for advanced students in Giftedness. Supervised group field visits. Initial internships arranged. Students submit reports analyzing experiences.

C&T 5506 - Seminar in gifted education

This is a topical seminar that examines such issues as identification of gifted students in New York City schools, equity in gifted education, the effects of No Child Left Behind and Race to the Top, and whether gifted students are necessary for gifted education. Discussions by Skype with leading scholars in the field of gifted education will

expose students to contemporary concerns in this field. No prior experience with or knowledge of gifted education is required.

C&T 5902 - Independent study--giftedness

Permission required. Qualified students work under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

Literacy Specialist

Department of Curriculum & Teaching

Program Description

The Literacy Specialist Program offers the M.A. degree in literacy education—a 32-point program leading to New York State teacher certification as a Literacy Specialist. This Program is designed to immerse the literacy educator in an intense study of practice, theory, and research. The eventual goal is to equip each participant to assume a leadership role in literacy education. The Program regards the teaching of reading and writing as complex undertakings, and strives to equip its students to teach well. Students investigate individual literacy learning, group literacy learning, teacher development, community partnerships, institutional change and other contemporary and political issues facing literacy education. The Program assumes that teachers' own literacy work will be a source of knowledge and inspiration in their teaching. Students write creatively as well as professionally, participate in their own reading clubs, and keep portfolios of their own reading and writing development. The TC faculty in literacy has a long history of social action with areas of special interest that include content area literacies, curriculum development in reading and writing, children's literature, school reform, ethnographic studies of literacy, teacher development, process approaches to reading and writing, and the impact of class, race, and gender on literacy learning. Students participate in challenging courses, engage in readings, learn from mentorships, and conduct their own action-research projects in which they demonstrate their abilities to synthesize theory and practice and to weave the two throughout their individual work.

Teachers College students enrolled in the Literacy Specialist Program have the opportunity to collaborate with Advancing Literacy within the College's Continuing Professional Studies area, collaborating in field-based ways with schools throughout New York City and the nation. Students can apprentice with mentor teachers, research staff development and school reform, and participate in any of more than 100 full-day conferences offered each year.

Candidates who wish to research and improve their own literacy teaching or serve in leadership positions to help others do the same are encouraged to apply, as are those who intend to engage in scholarly work and continue their education through the doctoral level.

Degrees

Master of Arts

Literacy Specialist

Master of Arts | Initial Cert: Literacy (Birth-6)

Points/Credits: 32

Entry Terms: Spring/Summer/Fall

Certification:

- NY State Initial: Literacy Specialist Birth-6

Degree Requirements

Students may enroll in this degree program full-time or part-time. The basic curriculum for M.A. degree students includes:

Core: Required of all students (23 points)

- C&T 4138 Teaching literacy in the early years (2-3)
- C&T 4139 Constructing critical readers (2-3)
- C&T 4151 Teaching of writing (2-3)
- C&T 4200 Fieldwork in curriculum and teaching (6) 3 credits fall; 3 credits spring
- HBSK 4072 Theory and techniques of reading assessment and intervention (3)
- C&T 4140 Literature for younger children (2-3) or
- C&T 4141 Literature for older children (2-3)
- C&T 5037 Literacy, culture, and the teaching of reading (2-3)

Master's Action Research Project: Required of all students (1 point)

- C&T 4502 Master's project (1)

Completion of Master's Action Research Project

Out of Program electives: Required of all students (4-6 points). To satisfy the college breadth requirement, students must complete two Teachers College courses in addition to HBSK 4072, which is part of the core. (A course for this purpose is defined as one in which a minimum of 2 points is earned outside the program).

- A&HE 4052 Adolescents and literature (3)
- A&HL 4001 Sociolinguistics and education (3)
- A&HT 4077 TESOL classroom practices (3)
- ITSF 4013 Literacy and development (2-3)
- ITSF 4015 Introduction to computers, language, and literacy (2-3)
- ITSF 4028 Teaching literacy in bilingual settings (3)
- MSTU 4049 Technologies and literacies (2-3)

Within-Department electives: Required of all students (4 points) Students must select at least two courses from the following list:

- C&T 4858 Institute: Teaching of reading (3)
- C&T 5800 Institute: Teaching of writing (1, 3, 6) Either:
- C&T 4137 Literacy and learning in the content areas (2-3) or
- C&T 4842 Institute: Content area literacies (2-3)

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Faculty

Faculty

- Lucy M **Calkins** Robinson Professor in Children's Literature
- Maria Paula **Ghiso** Associate Professor of Literacy Education

Emeriti

- Marjorie Gail **Siegel** Professor Emerita of Education

Courses

C&T 4137 - Literacy and learning in the content areas

Introduction to theory, research, and practice on the role of literacy in learning mathematics, social studies, science, and the arts. Examination of talk, texts, and reading/writing practices used in content area teaching.

C&T 4138 - Teaching literacy in the early years

Examination of theory, research, and practice of literacy learning and teaching in the early years, including children who are English language learners and children experiencing difficulty with school literacy. Emphasis on alternative models of designing literacy curricula, selection and use of materials (including technologies), and methods of assessing and teaching decoding, spelling, fluency, text use, and comprehension.

C&T 4139 - Constructing critical readers

Prerequisite: C&T 4138. Examination of theory and practice on teaching reading in intermediate grade classrooms. Consideration of curriculum design, assessment practices, teaching methods and children's literature. Emphasis on curricular structures and strategies for teaching comprehension and critical analysis of fiction and nonfiction texts.

C&T 4140 - Literature for younger children

Critical study of literary trends and materials for children in prekindergarten, kindergarten, and early grades. Consideration of developmental issues and reader response theory relating to young children.

C&T 4141 - No Title Found in Banner

This course is a collaborative investigation of children's literature for older readers. It provides opportunities to develop and deepen your familiarity with contemporary texts, and to explore ways of facilitating enjoyable, effective, and critical literary experiences in grades 3-8. We will consider works from a variety of genres, as well as issues and practices in children's literature and children's responses to text.

C&T 4151 - Teaching of writing

The course integrates theory and practice for teachers. Topics include writing development, research on writing, curriculum development, methods of teaching writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms.

C&T 4200 - Fieldwork in curriculum and teaching

Permission required. Majors work under guidance. Students should have had previous coursework with their supervising staff member and should select a problem relating to this work.

C&T 4502 - Master's Project

Students work to develop proposals to initiate required Master's integrative research projects. This course requires at least 30 hours of out-of-classroom work

C&T 4842 - Institute: Content area literacies

Introduces K-12 teachers to a toolkit of theories and practices to aid them in rethinking and redesigning literacy practices used in teaching mathematics, science, social studies, and other content areas.

C&T 4858 - Institute: Teaching of Reading

Designed to help teachers of grades K-8 develop a theoretical framework for the teaching of reading and a repertoire of strategies of enhancing students' independence and skills as readers. Attention! Online application required, you must submit an application on the Reading & Writing Project website <https://readingandwritingproject.org/summer-institute-offerings> to be registered for sessions and to receive a grade and course materials. Contact MaryAnn Mustac, mustac@tc.edu, for more information. Course is pass/fail.

C&T 5037 - Literacy, Culture and the Teaching of Reading

This 2-3 variable point course is a collaborative investigation into literacy as a social, cultural, and political practice. It provides opportunities for participants to unpack and re-imagine literacy learning and teaching for all students, but especially for those labeled "at risk" due to race/ethnicity, social class, nationality/language, gender, dis/ability, and sexuality. Rooted in the assumption that power circulates in culture, literacy, and education, this course looks closely at the role of power in reading texts, whether print-based, multimodal, digital, filmic, or embodied.

C&T 5800 - Institute: Teaching of writing

The focus of the institute will be on the teaching of writing with the participants also working on their own writing. There will be a combination of large group presentations, small interactive sessions, and writing workshops. Separate sections will be offered for advanced participants. A partial list of topics to be covered includes: the central role of planning and curriculum development in the teaching of writing, methods for holding our students accountable for doing their best work, classroom structures that support inquiry and collaboration, and using literature to help students craft their writing. The Institute is appropriate for elementary and secondary teachers. Attention! Online application required, you must submit an application on the Reading & Writing Project website <https://readingandwritingproject.org/summer-institute-offerings> to be registered for sessions and to receive a grade and course materials. Contact MaryAnn Mustac, mustac@tc.edu, for more information. Course is pass/fail.

Secondary Inclusive Education

Department of Curriculum & Teaching

Program Description

Steeped in the philosophy of John Dewey and framed by a progressive tradition, the Preservice Program in Secondary Inclusive Education emphasizes student-centered practices and the social construction of knowledge, and conceives of teaching as complex professional activity necessarily embedded in particular moral, political, historical, economic, and cultural contexts. The philosophy of the program is simultaneously driven by the larger institutional conceptual framework for teacher education programs at Teachers College, which emphasize inquiry, curriculum, and social justice. We aim, therefore, to prepare teachers:

- To understand teaching as a recursive process of learning/inquiry,
- To conceive of themselves as curriculum developers and each of their decisions as curriculum, and
- To conceive of their work as vital to working toward socially just schooling in a diverse, pluralistic, democratic society.

We believe that inclusive education is not just about students with labeled disabilities but rather is fundamentally about all students and more significantly, about the cultural practices of schooling. Consequently, the full spectrum of challenges of contemporary schooling must be attended to in order to generate transformative action.

We, therefore, necessarily interrogate and work to actively challenge the many sociocultural, institutional, bureaucratic, and interpersonal ways in which children and their families experience marginalization and exclusion (e.g., on the basis of race, ethnicity, social class, dis/ability, gender, nationality, sexuality, language, religious [non] affiliation, etc.). We simultaneously inquire into how such resistance can be translated into meaningful engagement with existing systems and schooling practices in order to effect change.

We also inquire into and seek to imagine creative alternatives to current schooling practices that frame poor, disabled, or other marginalized children as deserving of test-prep curricula and disciplinary practices based on behavioral control, rather than rich engagement with an exploration of the world. Such techno-rational approaches to education that aim to sort students into educational categories and apply received wisdom about best practices are obviously

inadequate to the complexity of the challenges that face the inclusive educator. For this reason, we aim to support our preservice teachers to embrace the inherent ambiguities of teacher work; to fashion their inclusive pedagogies through their own commitments (as advocates for all children and youth) to curriculum inquiry, reflective practice, and the pursuit of social justice; and to conceptualize the work of inclusive educators as the complex intellectual, moral, theoretical, and political work that it is.

TEACHING RESIDENTS AT TEACHERS COLLEGE

The Teaching Residents at Teachers College (TR@TC) program is a multifaceted 14-month graduate-level program that enables TC students to apprentice with experienced mentor teachers in secondary classrooms within high-need New York City schools for one year while earning a Master's degree in one of three programs (Teaching English to Speakers of Other Languages K-12, Secondary Inclusive Education, or Intellectual Disabilities Autism). In addition to the graduate degree, the TR@TC program leads to New York State initial certification in either Teaching English to Speakers of Other Languages K-12 or Teaching Students with Disabilities 7-12 Generalist.

Like the Secondary Inclusive Education philosophy described above, TR@TC is guided by the larger Teachers College conceptual framework for teacher education programs. TR@TC embraces a philosophy of inclusive education, seeking to prepare teachers of all students in schools.

Faculty

Faculty

- Srikala **Naraian** Professor of Education
- Celia **Oyler** Vice Dean for Teacher Education

Courses

C&T 4000 - Disability, Exclusion, and Schooling

This course focuses on the cultural and historical bases of ableism in the U.S., in particular the ways in which ableism operates in schools. We will examine current legal and bureaucratic structures, discourses, and practices of education and learn about the pedagogical supports necessary to provide students access to equitable education in U.S. schools. We will also consider the ways in which disability status intersects with other facets of identity (such as one's race, ethnicity, class, language background, gender, sexuality, religious [non]affiliation, etc.) to understand how intersections work in tandem in the cultural processes of exclusion in schools.

C&T 4037 - Relational Approaches to Challenging Behavior

This one week workshop style course explores the possibilities for social emotional support and growth in the K-12 classroom when students' behaviors are understood as communication rather than defiance, and when behavioral interventions and supports are understood as relational rather than punitive. The course highlights the problems associated with punishment and reward systems, reviews the history of behavior modification, introduces concepts and processes associated with replacement behaviors, restorative justice, and conscious discipline. We explore the research on trauma-informed schooling, as well as examine approaches to classroom management that are culturally sustaining.

C&T 4046 - No Title Found in Banner

An introduction to teaching, learning, and curriculum in secondary classrooms including: development and learning processes; instructional planning; observation and assessment; classroom management and environments; integrating instructional technologies and digital media; working in urban, diverse, and inclusive settings; and culture and community. The course emphasizes the relationship between theory and practice and supports students in the development of self-analytic, reflective, and problem solving skills in pedagogical contexts.

C&T 4047 - No Title Found in Banner

Continuation and extension of C&T 4046, with an emphasis on curriculum design issues, state learning standards, Common Core standards, differentiation and assessment. Emphasis on inquiry-based procedures for teaching in secondary content areas to students with substantial academic and/or behavioral difficulties and on monitoring that instruction in a range of school environments. Students work collaboratively to plan and develop multi-level curriculum.

C&T 4200 - Fieldwork in curriculum and teaching

Permission required. Majors work under guidance. Students should have had previous coursework with their supervising staff member and should select a problem relating to this work.

C&T 4301 - Educational Assessment of Students with Disabilities

This course is designed to acquaint graduate students with the methods of assessment used to identify and program for students with disabilities. The function of a response to intervention model within a multi-tiered system of supports will be explored. Graduate students will reflect on best practices in the early identification and support of learning needs. Students will develop the ability to recognize and respond to the need for

individualized intervention within the general education classroom. Students will also learn about the process of evaluation in order to consider eligibility for special education. Individualized Education Program development and progress monitoring will be explored. Issues around the overidentification of students with disabilities and the least restrictive environment will be considered.

C&T 4501 - Teaching and learning in the multicultural, multilingual classroom

Student diversity (characterized by gender, race, ethnicity, language, special needs, and sexual orientation) is examined in relation to decisions about methodology, curriculum, instructional materials, student grouping, home-school-community relationships, and teachers' professional growth and development.

C&T 4705 - Observation and student teaching: Learning disabilities

Students complete three full days per week at their residency placement in the fall and 4 full days per week at their residency placement in the spring. Students must follow the NYC DOE academic calendar.

C&T 5080 - Access to Full Partpatn Schls

This course is designed to offer an in-depth understanding of issues that frame the participation of students with disabilities in various educational settings. It critically examines the legal and structural framework that regulates the education of students with disabilities. This course explores current pedagogical practices within the field of special education, while it simultaneously seeks to build the tool-kit of teachers to meet the needs of students with varying kinds and degrees of educational needs. This involves a critical examination of classroom structures for participation that have traditionally been made available to students with disabilities as well as the exploration of alternate ones that can facilitate the learning and development of a diverse student body.

C&T 5081 - Collaborative Comm Cult Cntxts

This course explores, from a disability studies perspective, strategies for developing effective communication and interpersonal interaction skills appropriate for both collaborative and consultative relationships in schools. Focus is on the development of these skills in interactions with both school professionals and family members of students. Particular attention is paid to the development of these skills in ways that are responsive and relevant to people from marginalized groups.