



Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2024-2025

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, 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 Curriculum & Teaching master's programs at Teachers College, Columbia University, go beyond traditional teacher education to examine the issues in the field of curriculum through both theory and practice. You will have opportunities to become an expert in areas such as curriculum design, school change and reform, action research, and other school-based inquiry strategies. This distinctive program also has a strong commitment to social justice and equity in education. The Curriculum & Teaching master's programs are ideal for educators who want to lead — in the classroom and in the field. Students may attend full or part-time and often choose to continue to work while pursuing a graduate degree.

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

Curriculum and Teaching

Master of Arts

Points/Credits: 32

Entry Terms: Summer, Fall

Degree Requirements

Curriculum and Teaching Non-Certification MA / Degree Requirements

OVERVIEW

The Master of Arts in Curriculum and Teaching (MA-CURR) is a home for students and faculty inspired to take up vigorous, critical, equity-oriented study of curriculum, pedagogy, and issues in education from a variety of perspectives. The MA-CURR is designed for early and mid-career educators with a range of experiences in a diversity of formal and informal learning contexts who wish to deepen their knowledge, skill, and vision as teachers, educational leaders, and developers of curriculum. Coursework prepares educators to be intellectually curious and active contributors to the betterment of education. Graduates of the program work professionally as teachers, coaches, mentors, cooperating teachers, non-profit leaders, museum educators, community-based educators, and activists, among other roles in schools, organizations, and communities.

CERTIFICATION AND LICENSURE

The MA in Curriculum and Teaching (MA-CURR) does not lead to teaching certification. For advice on New York State licensure requirements, interstate reciprocity, alternative routes to certification, and related matters, please consult the Office of Teacher Education (OTE): www.tc.columbia.edu/office-of-teacher-education/

The Department of Curriculum and Teaching also offers two MA programs leading to elementary or secondary-level professional certification in New York State. For more information visit our program website: www.tc.columbia.edu/curriculum-and-teaching/curriculum-and-teaching/.

REQUIRED COURSES

The 32-point program is organized around a core of common coursework and field experience, dealing with principles, history, theories, and skills of curriculum design and pedagogy. The field experience expects alert and critical attention to social, ethical, and professional challenges facing educators, children, and young people in schools. Beyond the common core requirements, MA students work with a faculty advisor to design individual program plans reflecting their particular interests, needs, and desired area(s) of professional expertise. All students identify an issue, problem, or question of concern to serve as the basis of an Integrative Project completed as a culminating activity in the program.

CORE COURSES	<p>C&T 4002 Curriculum Theory and History (3 points)</p> <p>C&T 4005 Principles of Teaching and Learning (3 points)</p> <p>C&T 4052 Designing Curriculum and Instruction (3 points)</p> <p>C&T 4200 Fieldwork in Curriculum and Teaching (0-1 point)</p> <p>C&T 4502 Master's Project Seminar (0-1 point)</p> <p>One of the following age/grade level specific courses:</p> <p>C&T 4130 Critical Perspectives in Elementary Education: K-6 (3 points)</p> <p>C&T 4145 Critical Perspectives in Secondary Education: 7-12 (3 points)</p> <p>*With advisor approval, courses in Adult Learning may be used to fulfill this requirement.</p>
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SOCIAL CONTEXT REQUIREMENT	<p>At least six (6) points of elective courses should address the social context of education, rather than solely the methods and practice of teaching. These courses must be taken within the C&T department. The following are examples of courses that will satisfy this requirement. There are numerous other possibilities, and students may seek advisor approval to use a course not on this list.</p> <p>C&T 4000 Disability, Exclusion, and Schooling</p> <p>C&T 4010 Immigration and Curriculum</p> <p>C&T 4131 Play, Language, and Early Childhood Curriculum</p> <p>C&T 5037 Literacy, Culture, and the Teaching of Reading</p> <p>C&T 4021 Nature and Needs of Gifted Students</p> <p>C&T 4026 Giftedness and Intelligence</p> <p>C&T 4032 Gender, Difference, and Curriculum</p> <p>C&T 4114 Integrated Curriculum: Diversity, Equity, and Technologies</p> <p>C&T 4161 The Teacher: Social-Historical, Cultural Contexts of Teaching</p> <p>C&T 5004 School Change</p>
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TC BREADTH REQUIREMENT	In order to ensure breadth of study, the College requires students to earn at least six (6) Teachers College points outside of their home department. There are numerous possibilities and students are encouraged to browse the most up-to-date list of available courses offered outside of the C&T department on the Online Course Search.
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FIELDWORK

Courses are supported with insights gained through guided fieldwork, which is a required component of the MA-CURR program. Through fieldwork, students engage in observation and critical reflection on the customs and practices of teaching, learning, curriculum, and assessment that will typically prompt new or deepened thoughts, curiosities, and interests. Fieldwork will enhance readings and discussion in core courses and often leads to inquiry questions that catalyze the Integrative Project.

FIELDWORK COURSE AND PLACEMENTS	<p>Students gain field experience through a 1-point course, C&T 4200: Fieldwork in Curriculum and Teaching. Program staff work with students to find placements in New York City schools or other informal educational spaces 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. These field experiences are not supervised. With program approval, students may complete this field experience in their own classroom or school.</p> <p>*Note: The C&T 4200 course is only applicable for students who have not previously taken the 4-credit version of C&T 4005: Principles of Teaching and Learning.</p>
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THE INTEGRATIVE PROJECT

As a culminating activity in the program, MA-CURR students design and conduct a disciplined and substantial inquiry into an issue, problem, and question of particular interest, germane to the student's curricular and/or pedagogical investments, educational and social values, and professional contexts and aims. The integrative project may take multiple forms, such as practice-based research, curriculum analysis, and design, an arts-based creation, or an academic paper synthesizing and critiquing prior research. Students are encouraged to think creatively and incorporate multimodality in how they design their inquiries and share their new knowledge. 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. The C&T Programs hold a joint showcase at the end of the academic year in May to share final projects and celebrate inquiry with friends, family, students, and faculty.

INTEGRATIVE PROJECT SEMINAR	The two-semester seminar, C&T 4502: Masters Project, is the primary site for support in conceptualizing, designing, and carrying out the integrative project. Only 1-point is earned for the course, but the work is substantial and spans two consecutive fall and spring semesters. To the extent possible, the seminar sequence is taken towards the end of a student's studies. Full-time students ordinarily take the seminar sequence beginning in their first fall semester. Part-time students who plan to complete the degree in two or more years will ordinarily begin the seminar sequence in their second fall semester.
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ADVISING

All students are assigned a faculty advisor prior to commencing studies at Teachers College. Advisor consultation is required for initial course selection and approval before registration. Newly admitted students receive a comprehensive Program Guide with instructions to draft a Program Plan before contacting their assigned faculty advisor.

TIMELINE

The master's degree has a flexible timeline to allow students to determine their schedule for completion. Students work with their advisor to plan a course schedule that maps to their desired graduation timeline. The program can be completed in 16-months with full-time study. A 16-month accelerated timeline opens the opportunity to take courses during the summer. A two-year timeline allows students to deeply engage in coursework and take more time to fully benefit from the rich experiences and community offered by a Teachers College education. The program may also be taken part-time at your own pace. Part-time students have five years to complete the program.

GRADUATION

Degrees are awarded in October, February, and May, but TC holds one commencement ceremony in May. Students will be permitted to attend the May commencement ceremony after the completion of all coursework and the integrative project.

PROGRAM GUIDE

Additional information about all program requirements is available in the MA-CURR Program Guide provided to all enrolled students.

Master of Education

Curriculum and Teaching

Master of Education

Points/Credits: 60

Entry Terms: Summer, Fall

Degree Requirements

The Master of Education (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 30 points from previous relevant graduate study. Students typically enter the program with a prior master's degree and a minimum of two years of teaching experience, or the equivalent. Courses are primarily offered in person during evening hours on the Teachers College campus. As a requirement of New York State, students may not take more than 49% of their courses online.

CERTIFICATION AND LICENSURE

The Ed.M. degree in Curriculum and Teaching does not lead to New York State certification as a teacher or as a building administrator.

The Department of Curriculum and Teaching also offers two Master of Arts programs leading to elementary or secondary-level professional certification in New York State. For advice on New York State licensure requirements, interstate reciprocity, alternative routes to certification, and related matters, please consult the Office of Teacher Education (OTE): www.tc.columbia.edu/office-of-teacher-education/

REQUIRED COURSES

The program is organized around a core of common coursework, dealing with principles, history, theories, and skills of curriculum design and pedagogy. Beyond the core common coursework requirements, Ed.M. students work with a faculty advisor to design individual program plans reflecting their particular interests, needs, and desired area(s) of professional expertise. Toward the end of the program, all students identify an issue, problem, or question of concern to serve as the basis of an Integrative Project.

CORE COURSES	<p>C&T 4002 Curriculum Theory and History (3 points)</p> <p>C&T 4005 Principles of Teaching and Learning (3 points)</p> <p>C&T 4052 Designing Curriculum and Instruction (3 points)</p> <p>C&T 5500 Ed.M. Project Seminar (1 point; Fall only)</p>
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ELECTIVE COURSES

Beyond the core, EdM students have considerable latitude to design a program of study relevant to their interests in consultation with their advisor. Program advisors draw on the knowledge of 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.

It is possible to take elective courses in and out of the C&T department and at other Columbia University graduate schools. While numerous possibilities will satisfy this requirement, students work with an advisor to ensure that electives meet the following criteria:

**SOCIAL
CONTEXT
COURSES**

At least 6 points must be taken within the C&T department to address the social context of educational issues, rather than solely pedagogical methods. There are numerous other possibilities and students are encouraged to check the course schedule and discuss options with their advisor. The following list of suggested courses will satisfy this requirement.

C&T 4000 Disability, Exclusion, and Schooling

C&T 4010 Immigration and Curriculum

C&T 4021 Nature and Needs of Gifted Students

C&T 4026 Giftedness and Intelligence

C&T 4032 Gender, Difference, and Curriculum

C&T 4114 Integrated Curriculum: Diversity, Equity, and Technologies

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

C&T 4161 The Teacher: Social-Historical, Cultural Contexts of Teaching

C&T 4615 Young Children and Social Policy

C&T 5004 School Change

C&T 5033 Globalization, Democracy, and Curriculum

C&T 5535 Black, Latina, and Transnational Feminisms

Special Topics Courses (C&T 4199 and C&T 5199) are also offered and vary every semester. Examples of past courses include:

C&T 4199 Curriculum of Neighborhood Spaces

C&T 5199 Critical Theory and Quantification: A Workshop

C&T 5199 Abolitionist Teaching for Educational Justice

C&T 5199 Issues in Curriculum: Latin American Education Thought

C&T 5199 Intersectionality in Curriculum and Teaching

<p>TC BREADTH REQUIREMENT</p>	<p>In order to ensure breadth of study, the College requires students to earn at least 6 Teachers College points outside of their home department. In addition, Ed.M. students frequently take more than six credits outside of the Curriculum and Teaching Department, based on students' interests, and selected in consultation with an advisor. In order to see the most up-to-date list of available courses outside of the department please review the Online Course Search</p> <p>A&HA 5804 Museum Experiences Across Disciplines</p> <p>A&HB 5020 Inclusive Bilingual Education and Issues of (Dis) Abilities</p> <p>A&HE 4152 Literacies and Technologies Secondary English Classroom</p> <p>A&HM 4122 The Artistic Lives of Young Children</p> <p>EDP 5063 US Education Policy in Historical Perspective</p> <p>ITSF 5015 Political Anthropology: Labor, Race, and Belief</p> <p>MSTC 4010 Hip Hop & Cultural Studies of Urban Science Education</p> <p>MSTU 4141 Social Media and Learning</p> <p>ORLD 4051 How Adults Learn</p>
<p>TRANSFER CREDIT</p>	<p>Most points earned through a prior degree at TC with the exception of student teaching, fieldwork, practicum, and internship courses will automatically transfer to the Ed.M. degree. Students with relevant master's level study from a prior graduate program not at TC, may transfer up to 30 points towards the degree. Information can be found on the Online Transfer Credit Application.*</p> <p>*Note: Credits are only accepted from regionally accredited institutions and meet strict requirements to be considered. Students are advised to research regional accreditation before submitting a transfer credit application.</p>

<p>INTERNSHIPS AND INDEPENDENT STUDY</p>	<p>The program does not provide formal opportunities for internships. Ed.M. students who secure independent internships may earn course credit for work experiences through an independent study with a faculty member. The student and faculty sponsor will agree upon learning objectives for the work experience, course readings to supplement the position, regular assessments to demonstrate evidence of learning, and frequency of instructor check-in meetings. This coursework will determine the number of independent study credits earned from 1 to 8 points. Guidelines for determining credit hours can be found at:</p> <p>www.tc.columbia.edu/policylibrary/policies/credit-hour-4006343/</p> <p>The student will register using the course code, C&T 4900: Research and Independent Study under the direction of the sponsoring faculty member.</p>
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VOLUNTEER AND INTERNSHIP RESOURCES	<p>The following sources may help students identify volunteer opportunities as sites for independent study or internships:</p> <ul style="list-style-type: none"> ▪ The TC Office of School and Community Partnerships can help to connect students to local schools and programs with volunteer and intern needs. www.tc.columbia.edu/oscp/ ▪ Community Impact is Columbia University's largest student service organization and provides opportunities to volunteer in youth and adult education programs. communityimpact.columbia.edu/ ▪ Research opportunities and course assistantships may be available with individual faculty across the College. All job announcements for campus positions are posted on the TC NEXT Career Resources Portal. www.tc.columbia.edu/tcnext/students/jobs--internships/
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THE INTEGRATIVE PROJECT & SEMINAR

The Integrative Project is an opportunity for Ed.M. students to design and conduct a disciplined and substantial inquiry into an issue, problem, and question of particular interest, germane to the student's curricular and/or pedagogical investments, educational and social values, and professional contexts and aims. Student projects may take multiple forms, such as practice-based research, curriculum analysis and design, an arts-based creation, or an academic paper synthesizing and critiquing prior research. Students are encouraged to think creatively and incorporate multimodality in how they design their inquiries and share their new knowledge. 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.

C&T 5500 MASTER'S PROJECT-Ed.M SEMINAR	Students begin conceptualizing this project in C&T 5500 Master's Project - Ed.M Project Seminar 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 course learning and expand knowledge and practice of leadership. The seminar instructor will be responsible for guiding students' completion of the integrative project.
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ADVISING

All students are assigned a faculty advisor prior to commencing studies at Teachers College. Advisor consultation is required for initial course selection and approval before registration. Newly admitted students receive a comprehensive Program Guide with instructions to draft a Program Plan before contacting their assigned faculty advisor.

TIMELINE

The timeline for completing the Ed.M. degree is flexible. With careful planning and advisement, the program can be completed in 2+ years for full-time students, or less if transferring credits from a previous master's degree program. Students who continue to work professionally often enroll part-time and complete the program at their own pace. Part-time students are expected to make steady progress towards the degree and have five years to complete the program.

TRANSFER STUDENTS

Students from other Teachers College departments interested in transferring to the Ed.M. Program must apply to be admitted. The application fee and some application requirements may be waived with permission from the Ed.M. Program Director and after consultation with the students' current Program Advisor. If granted admission, most coursework previously taken at TC will be applied towards this advanced degree. The exception includes courses designated as student teaching, fieldwork, practicum, and internships, which are not permitted for transfer. All students must fulfill the Ed.M. core course requirements.

<p>C&T ED.D. STUDENTS INTERESTED IN THE ED.M. DEGREE</p>	<p>Currently enrolled C&T doctoral students who wish to earn the Ed.M degree while at Teachers College should consult with their Program Advisor or Dissertation Sponsor to discuss their goals for the additional degree. While it is possible to earn an Ed.M degree while remaining in the doctoral program, this is discouraged if it conflicts with completing requirements for the doctorate. A decision to transfer to the Ed.M program without completing the doctorate should be deliberated with the current advisor or sponsor prior to notifying the Ed.M Program Director.</p>
<p>C&T MASTERS STUDENTS INTERESTED IN THE ED.M. DEGREE</p>	<p>Master of Arts students in the C&T Department interested in continuing their studies after earning their initial master's degree may apply to the Ed.M program as they are nearing completion of their program. The full application must be completed for consideration, but application fees and reference letters may be waived with the recommendation of the current Advisor or Program Director. All 32 points of the MA-CURR degree will transfer into the 60 credit Ed.M program. Students from other C&T Programs must complete all core course requirements.</p>

GRADUATION

Degrees are awarded in October, February, and May, but TC holds one commencement ceremony in May. Students will be permitted to attend the May commencement ceremony after the completion of all coursework and the integrative project.

PROGRAM GUIDE

Additional information about all program requirements is available in the Ed.M. (ME-CURR) Program Guide provided to all enrolled students.

Doctor of Education

Curriculum and Teaching

Doctor of Education

Points/Credits: 75

Entry Terms: Fall

Degree Requirements

The Department of Curriculum and Teaching offers a single Doctor of Education program with different areas of concentration. The program requires 75 points of graduate study beyond the baccalaureate, 30 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 areas of focus 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 areas of focus 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 6100/6101, 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 6100/6101 meet 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 6100/6101 are 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 6100, C&T 6101 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** Professor of Literacy Education
- Thomas **Hatch** Professor of Education
- Nancy Louise **Lesko** Executive Editor for the TC Record
- Bettina L **Love** William F. Russell Professor
- 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
- Michelle Georgia **Knight-Manuel** Professor Emerita of Education
- Susan **Recchia** Professor Emerita of Education
- Marjorie Gail **Siegel** Professor Emerita of Education
- Karen **Zumwalt** Edward Evenden 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

- Mariana V. **Souto-Manning**

Courses

C&T 4002 - No Title Found in Banner

This course offers different theoretical lenses to understand the overall educational significance of the curriculum, focusing especially upon interdisciplinary themes as well as the relations among curriculum, the individual, and society, and connects those lenses to the everyday practice of educators.

C&T 4005 - Principles of teaching and learning

This course engages students in an examination of the principles of teaching, learning, and assessment; the philosophy, history, and politics of the American curriculum; the influence of foundational assumptions about schooling on global patterns in education; and teaching as a profession of social justice inquiry and reflection.

C&T 4010 - Immigration & Curriculum

No Description Found in Banner

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

This course is a critical study of curriculum aims, theories, and frameworks for designing curriculum and instruction that go beyond the mere organization of content and creation of teaching materials. Students design theoretically-grounded curriculum in collaborative groups.

C&T 4130 - Critical perspectives in elementary education

Critical examination of issues bearing on lived experiences, practices, and purposes of current elementary students. This class is focused on two questions of educational justice: What does a child have a right to, in their education, today, here, now? Where does or can, a child contribute to and be recognized in the classroom? Readings and other media include classroom studies, critical interventions in current events, and foundational texts for democratic, public education. Open to all; required for CUED students.

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. Open to all; required for CUSD students.

C&T 4161 - The teacher: Socio-historical, cultural contexts of teaching

Exploration of what it means to be a teacher through analysis of historical studies, teacher autobiographies, proposals for change, and personal reflection. Focus questions are: What is a good teacher? What is a professional teacher?

C&T 4200 - Fieldwork in curriculum and teaching

Students will observe and critically reflect on curriculum, instruction, assessment, learners, and professional development in a variety of educational contexts. Classroom placements can be arranged for students who need to fulfill the 50-hour practicum requirement for professional certification in elementary and secondary classrooms. Required for students in the MA-CUED, MA-CUSD, and MA-CURR degrees.

C&T 4502 - Master's Project

MA-CURR students work to complete the required Master's integrative project. During the fall semester, students are supported to identify a sound topic of interest and create a project proposal to be completed independently in the spring semester. This course requires at least 30 hours of out-of-classroom work.

C&T 5004 - School change

What does it take to improve schools and transform education? This course addresses this question by exploring why conventional models of schooling have been so resistant to change and discussing what can be done to create new schools and innovative approaches to learning, teaching, and education. The course mixes theory, research and practice by first introducing students to some of the seminal analyses of school improvement efforts over the last 50 years, and then in the second part of the course inviting students to apply what they have learned by creating collaborative designs for innovative schools and learning experiences.

C&T 6100 - No Title Found in Banner

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, instruction, and research.

C&T 7500 - Dissertation seminar in curriculum and teaching

One semester required of all doctoral candidates in the department previous to or concurrent with the proposal hearing. The course focuses on the development of doctoral dissertations and presentation of proposals for approval.

Curriculum and Teaching Professional Certification

Department of Curriculum & Teaching

Program Description

The Professional Certification Programs in Curriculum and Teaching are 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 initial teacher certification before commencing the program.

Students in this program generally wish to remain in the classroom to develop as teacher leaders in their school settings, with their colleagues, and in the field more broadly. Students will have opportunities to study areas such as curriculum design, 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

Master of Arts | NY State Professional: 1-6

Points/Credits: 32

Entry Terms: Summer, Fall

Certification:

- NY State Professional: 1-6
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Degree Requirements**Curriculum and Teaching Professional Certification in Elementary Education MA / Degree Requirements**

OVERVIEWThe Master of Arts degree in Curriculum and Teaching with Professional Certification at the Elementary level (MA-CUED) is designed for teachers, administrators, and other educators who have received formal professional preparation in grade 1-6 teaching at an accredited college or university. Students in this program have already earned Initial Certification and wish to remain in the classroom to develop as teacher leaders in their school settings, with their colleagues, and in the field more broadly. The 32-point program involves the critical analysis of the foundations for schooling, the theory and history of curriculum, assumptions about subject matter, content-specific instructional practices, and beliefs about children as learners. This program is ideal for early teachers who bring imagination, respect for the capacities of all children and young people, and love of teaching and learning to their work.

CERTIFICATION AND LICENSURE The MA-CUED program is designed for early career educators currently practicing in, or intending to practice in New York State. Applicants must possess a valid initial license to teach in New York (or a comparable license from another state or jurisdiction), or be eligible for the initial license before beginning coursework. In conjunction with the 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). Graduates will apply for professional certification independently with a recommendation from Teachers College if all program requirements are met. For advice on New York State licensure requirements, consult the Office of Teacher Education (OTE): www.tc.columbia.edu/office-of-teacher-education/

REQUIRED COURSES

The program is organized around a core of common coursework and a field experience, dealing with principles, history, theories, and skills of curriculum design and pedagogy. Beyond the common core requirements, CUED students select content pedagogy courses across the College that demonstrate a breadth and range of knowledge essential for elementary classroom educators.

CORE COURSES	<p>C&T 4002 Curriculum Theory and History (3 points)</p> <p>C&T 4005 Principles of Teaching and Learning (3 points)</p> <p>C&T 4052 Designing Curriculum and Instruction (3 points)</p> <p>C&T 4130 Critical Perspectives in Elementary Education: K-6 (3 points)</p> <p>C&T 4200 Fieldwork in Curriculum and Teaching (0-1 point)</p> <p>C&T 4502 Master's Project Seminar (0-1 point)</p>
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CONTENT PEDAGOGY COURSES

In order to ensure breadth of study, MA-CUED students are required to take 3 points in each of the four “core” elementary subject areas: mathematics, science & technology, social studies, and literacy. Selection is made from a wide array of courses within C&T and other TC departments. Students are encouraged to search and propose preferred options to their advisor. The basic criterion for such courses is that they will extend the student’s understanding of the knowledge and skills appropriate to that content area.

The following list contains examples of courses in each content area that will satisfy this requirement. Course availability varies across semesters, therefore the online course schedule should be used for the most current scheduling information.

CONTENT
AREAS

MATHEMATICS

- MSTM 4019 Mathematics Teaching and Learning
- MSTM 5010 Mathematics in the Elementary School
- MSTM 5019 Mathematics in Popular Culture and Media
- MSTM 5060 Mathematics in Multicultural Education

SCIENCE OR TECHNOLOGY

- MSTC 4007 Urban and Multicultural Science Education
- MSTC 4040 Science in Childhood Education
- MSTU 4083 Instructional Design of Educational Technology
- MSTU 4088 Introduction to Educational Technology and Learning Science
- MSTC 5040 Science Curriculum Improvement in Elementary School

SOCIAL STUDIES

- C&T 4052 Designing Curriculum and Instruction

*This course fulfills both the core requirement and the SS content pedagogy requirement. Refer to the course syllabus for directions regarding the Social Studies track assignments.

LITERACY

- C&T 4132 Language and Teaching in the Primary Reading/Writing Classroom
- C&T 4135 Emergent Bi/Multilingual Learners in Inclusive English-Medium Classrooms
- C&T 4136 Methods & Materials for Reading Instruction
- C&T 4139 Constructing Critical Readers
- C&T 4140 Literature for Younger Children

ELECTIVE COURSES

The MA-CUED requires a minimum of 6 elective points taken within the C&T Department.

<p>SOCIAL CONTEXT REQUIREMENT</p>	<p>At least 1 elective course (2-3 points) must address the social context of education, rather than solely the methods and practice of teaching. This course must be a minimum of 2-points; up to 3 points will count.</p> <p>The following SOCIAL CONTEXT courses or any of the DIVERSITY courses listed below have been pre-approved to satisfy this requirement. There are numerous other possibilities and students may seek advisor approval to use a course not on these lists.</p> <p>C&T 4026 Giftedness and Intelligence</p> <p>C&T 4032 Gender, Difference, and Curriculum</p> <p>C&T 4078 Curriculum and Teaching in Urban Areas</p> <p>C&T 4161 The Teacher: Social-Historical, Cultural Contexts of Teaching</p> <p>C&T 5004 School Change</p> <p>C&T 5050 Education Policy Institute</p> <p>C&T 5199 Abolitionist Teaching for Educational Justice</p>
<p>DIVERSITY REQUIREMENT</p>	<p>At least 1 elective course (2-3 points) must address diversity issues relevant to education. This course must be a minimum of 2-points; up to 3 points will count. The following courses have been pre-approved to satisfy this requirement. There are numerous other possibilities and students may seek advisor approval to use a course not on these lists.</p> <p>C&T 4000 Disability, Exclusion, and Schooling</p> <p>C&T 4001 Differentiating Instruction in Inclusive Classrooms</p> <p>C&T 4010 Immigration and Curriculum</p> <p>C&T 4021 Nature and Needs of Gifted Students</p> <p>C&T 4080 Child Development & Intersectional Identities</p> <p>C&T 4114 Integrated Curriculum: Diversity, Equity, and Technologies</p> <p>C&T 4135 Emergent Bi/Multilingual Learners in Inclusive English-Medium Classrooms</p> <p>C&T 5037 Literacy, Culture, and the Teaching of Reading</p> <p>C&T 5535 Black, Latina, and Transnational Feminisms</p>

SPECIAL EDUCATION COURSE	The DIVERSITY requirement is also used to fulfill the NYSED Special Education requirement. A 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” is required on your academic record (e.g., undergraduate or graduate transcript) by NYSED.
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FIELDWORK

Core courses are strengthened through field experience that allows students to observe and critically reflect on the principles, history, theories, and skills of curriculum design and pedagogy. The field experience expects an alert and critical attention to social, ethical, and professional challenges facing educators, children, and young people in schools. Fieldwork will also prompt deepened thoughts, new insights, curiosities, and interests that will enhance readings and discussion in core courses and often leads to inquiry questions that catalyze the Integrative Project. Program staff work with teacher collaborators in New York City schools to place students in classrooms aligned to their area of licensure. One goal of the placement is to demonstrate a breadth and depth of experience across the spectrum for childhood education certification.

FIELDWORK COURSE	<p>Students gain field experience through a 1-point course, C&T 4200: Fieldwork in Curriculum and Teaching, to be taken over two semesters prior to or concurrent with the master's project seminar. Students are required to register for 1-point in the Fall, and 0-points in the Spring semester. Through the course, students engage in 50-hours of independent observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. These field experiences are not supervised.</p> <p>*Note: The C&T 4200 course is only applicable for students who have not previously taken the 4-credit version of C&T 4005: Principles of Teaching and Learning.</p>
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INTEGRATIVE PROJECT

As a culminating activity in the program, MA-CUED students design and conduct a disciplined and substantial inquiry into an issue, problem, and question of particular interest that emerges from fieldwork and classroom practice. The integrative project may take multiple forms, such as practice-based research, curriculum analysis, and design, an arts-based creation, or an academic paper synthesizing and critiquing prior research. Students are encouraged to think creatively and incorporate multimodality in how they design their inquiries and share their new knowledge. 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. The C&T Programs hold a joint showcase at the end of the academic year in May to share final projects and celebrate inquiry with friends, family, students, and faculty.

INTEGRATIVE PROJECT SEMINAR	The two-semester seminar, C&T 4502: Masters Project, is the primary site for support in conceptualizing, designing, and carrying out the integrative project. Only 1-point is earned for the course, but the work is substantial and spans two consecutive fall and spring semesters. To the extent possible, the seminar sequence is taken towards the end of a student's studies. Full-time students ordinarily take the seminar sequence beginning in their first fall semester. Part-time students who plan to complete the degree in two or more years will ordinarily begin the seminar sequence in their second fall semester.
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ADVISING

All students are assigned a faculty advisor prior to commencing studies at Teachers College. Advisor consultation is required for initial course selection and approval before registration. Newly admitted students receive a comprehensive Program Guide with instructions to draft a Program Plan before contacting their assigned faculty advisor.

TIMELINE

The master's degree has a flexible timeline to allow students to determine their schedule for completion. Students work with their advisor to plan a course schedule that maps to their desired graduation timeline. The program can be completed in 16-months with full-time study. A 16-month accelerated timeline opens the opportunity to take courses during the summer. A two-year timeline allows students to deeply engage in coursework and take the time to fully benefit from the rich experiences and community offered by a Teachers College education. The program may also be taken part-time at your own pace. Part-time students have five years to complete the program.

GRADUATION

Degrees are awarded in October, February, and May, but TC holds one commencement ceremony in May. Students will be permitted to attend the May commencement ceremony after the completion of all coursework and the integrative project.

PROGRAM GUIDE

Additional information about all program requirements is available in the MA-CUED Program Guide provided to all enrolled students.

Curriculum and Teaching: Elementary Education (Peace Corps Fellows)

Master of Arts | NY State Professional: 1-6 (Peace Corps Fellows)

Points/Credits: 32

Entry Terms: Summer

Certification:

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

Degree Requirements

Curriculum and Teaching Elem Education MA Professional Peace Corps / Degree Requirements

OVERVIEW

The Master of Arts degree in Curriculum and Teaching with Professional Certification at the Elementary level (MA-CUED) is designed for teachers, administrators, and other educators who have received formal professional preparation in grade 1-6 teaching at an accredited college or university. Students in this program have already earned Initial Certification and wish to remain in the classroom to develop as teacher leaders in their school settings, with their colleagues, and in the field more broadly. The 32-point program involves the critical analysis of the foundations for schooling, the theory and history of curriculum, assumptions about subject matter, content-specific instructional practices, and beliefs about children as learners. This program is ideal for early teachers who bring imagination, respect for the capacities of all children and young people, and love of teaching and learning to their work.

CERTIFICATION AND LICENSURE The MA-CUED program is designed for early career educators currently practicing in, or intending to practice in New York State. Applicants must possess a valid initial license to teach in New York (or a comparable license from another state or jurisdiction), or be eligible for the initial license before beginning coursework. In conjunction with the 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). Graduates will apply for professional certification independently with a recommendation from Teachers College if all program requirements are met. For advice on New York State licensure requirements, consult the Office of Teacher Education (OTE): www.tc.columbia.edu/office-of-teacher-education/

REQUIRED COURSES

The program is organized around a core of common coursework and a field experience, dealing with principles, history, theories, and skills of curriculum design and pedagogy. Beyond the common core requirements, CUED students select content pedagogy courses across the College that demonstrate a breadth and range of knowledge essential for elementary classroom educators.

CORE COURSES	<p>C&T 4002 Curriculum Theory and History (3 points)</p> <p>C&T 4005 Principles of Teaching and Learning (3 points)</p> <p>C&T 4052 Designing Curriculum and Instruction (3 points)</p> <p>C&T 4130 Critical Perspectives in Elementary Education: K-6 (3 points)</p> <p>C&T 4200 Fieldwork in Curriculum and Teaching (0-1 point)</p> <p>C&T 4502 Master's Project Seminar (0-1 point)</p>
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CONTENT PEDAGOGY COURSES

In order to ensure breadth of study, MA-CUED students are required to take 3 points in each of the four “core” elementary subject areas: mathematics, science & technology, social studies, and literacy. Selection is made from a wide array of courses within C&T and other TC departments. Students are encouraged to search and propose preferred options to their advisor. The basic criterion for such courses is that they will extend the student’s understanding of the knowledge and skills appropriate to that content area.

The following list contains examples of courses in each content area that will satisfy this requirement. Course availability varies across semesters, therefore the online course schedule should be used for the most current scheduling information.

CONTENT
AREAS

MATHEMATICS

- MSTM 4019 Mathematics Teaching and Learning
- MSTM 5010 Mathematics in the Elementary School
- MSTM 5019 Mathematics in Popular Culture and Media
- MSTM 5060 Mathematics in Multicultural Education

SCIENCE OR TECHNOLOGY

- MSTC 4007 Urban and Multicultural Science Education
- MSTC 4040 Science in Childhood Education
- MSTU 4083 Instructional Design of Educational Technology
- MSTU 4088 Introduction to Educational Technology and Learning Science
- MSTC 5040 Science Curriculum Improvement in Elementary School

SOCIAL STUDIES

- C&T 4052 Designing Curriculum and Instruction

*This course fulfills both the core requirement and the SS content pedagogy requirement. Refer to the course syllabus for directions regarding the Social Studies track assignments.

LITERACY

- C&T 4132 Language and Teaching in the Primary Reading/Writing Classroom
- C&T 4135 Emergent Bi/Multilingual Learners in Inclusive English-Medium Classrooms
- C&T 4136 Methods & Materials for Reading Instruction
- C&T 4139 Constructing Critical Readers
- C&T 4140 Literature for Younger Children

ELECTIVE COURSES

The MA-CUED requires a minimum of 6 elective points taken within the C&T Department.

<p>SOCIAL CONTEXT REQUIREMENT</p>	<p>At least 1 elective course (2-3 points) must address the social context of education, rather than solely the methods and practice of teaching. This course must be a minimum of 2-points; up to 3 points will count.</p> <p>The following SOCIAL CONTEXT courses or any of the DIVERSITY courses listed below have been pre-approved to satisfy this requirement. There are numerous other possibilities and students may seek advisor approval to use a course not on these lists.</p> <p>C&T 4026 Giftedness and Intelligence</p> <p>C&T 4032 Gender, Difference, and Curriculum</p> <p>C&T 4078 Curriculum and Teaching in Urban Areas</p> <p>C&T 4161 The Teacher: Social-Historical, Cultural Contexts of Teaching</p> <p>C&T 5004 School Change</p> <p>C&T 5050 Education Policy Institute</p> <p>C&T 5199 Abolitionist Teaching for Educational Justice</p>
<p>DIVERSITY REQUIREMENT</p>	<p>At least 1 elective course (2-3 points) must address diversity issues relevant to education. This course must be a minimum of 2-points; up to 3 points will count. The following courses have been pre-approved to satisfy this requirement. There are numerous other possibilities and students may seek advisor approval to use a course not on these lists.</p> <p>C&T 4000 Disability, Exclusion, and Schooling</p> <p>C&T 4001 Differentiating Instruction in Inclusive Classrooms</p> <p>C&T 4010 Immigration and Curriculum</p> <p>C&T 4021 Nature and Needs of Gifted Students</p> <p>C&T 4080 Child Development & Intersectional Identities</p> <p>C&T 4114 Integrated Curriculum: Diversity, Equity, and Technologies</p> <p>C&T 4135 Emergent Bi/Multilingual Learners in Inclusive English-Medium Classrooms</p> <p>C&T 5037 Literacy, Culture, and the Teaching of Reading</p> <p>C&T 5535 Black, Latina, and Transnational Feminisms</p>

SPECIAL EDUCATION COURSE	The DIVERSITY requirement is also used to fulfill the NYSED Special Education requirement. A 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” is required on your academic record (e.g., undergraduate or graduate transcript) by NYSED.
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FIELDWORK

Core courses are strengthened through field experience that allows students to observe and critically reflect on the principles, history, theories, and skills of curriculum design and pedagogy. The field experience expects an alert and critical attention to social, ethical, and professional challenges facing educators, children, and young people in schools. Fieldwork will also prompt deepened thoughts, new insights, curiosities, and interests that will enhance readings and discussion in core courses and often leads to inquiry questions that catalyze the Integrative Project. Program staff work with teacher collaborators in New York City schools to place students in classrooms aligned to their area of licensure. One goal of the placement is to demonstrate a breadth and depth of experience across the spectrum for childhood education certification.

FIELDWORK COURSE	<p>Students gain field experience through a 1-point course, C&T 4200: Fieldwork in Curriculum and Teaching, to be taken over two semesters prior to or concurrent with the master's project seminar. Students are required to register for 1-point in the Fall, and 0-points in the Spring semester. Through the course, students engage in 50-hours of independent observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. These field experiences are not supervised.</p> <p>*Note: The C&T 4200 course is only applicable for students who have not previously taken the 4-credit version of C&T 4005: Principles of Teaching and Learning.</p>
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INTEGRATIVE PROJECT

As a culminating activity in the program, MA-CUED students design and conduct a disciplined and substantial inquiry into an issue, problem, and question of particular interest that emerges from fieldwork and classroom practice. The integrative project may take multiple forms, such as practice-based research, curriculum analysis, and design, an arts-based creation, or an academic paper synthesizing and critiquing prior research. Students are encouraged to think creatively and incorporate multimodality in how they design their inquiries and share their new knowledge. 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. The C&T Programs hold a joint showcase at the end of the academic year in May to share final projects and celebrate inquiry with friends, family, students, and faculty.

INTEGRATIVE PROJECT SEMINAR	The two-semester seminar, C&T 4502: Masters Project, is the primary site for support in conceptualizing, designing, and carrying out the integrative project. Only 1-point is earned for the course, but the work is substantial and spans two consecutive fall and spring semesters. To the extent possible, the seminar sequence is taken towards the end of a student's studies. Full-time students ordinarily take the seminar sequence beginning in their first fall semester. Part-time students who plan to complete the degree in two or more years will ordinarily begin the seminar sequence in their second fall semester.
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ADVISING

All students are assigned a faculty advisor prior to commencing studies at Teachers College. Advisor consultation is required for initial course selection and approval before registration. Newly admitted students receive a comprehensive Program Guide with instructions to draft a Program Plan before contacting their assigned faculty advisor.

TIMELINE

The master's degree has a flexible timeline to allow students to determine their schedule for completion. Students work with their advisor to plan a course schedule that maps to their desired graduation timeline. The program can be completed in 16-months with full-time study. A 16-month accelerated timeline opens the opportunity to take courses during the summer. A two-year timeline allows students to deeply engage in coursework and take the time to fully benefit from the rich experiences and community offered by a Teachers College education. The program may also be taken part-time at your own pace. Part-time students have five years to complete the program.

GRADUATION

Degrees are awarded in October, February, and May, but TC holds one commencement ceremony in May. Students will be permitted to attend the May commencement ceremony after the completion of all coursework and the integrative project.

PROGRAM GUIDE

Additional information about all program requirements is available in the MA-CUED Program Guide provided to all enrolled students.

Curriculum and Teaching: Secondary Education

Master of Arts | NY State Professional: 7-12

Points/Credits: 32

Entry Terms: Summer, Fall

Certification:

- NY State Professional: 7-12

Degree Requirements

Curriculum and Teaching Professional Certification in Secondary Education MA / Degree Requirements

OVERVIEW

The Master of Arts degree in Curriculum and Teaching with Professional Certification at the Secondary level (MA-CUSD) provides students with courses in the study of pedagogy and curriculum. This involves the critical analysis of disciplinary foundations for secondary-level subject matter and content-specific practices in the area of licensure.

This 32-point program is ideal for early teachers who bring imagination, respect for the capacities of young people, and love of teaching and learning to their work. Students in this program have already earned Initial Certification and wish to remain in the classroom to develop as teacher leaders in their school settings, with their colleagues, and in the field more broadly.

CERTIFICATION AND LICENSURE

This program is designed for early career educators currently practicing in, or intending to practice in New York State. Applicants must possess a valid initial license to teach in New York (or a comparable license from another state or jurisdiction), or be eligible for the initial license before beginning coursework. In conjunction with the 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 (grades 7-12; English, Social Studies, Science, Technology, or Mathematics). Graduates

will apply for professional certification independently with a recommendation from Teachers College if all program requirements are met. For advice on New York State licensure requirements, consult the Office of Teacher Education (OTE): www.tc.columbia.edu/office-of-teacher-education/

REQUIRED COURSES

The program is organized around a core of common coursework and a field experience, dealing with principles, history, theories, and skills of curriculum design and pedagogy. The field experience expects an alert and critical attention to social, ethical, and professional challenges facing educators, children, and young people in schools. Beyond the common core requirements, CUSD students select content pedagogy courses offered across the College and within the Department of Curriculum and Teaching that are appropriate to their area of specialty, licensure requirements, and individual interests.

CORE COURSES	C&T 4002 Curriculum Theory and History (3 points)
	C&T 4005 Principles of Teaching and Learning (3 points)
	C&T 4052 Designing Curriculum and Instruction (3 points)
	C&T 4145 Critical Perspectives in Secondary Education (3 points)
	C&T 4200 Fieldwork in Curriculum and Teaching (0-1 point)
	C&T 4502 Master's Project Seminar (0-1 point)

CONTENT PEDAGOGY COURSES

In order to ensure depth of study, MA-CUSD students are required to earn at least 12 points in the content area of their initial certification (four courses) from the appropriate TC programs and departments, e.g., Social Studies Education, Science Education, Mathematics Education, English Education or C&T. The following are examples of suitable courses, yet selections may vary depending on courses offered within C&T or outside the department. Students are encouraged to search the course directory and propose options to their advisor. The basic criterion for such courses is that they will extend the student's understanding of both subject matter and pedagogies appropriate to that content area.

CONTENT AREAS	<p>MATHEMATICS</p> <ul style="list-style-type: none"> ▪ MSTM 4019 Teaching Mathematics in Diverse Cultures ▪ MSTM 4026 Teaching Applied Mathematics ▪ MSTM 5019 Mathematics in Popular Culture and Media ▪ MSTM 5060 Mathematics in Multicultural Education <p>SCIENCE OR TECHNOLOGY</p> <ul style="list-style-type: none"> ▪ MSTC 4010 Hip Hop and Cultural Studies of Urban Science Education ▪ MSTC 4043 Science in the Environment ▪ MSTU 4083 Instructional Design of Educational Technology ▪ MSTU 4088 Introduction to Educational Technology and Learning Science <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> ▪ A&HW 4032 Teaching World History and Geography ▪ A&HW 4038 Teaching American History and Geography ▪ A&HW 4041 Teaching Economics as if People Matter ▪ A&HW 5050 Global Citizenship Education <p>ENGLISH LITERACY</p> <ul style="list-style-type: none"> ▪ C&T 4136 Methods & Materials for Reading Instruction ▪ C&T 4139 Constructing Critical Readers ▪ C&T 4141 Literature for Older Readers ▪ C&T 4835 Improving Reading Instruction: Using Theater and Drama ▪ C&T 5520 The Writer's Craft ▪ A&HE 5518 Teaching English In Diverse Social/Cultural Contexts
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ELECTIVE COURSES

The MA-CUSD requires a minimum of 6 elective points taken within the C&T Department.

SOCIAL CONTEXT REQUIREMENT	<p>At least 1 elective course (2-3 points) must address the social context of education, rather than solely the methods and practice of teaching. This course must be a minimum of 2-points; up to 3 points will count.</p> <p>The following SOCIAL CONTEXT courses or any of the DIVERSITY courses listed below have been pre-approved to satisfy this requirement. There are numerous other possibilities and students may seek advisor approval to use a course not on these lists.</p> <p>C&T 4026 Giftedness and Intelligence</p> <p>C&T 4032 Gender, Difference, and Curriculum</p> <p>C&T 4078 Curriculum and Teaching in Urban Areas</p> <p>C&T 4161 The Teacher: Social-Historical, Cultural Contexts of Teaching</p> <p>C&T 5004 School Change</p>
DIVERSITY REQUIREMENT	<p>At least 1 elective course (2-3 points) must address diversity issues relevant to education. This course must be a minimum of 2-points; up to 3 points will count.</p> <p>The following courses have been pre-approved to satisfy this requirement. There are numerous other possibilities and students may seek advisor approval to use a course not on these lists.</p> <p>C&T 4000 Disability, Exclusion, and Schooling</p> <p>C&T 4001 Differentiating Instruction in Inclusive Classrooms</p> <p>C&T 4010 Immigration and Curriculum</p> <p>C&T 4021 Nature and Needs of Gifted Students</p> <p>C&T 4114 Integrated Curriculum: Diversity, Equity, and Technologies</p> <p>C&T 5037 Literacy, Culture, and the Teaching of Reading</p> <p>C&T 5535 Black, Latina, and Transnational Feminisms</p>
SPECIAL EDUCATION COURSE	<p>The DIVERSITY requirement is also used to fulfill the NYSED Special Education requirement. A 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” is required on your academic record (e.g., undergraduate or graduate transcript) by NYSED.</p>

FIELDWORK

Core courses are strengthened through field experience that allows students to observe and critically reflect on the principles, history, theories, and skills of curriculum design and pedagogy. The field experience expects an alert and critical attention to social, ethical, and professional challenges facing educators, children, and young people in schools. Fieldwork will also prompt deepened thoughts, new insights, curiosities, and interests that will enhance readings and discussion in core courses and often leads to inquiry questions that catalyze the Integrative Project.

Recommendation for Professional Certification in Secondary Education (Grades 7-12) requires exposure to a depth of experiences in the area of licensure, such as English, Math, Social Studies, and Sciences (Biology, Chemistry, Earth Sciences, Physics). Program staff work with teacher collaborators in New York City schools to place MA-CUSD students in classrooms aligned to their area of licensure

FIELDWORK COURSE	<p>Students gain field experience through a 1-point course, C&T 4200: Fieldwork in Curriculum and Teaching, to be taken over two semesters prior to or concurrent with the master's project seminar. Students are required to register for 1-point in the Fall, and 0-point in the Spring semester. Through the course, students engage in 50-hours of independent observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. These field experiences are not supervised.</p> <p>*Note: The C&T 4200 course is only applicable for students who have not previously taken the 4-credit version of C&T 4005: Principles of Teaching and Learning.</p>
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INTEGRATIVE PROJECT

As a culminating activity in the program, MA-CUSD students design and conduct a disciplined and substantial inquiry into an issue, problem, and question of particular interest that emerges from fieldwork and classroom practice. The integrative project may take multiple forms, such as practice-based research, curriculum analysis, and design, an arts-based creation, or an academic paper synthesizing and critiquing prior research. Students are encouraged to think creatively and incorporate multimodality in how they design their inquiries and share their new knowledge. 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. The C&T Programs hold a joint showcase at the end of the academic year in May to share final projects and celebrate inquiry with friends, family, students, and faculty.

INTEGRATIVE PROJECT SEMINAR

The two-semester seminar, C&T 4502: Masters Project, is the primary site for support in conceptualizing, designing, and carrying out the integrative project. Only 1-point is earned for the course, but the work is substantial and spans two consecutive fall and spring semesters. To the extent possible, the seminar sequence is taken towards the end of a student's studies. Full-time students ordinarily take the seminar sequence beginning in their first fall semester. Part-time students who plan to complete the degree in two or more years will ordinarily begin the seminar sequence in their second fall semester.

ADVISING

All students are assigned a faculty advisor prior to commencing studies at Teachers College. Advisor consultation is required for initial course selection and approval before registration. Newly admitted students receive a comprehensive Program Guide with instructions to draft a Program Plan before contacting their assigned faculty advisor.

TIMELINE

The master's degree has a flexible timeline to allow students to determine their schedule for completion. Students work with their advisor to plan a course schedule that maps to their desired graduation timeline. The program can be completed in 16-months with full-time study. A 16-month accelerated timeline opens the opportunity to take courses during the summer. A two-year timeline allows students to deeply engage in coursework and take the time to fully benefit from the rich experiences and community offered by a Teachers College education. The program may also be taken part-time at your own pace. Part-time students have five years to complete the program.

GRADUATION

Degrees are awarded in October, February, and May, but TC holds one commencement ceremony in May. Students will be permitted to attend the May commencement ceremony after the completion of all coursework and the integrative project.

PROGRAM GUIDE

Additional information about all program requirements is available in the MA-CUSD Program Guide provided to all enrolled students.

Curriculum and Teaching: Secondary Education (Peace Corps Fellows)

Master of Arts | NY State Professional: 7-12 (Peace Corps Fellows)

Points/Credits: 32

Entry Terms: Summer

Certification:

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

Degree Requirements

Curriculum and Teaching Secondary Education MA Professional Peace Corps / Degree Requirements

OVERVIEW

The Master of Arts degree in Curriculum and Teaching with Professional Certification at the Secondary level (MA-CUSD) provides students with courses in the study of pedagogy and curriculum. This involves the critical analysis of disciplinary foundations for secondary-level subject matter and content-specific practices in the area of licensure.

This 32-point program is ideal for early teachers who bring imagination, respect for the capacities of young people, and love of teaching and learning to their work. Students in this program have already earned Initial Certification and wish to remain in the classroom to develop as teacher leaders in their school settings, with their colleagues, and in the field more broadly.

CERTIFICATION AND LICENSURE

This program is designed for early career educators currently practicing in, or intending to practice in New York State. Applicants must possess a valid initial license to teach in New York (or a comparable license from another state or jurisdiction), or be eligible for the initial license before beginning coursework. In conjunction with the 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 (grades 7-12; English, Social Studies, Science, Technology, or Mathematics). Graduates

will apply for professional certification independently with a recommendation from Teachers College if all program requirements are met. For advice on New York State licensure requirements, consult the Office of Teacher Education (OTE): www.tc.columbia.edu/office-of-teacher-education/

REQUIRED COURSES

The program is organized around a core of common coursework and a field experience, dealing with principles, history, theories, and skills of curriculum design and pedagogy. The field experience expects an alert and critical attention to social, ethical, and professional challenges facing educators, children, and young people in schools. Beyond the common core requirements, CUSD students select content pedagogy courses offered across the College and within the Department of Curriculum and Teaching that are appropriate to their area of specialty, licensure requirements, and individual interests.

CORE COURSES	C&T 4002 Curriculum Theory and History (3 points)
	C&T 4005 Principles of Teaching and Learning (3 points)
	C&T 4052 Designing Curriculum and Instruction (3 points)
	C&T 4145 Critical Perspectives in Secondary Education (3 points)
	C&T 4200 Fieldwork in Curriculum and Teaching (0-1 point)
	C&T 4502 Master's Project Seminar (0-1 point)

CONTENT PEDAGOGY COURSES

In order to ensure depth of study, MA-CUSD students are required to earn at least 12 points in the content area of their initial certification (four courses) from the appropriate TC programs and departments, e.g., Social Studies Education, Science Education, Mathematics Education, English Education or C&T. The following are examples of suitable courses, yet selections may vary depending on courses offered within C&T or outside the department. Students are encouraged to search the course directory and propose options to their advisor. The basic criterion for such courses is that they will extend the student's understanding of both subject matter and pedagogies appropriate to that content area.

CONTENT AREAS	<p>MATHEMATICS</p> <ul style="list-style-type: none"> ▪ MSTM 4019 Teaching Mathematics in Diverse Cultures ▪ MSTM 4026 Teaching Applied Mathematics ▪ MSTM 5019 Mathematics in Popular Culture and Media ▪ MSTM 5060 Mathematics in Multicultural Education <p>SCIENCE OR TECHNOLOGY</p> <ul style="list-style-type: none"> ▪ MSTC 4010 Hip Hop and Cultural Studies of Urban Science Education ▪ MSTC 4043 Science in the Environment ▪ MSTU 4083 Instructional Design of Educational Technology ▪ MSTU 4088 Introduction to Educational Technology and Learning Science <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> ▪ A&HW 4032 Teaching World History and Geography ▪ A&HW 4038 Teaching American History and Geography ▪ A&HW 4041 Teaching Economics as if People Matter ▪ A&HW 5050 Global Citizenship Education <p>ENGLISH LITERACY</p> <ul style="list-style-type: none"> ▪ C&T 4136 Methods & Materials for Reading Instruction ▪ C&T 4139 Constructing Critical Readers ▪ C&T 4141 Literature for Older Readers ▪ C&T 4835 Improving Reading Instruction: Using Theater and Drama ▪ C&T 5520 The Writer's Craft ▪ A&HE 5518 Teaching English In Diverse Social/Cultural Contexts
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ELECTIVE COURSES

The MA-CUSD requires a minimum of 6 elective points taken within the C&T Department.

<p>SOCIAL CONTEXT REQUIREMENT</p>	<p>At least 1 elective course (2-3 points) must address the social context of education, rather than solely the methods and practice of teaching. This course must be a minimum of 2-points; up to 3 points will count.</p> <p>The following SOCIAL CONTEXT courses or any of the DIVERSITY courses listed below have been pre-approved to satisfy this requirement. There are numerous other possibilities and students may seek advisor approval to use a course not on these lists.</p> <p>C&T 4026 Giftedness and Intelligence</p> <p>C&T 4032 Gender, Difference, and Curriculum</p> <p>C&T 4078 Curriculum and Teaching in Urban Areas</p> <p>C&T 4161 The Teacher: Social-Historical, Cultural Contexts of Teaching</p> <p>C&T 5004 School Change</p>
<p>DIVERSITY REQUIREMENT</p>	<p>At least 1 elective course (2-3 points) must address diversity issues relevant to education. This course must be a minimum of 2-points; up to 3 points will count.</p> <p>The following courses have been pre-approved to satisfy this requirement. There are numerous other possibilities and students may seek advisor approval to use a course not on these lists.</p> <p>C&T 4000 Disability, Exclusion, and Schooling</p> <p>C&T 4001 Differentiating Instruction in Inclusive Classrooms</p> <p>C&T 4010 Immigration and Curriculum</p> <p>C&T 4021 Nature and Needs of Gifted Students</p> <p>C&T 4114 Integrated Curriculum: Diversity, Equity, and Technologies</p> <p>C&T 5037 Literacy, Culture, and the Teaching of Reading</p> <p>C&T 5535 Black, Latina, and Transnational Feminisms</p>
<p>SPECIAL EDUCATION COURSE</p>	<p>The DIVERSITY requirement is also used to fulfill the NYSED Special Education requirement. A 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” is required on your academic record (e.g., undergraduate or graduate transcript) by NYSED.</p>

FIELDWORK

Core courses are strengthened through field experience that allows students to observe and critically reflect on the principles, history, theories, and skills of curriculum design and pedagogy. The field experience expects an alert and critical attention to social, ethical, and professional challenges facing educators, children, and young people in schools. Fieldwork will also prompt deepened thoughts, new insights, curiosities, and interests that will enhance readings and discussion in core courses and often leads to inquiry questions that catalyze the Integrative Project.

Recommendation for Professional Certification in Secondary Education (Grades 7-12) requires exposure to a depth of experiences in the area of licensure, such as English, Math, Social Studies, and Sciences (Biology, Chemistry, Earth Sciences, Physics). Program staff work with teacher collaborators in New York City schools to place MA-CUSD students in classrooms aligned to their area of licensure

FIELDWORK COURSE	<p>Students gain field experience through a 1-point course, C&T 4200: Fieldwork in Curriculum and Teaching, to be taken over two semesters prior to or concurrent with the master's project seminar. Students are required to register for 1-point in the Fall, and 0-point in the Spring semester. Through the course, students engage in 50-hours of independent observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. These field experiences are not supervised.</p> <p>*Note: The C&T 4200 course is only applicable for students who have not previously taken the 4-credit version of C&T 4005: Principles of Teaching and Learning.</p>
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INTEGRATIVE PROJECT

As a culminating activity in the program, MA-CUSD students design and conduct a disciplined and substantial inquiry into an issue, problem, and question of particular interest that emerges from fieldwork and classroom practice. The integrative project may take multiple forms, such as practice-based research, curriculum analysis, and design, an arts-based creation, or an academic paper synthesizing and critiquing prior research. Students are encouraged to think creatively and incorporate multimodality in how they design their inquiries and share their new knowledge. 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. The C&T Programs hold a joint showcase at the end of the academic year in May to share final projects and celebrate inquiry with friends, family, students, and faculty.

INTEGRATIVE PROJECT SEMINAR

The two-semester seminar, C&T 4502: Masters Project, is the primary site for support in conceptualizing, designing, and carrying out the integrative project. Only 1-point is earned for the course, but the work is substantial and spans two consecutive fall and spring semesters. To the extent possible, the seminar sequence is taken towards the end of a student's studies. Full-time students ordinarily take the seminar sequence beginning in their first fall semester. Part-time students who plan to complete the degree in two or more years will ordinarily begin the seminar sequence in their second fall semester.

ADVISING

All students are assigned a faculty advisor prior to commencing studies at Teachers College. Advisor consultation is required for initial course selection and approval before registration. Newly admitted students receive a comprehensive Program Guide with instructions to draft a Program Plan before contacting their assigned faculty advisor.

TIMELINE

The master's degree has a flexible timeline to allow students to determine their schedule for completion. Students work with their advisor to plan a course schedule that maps to their desired graduation timeline. The program can be completed in 16-months with full-time study. A 16-month accelerated timeline opens the opportunity to take courses during the summer. A two-year timeline allows students to deeply engage in coursework and take the time to fully benefit from the rich experiences and community offered by a Teachers College education. The program may also be taken part-time at your own pace. Part-time students have five years to complete the program.

GRADUATION

Degrees are awarded in October, February, and May, but TC holds one commencement ceremony in May. Students will be permitted to attend the May commencement ceremony after the completion of all coursework and the integrative project.

PROGRAM GUIDE

Additional information about all program requirements is available in the MA-CUSD Program Guide provided to all enrolled students.

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** Professor of Literacy Education
- Thomas **Hatch** Professor of Education
- Nancy Louise **Lesko** Executive Editor for the TC Record
- 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
- Michelle Georgia **Knight-Manuel** Professor Emerita of Education
- Susan **Recchia** Professor Emerita of Education
- Marjorie Gail **Siegel** Professor Emerita of Education
- Karen **Zumwalt** Edward Evenden 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

- Mariana V. **Souto-Manning**

Courses

C&T 4002 - No Title Found in Banner

This course offers different theoretical lenses to understand the overall educational significance of the curriculum, focusing especially upon interdisciplinary themes as well as the relations among curriculum, the individual, and society, and connects those lenses to the everyday practice of educators.

C&T 4005 - Principles of teaching and learning

This course engages students in an examination of the principles of teaching, learning, and assessment; the philosophy, history, and politics of the American curriculum; the influence of foundational assumptions about schooling on global patterns in education; and teaching as a profession of social justice inquiry and reflection.

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

This course is a critical study of curriculum aims, theories, and frameworks for designing curriculum and instruction that go beyond the mere organization of content and creation of teaching materials. Students design theoretically-grounded curriculum in collaborative groups.

C&T 4130 - Critical perspectives in elementary education

Critical examination of issues bearing on lived experiences, practices, and purposes of current elementary students. This class is focused on two questions of educational justice: What does a child have a right to, in their education, today, here, now? Where does or can, a child contribute to and be recognized in the classroom? Readings and other media include classroom studies, critical interventions in current events, and foundational texts for democratic, public education. Open to all; required for CUED students.

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. Open to all; required for CUSD students.

C&T 4502 - Master's Project

MA-CURR students work to complete the required Master's integrative project. During the fall semester, students are supported to identify a sound topic of interest and create a project proposal to be completed independently in the spring semester. This course requires at least 30 hours of out-of-classroom work.

C&T 5004 - School change

What does it take to improve schools and transform education? This course addresses this question by exploring why conventional models of schooling have been so resistant to change and discussing what can be done to create new schools and innovative approaches to learning, teaching, and education. The course mixes theory, research and practice by first introducing students to some of the seminal analyses of school improvement efforts over the last 50 years, and then in the second part of the course inviting students to apply what they have learned by creating collaborative designs for innovative schools and learning experiences.

C&T 6100 - No Title Found in Banner

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, instruction, and research.

C&T 7500 - Dissertation seminar in curriculum and teaching

One semester required of all doctoral candidates in the department previous to or concurrent with the proposal hearing. The course focuses on the development of doctoral dissertations and presentation of proposals for approval.

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 42 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 area of focus 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 area of focus.

Degrees

Master of Arts

Early Childhood Education

Master of Arts | NY State Initial: Birth-2

Points/Credits: 36

Entry Terms: Fall

Certification:

- NY State Initial: Birth-2

Degree Requirements

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 project 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.

Early Childhood Education

Master of Arts | NY State Initial: Birth-2, Bilingual Extension

Points/Credits: 39

Entry Terms: 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)

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 project 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

Points/Credits: 32

Entry Terms: Fall

Certification:

- None

Degree Requirements

Curriculum, Language and Literacy Methods

C&T 4131 Play, Language and Early Childhood Curriculum (3)

C&T 4112 Integrated Curriculum in Early Childhood Education: Curricular Inquiry and Design (3)

C&T 4003 Differentiation and Inclusion in Early Childhood Classrooms (3)

Child Development

C&T 4080 Child Development and Intersectional Identities (3)

C&T 4083 Home/School/Community Partnerships (3)

Equity in Early Childhood Education

C&T 4114 Integrated Curriculum: Diversity, Equity, and Technologies (3)

Field Experiences

C&T 4308 Introduction to Diverse Early Childhood Classrooms (3)

C&T 5308 Advanced Practicum in Teacher Research (3)

Additional Courses

- 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 electives selected in consultation with the advisor.

Culminating Project:

Students complete an integrative project over the course of the degree program.

Early Childhood Education: Special Education

Master of Arts | NY State Initial: Birth-2, NY State Initial: Students with Disabilities Birth-2

Points/Credits: 42

Entry Terms: 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 Design and implementation of educational assessment for 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)

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

Points/Credits: 45

Entry Terms: 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).

Practicum

- C&T 4302 Design and implementation of educational assessment for 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)

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 project 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: 75

Entry Terms: Fall

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

- 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 - Design and implementation of educational assessment for young children with exceptionalities

Permission required. 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 an 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.

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. Two of the degree programs (Elementary Education and Teaching Students with Disabilities and Elementary Education with Gifted Extension) lead to an M.A. degree and New York State teacher certifications. Upon completion of the program, graduates can also apply for teacher certification in states other than New York, and many secure teaching positions elsewhere in the U.S. as well as internationally. There are two main components to the program: coursework and fieldwork. The third degree program (Elementary Inclusive Education) is a 32-credit non-certification program. 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 Childhood Education and Teaching Students with Disabilities by including 12 credits in gifted education in their course study.

32-CREDIT PROGRAM—Elementary Inclusive Education

The Elementary Inclusive Education program is a pathway that prepares educators for inclusive classrooms but does not lead to certification. While the program considers those who have no (or minimal) formal preparation or coursework in education and are beginning their study of teaching, it is also well suited for inservice educators and other members of the community who are interested in inclusive education. The program leads to an M.A. degree. Upon completion of the program, graduates can secure teaching positions at independent schools in the U.S. as well as internationally. Educator positions that are not school-based (e.g., in non-profit organizations) may also be sought by graduates. All M.A. students have a five-year candidacy period in which to complete their degree program.

Degrees

Master of Arts

Elementary Inclusive Education

Master of Arts | NY State Initial: 1-6, NY State Initial: Students with Disabilities 1-6

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 Schools (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 4135 Emergent Bi/Multilingual Learners in Inclusive English-Medium Classrooms 1
- 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

Master of Arts

Points/Credits: 32

Entry Terms: Spring, Summer, Fall

Certification:

- None

Degree Requirements

Students in this Elementary Inclusive Education Program will earn an M.A. degree.

Course Requirements for the 32-Credit Program (MA-ELEM)

M.A. Elementary Inclusive Education

Foundations and Methods Courses

Course #, Course Name, and Credits

- C&T 4000 Disability, Exclusion, and Schooling 3
- C&T 4143 Multicultural Social Studies in the Elementary and Middle School 3
- C&T 4135 Emergent Bi/Multilingual Learners in Incl Eng-Medium Clssrms 1
- C&T 5081 Collaborative Communication in Cultural Contexts 1
- C&T 4502 Master's Project I 1
- C&T 4124 Student Teaching Methods: Inclusive Teaching Seminar II 3
- C&T 4001 Differentiating Instruction in Inclusive Classrooms 3
- C&T 4019 Literacy Supports 3
- C&T 4301 Educational Assessment of Students with Disabilities 2
- C&T 4502 Master's Project II 1
- C&T 4037 Relational Approaches to Challenging Behavior 2

Electives - Select three out of the five courses listed below:

- MSTC 4040 Science in Childhood Education 3
- MSTM 5010 Mathematics in the Elementary School 3
- C&T 4132: Language and Teaching in the Primary Reading/Writing Classroom 3
- C&T 4200: Fieldwork in Curriculum and Teaching 3
- Educational Foundations course*: Various (Philosophy/Social Science in Education or Child Development) 3

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

Elementary Inclusive Education with Gifted Extension

Master of Arts | NY State Initial: 1-6, NY State Initial: Students with Disabilities 1-6, NY State Gifted Ed. Extension

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

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. Students who choose this option complete an additional semester of student teaching (3 credits) in a gifted education setting along with three courses in gifted education.

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 Schools(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 4135 Emergent Bi/Multilingual Learners in Inclusive English-Medium Classrooms 1
- 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 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

- Grace Tamara **Handy** Assistant Professor of Disability Studies in Education
- 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 alphabets (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 course explores the possibilities for building strong classroom communities when students' behavior is understood as communication rather than defiance and when supports are understood as relational rather than punitive. Course content critiques punishment and reward systems for disciplining and managing students. Punishment systems, behavior modification, and positive behavior support approaches are typically implemented for students with disabilities and youth of color and are exclusionary, oppressive, ableist, and carceral. We'll examine approaches that focus on compliance and zero-tolerance policies, which are a gateway to funneling youth into the school-to-prison pipeline. Instead, this course emphasizes approaches that build trusting relationships, are culturally sustaining, and inclusive. We will specifically focus on healing practices, restorative justice, conscious discipline, and collaborative and proactive solutions and illuminate how these practices intersect with disability studies, dis/crit, anti-oppressive, and abolitionist principles and pedagogies.

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 4135 - Emergent Bi/Multilingual Learners in Inclusive English-Medium Classrooms

This course is an introduction to the education of emergent multilinguals. It is designed to prepare educators to teach students who are identified as English Language Learners in classrooms that are not designated as bilingual settings, and it is particularly relevant for monolingual, English-speaking teachers. We will learn about second language acquisition and engage with pedagogical approaches that build on students' knowledge from asset-based frameworks (e.g., UDL and translanguaging). We will examine historical, legal, cultural, linguistic facets of education relevant to emergent bilinguals and consider the responsibilities of teachers in navigating these areas. We will explore current issues and tensions among research, policies and practices in educating multilingual learners, with particular attention to the forms of intersectional marginalization disabled, multilingual learners experience both institutionally and interpersonally. This 1 credit course is open to students across the College.

C&T 4143 - Social Studies for Justice and Inclusion: Elementary and Middle Grades

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 - 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 4729 - Professional laboratory experiences/student teaching 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.

Degrees

Master of Arts

Gifted Education

Master of Arts | NY State Gifted Ed. 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

Certification:

- None

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 Teachers College 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

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.

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 | NY State Initial: Literacy Specialist 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

- 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), or C&T 5520 Advanced Teaching of Writing (2-3 points)
- 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 (6 points). To satisfy the college breadth requirement, students must complete 3 points in addition to HBSK 4072 (3), 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).

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

- Institutes on Teaching Reading, Teaching Writing, or Reading Writing Connections
- C&T 4140 Literature for younger children (2-3)
- C&T 4141 Literature for older children (2-3)
- C&T 4835: Improving Reading Instruction (1-2 points)
- C&T 4137 Literacy and learning in the content areas (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** Professor of Literacy Education

Emeriti

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

Courses

C&T 4137 - Content Area Literacies

This course will introduce students 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 4138 - Teaching literacy in the early years

This course examines theory, research, and practice of literacy learning and teaching in the early years. The course emphasizes early literacy development from preK to the primary grades,, assessment-based literacy instruction, the sources of support and difficulty provided by books and other texts, methods of teaching early literacy (including approaches to assessing and teaching decoding, spelling, fluency, text use, and comprehension), and how to infuse children's multilingual resources, experiences, and interests in the curriculum.

C&T 4139 - Constructing critical readers

This course examines theory, research, and practice on teaching reading comprehension in intermediate classrooms. Students will study curriculum design, assessment practices, and teaching methods and materials. The course emphasizes curricular structures and strategies for teaching comprehension, grades 2-8.

C&T 4140 - Literature for younger children

This course helps teachers develop a deep knowledge of PK-grade 2 literature. Course participants will come to understand the sources of difficulty and support that particular books provide learners, and ways in which informed instructors can use books as co-teachers. Participants will study how particular texts can provide special supports for certain reading behavior. They will study texts that teachers might use for reading aloud, shared reading, thematic studies, direct instruction of specific skills, and independent reading. Course participants will learn about various genres of literature for young children with emphasis upon criteria for selecting and interpreting quality material. This course will also engage students in exploring critical literacy.

C&T 4141 - Literature for Older Children

This course aims to help participants come to know the series books, mysteries, historical fiction, fantasy, and realistic fiction that commonly fill the shelves of upper grade and middle school classrooms. Students will consider children's developmental issues, theories of reading, and emphasis on literary qualities—such as genre, author's style, theme, and character—to create meaningful, literature-based curricula.

C&T 4151 - Teaching of writing

This course integrates theory and practice for teachers. Topics include writing development, reading-writing connections, and classroom methods for teaching the writing process in elementary classrooms.

C&T 4200 - Fieldwork in curriculum and teaching

Students will observe and critically reflect on curriculum, instruction, assessment, learners, and professional development in a variety of educational contexts. Classroom placements can be arranged for students who need to fulfill the 50-hour practicum requirement for professional certification in elementary and secondary classrooms. Required for students in the MA-CUED, MA-CUSD, and MA-CURR degrees.

C&T 4502 - Master's Project

MA-CURR students work to complete the required Master's integrative project. During the fall semester, students are supported to identify a sound topic of interest and create a project proposal to be completed independently in the spring semester. This course requires at least 30 hours of out-of-classroom work.

C&T 4835 - Improving Reading Instruction

This seminar explores how to infuse drama and performance approaches with the read-aloud experience, to enhance students' engagement with reading and comprehension of texts. Taught in one intensive weekend in January.

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

Literacy, culture and the teaching of reading (2-3 points): This course examines current practices of reading instruction in light of theory and research on literacy as a social, cultural, and political practice. The emphasis is on intersections of class, race/ethnicity, gender, and sexuality as critical axes for understanding culturally specific language and literacy practices, and as a basis for re-imagining reading instruction rooted in the experiences of students.

C&T 5520 - No Title Found in Banner

This course integrated theory and practice in teaching writing. The emphasis will be on developing methods of teaching writing to become skilled at conferring, assessing, teaching minilessons, leading small group instruction, making reading writing connections, and designing curriculum.

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

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 course explores the possibilities for building strong classroom communities when students' behavior is understood as communication rather than defiance and when supports are understood as relational rather than punitive. Course content critiques punishment and reward systems for disciplining and managing students. Punishment systems, behavior modification, and positive behavior support approaches are typically implemented for students with disabilities and youth of color and are exclusionary, oppressive, ableist, and carceral. We'll examine approaches that focus on compliance and zero-tolerance policies, which are a gateway to funneling youth into the school-to-prison pipeline. Instead, this course emphasizes approaches that build trusting relationships, are culturally sustaining, and inclusive. We will specifically focus on healing practices, restorative justice, conscious discipline, and collaborative and proactive solutions and illuminate how these practices intersect with disability studies, dis/crit, anti-oppressive, and abolitionist principles and pedagogies.

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

Students will observe and critically reflect on curriculum, instruction, assessment, learners, and professional development in a variety of educational contexts. Classroom placements can be arranged for students who need to fulfill the 50-hour practicum requirement for professional certification in elementary and secondary classrooms. Required for students in the MA-CUED, MA-CUSD, and MA-CURR degrees.

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.