

# Academic Catalog 2019-2020

## Curriculum & Teaching

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# Curriculum & Teaching

## Contact Information

**Department Chair:** Professor Daniel Friedrich

**Contact:** Felicia Smart-Williams

**Email:** smart-williams@tc.columbia.edu

**Phone:** 212.678.3765

**Fax:** 212.678.3237

**Address:** 306 Zankel Hall

**Box:** 31

## Mission

*The Department of Curriculum and Teaching, established in 1938, was the first 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 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**

## **Additional Information**

# Curriculum and Teaching

## Department of - Curriculum & Teaching

### Contact Information

**Phone:** (212) 678-3770

**Fax:** (212) 678-3237

**Email:**

**Director:** M.A.: Dirck Roosevelt (dr2692@tc.edu), Ed.M.: Jacqueline Simmons (jas184@tc.edu)

## Program Description

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

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

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

## Degree Summary

Curriculum and Teaching (CURR)

- Master of Education (Ed.M.)
- Doctor of Education (Ed.D.)

ELEMENTARY EDUCATION-PROFESSIONAL CERTIFICATION (CUED-PROF)

- Master of Arts (M.A.)

## SECONDARY EDUCATION-PROFESSIONAL CERTIFICATION (CUSD-PROF)

- Master of Arts (M.A.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

# Degree Requirements

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## Masters in Curriculum and Teaching (MA)

### PROGRAM REQUIREMENTS

**Overview** The MA program in Curriculum and Teaching (MA-CURR) is a flexible, yet structured, 32-point program.

The MA in Curriculum & Teaching is designed for educators who wish to deepen their knowledge, skill, and vision as teachers and educational leaders, and as developers and designers of curriculum. A basic premise of the program is that teachers are adapters and designers of curriculum, and curriculum specialists are grounded in first-hand understanding of teaching and learning. Equally fundamental is the belief that educators in all contexts have the opportunity and the responsibility to orient their work to ever-present, variously manifested, needs for and goals of social justice.

The program is especially well suited for students who are intellectually curious and who are willing to play a vital role in shaping their own course of study. It is organized around a core of common coursework, and associated field experience, dealing with principles, history, and skills of curriculum design and of pedagogy, in context of an alert and critical attention to social, ethical, professional and other challenges facing educators and children/young people in schools. Beyond these common requirements, MA students, working closely with an advisor, design a course of study reflecting their particular interests, needs, and desired area(s) of professional expertise. As a source of continuity, and a culminating activity, all students conduct an "Integrative Project," focused on an issue, problem, and/or question identified by the student.

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

**Advising** All students are assigned an advisor upon admission. *It is essential that students begin working with their advisor well before arriving at Teachers College.* Advisors can help students decide what program timeline makes best sense for

them; students and advisors work together to develop the **Program Plan**; students are required to consult with their advisor prior to initial course selection and registration.

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

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

**Common (core) courses.** All students in the MA in Curriculum & Teaching are required to take the following **(13-14 points)**:

C&T 4005 Principles of Teaching and Learning (4) **Fall only**

(includes a required 50 hour practicum/ field experience component: consult instructor or advisor)

*to be taken concurrently with C&T 4502*

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

C&T 4052 Designing Curriculum and Instruction (2-3) **Fall, Spring, & Summer**

*register for section designated for MA-CURR students*

**One** of the following three age/level specific courses:

C&T 4114 Multicultural Approaches to Teaching Young Children [*Preschool through 2nd grade*] (3) **Fall, Spring, Summer**

*or* C&T 4130 Critical Perspectives in *Elementary* Education (3) **Fall only**

*or* C&T 4145 Critical Perspectives in *Secondary* Education (3) **Fall only**

C&T 4502.01 Integrative Project (0) **Fall only**

*register for section designated for MA-CURR students*

*to be taken concurrently with C&T 4005*

C&T 4502.02 Integrative Project (1) **Spring only**

*to be taken immediately following first semester of C&T 4502*

### **Practicum (field experience) (in conjunction with C&T 4005)**

Program staff work with students to find placements in New York City schools or informal educational spaces for 50 hours of observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. The field placement typically spans ten weeks and averages five hours per week.

### **Elective courses**

In addition to the common, core courses, *students create their own program plans* in consultation with advisors. Advisors may recommend coherent sets of courses or course possibilities aligned with particular student interests and departmental strengths, for example, early childhood, literacy, diversity, equity, urban education, inclusive education (elementary and/or secondary), gifted and talented education, and, of course, further depth in curriculum theory and design. Advisors may also recommend or approve courses reflective of student interests that do not fit neatly into these categories but that cohere around other desires, needs, and purposes. Please note that a **minimum of 20 credits** must be earned *in the Department of Curriculum and Teaching*.

### **Breadth Requirement**

In order to assure breadth of study, the College requires students to earn **at least six credits** (which may mean two or three courses) *outside of their home department* (i.e., outside of the Department of Curriculum and Teaching).

**The Integrative Project (C&T 4502)** (only **1 credit** is earned, but the work is substantial, and spans an entire year).

The Integrative Project is an opportunity for MA – CURR students to design and conduct a disciplined and searching study of an issue, problem, and/or question of particular interest, germane to the student's curricular, pedagogical, investments and professional contexts and aims. Students' inquiries may take multiple forms, for example, action research, design study, or academic paper synthesizing and critiquing prior research. In all cases, an end goal is for students to arrive at a well-grounded, articulated perspective and/or a set of recommendations for their own practice and continuing thought.

The Integrative Project is initiated in the fall in C&T 4005, with observation and reflection on teaching, learning, curriculum, and assessment. These observations and reflections, in conjunction with course readings, support compelling essays and lead to potential inquiry questions to propel the Project. The Integrative Project

seminar sequence (C&T 4502, fall and spring), provides the primary site and support for conceptualizing, designing, and carrying out the project. **Full time students take the seminar sequence beginning in their first fall semester in the MA program; part time students take it later** (and / or, as advised), keeping in mind that the fall and spring semesters are to be taken consecutively, and as close to the student's intended final semester as is feasible.

### **New Student Advising and Online Registration**

Please see note above and the MA in Curriculum and Teaching *Program Guide*: Newly admitted students need to consult with an advisor and begin to draft their **Program Plan**. Once the student has consulted with their advisor, a PIN will be assigned, and the student is then able to register for courses online.

*If you have not been notified of your advisor, please seek guidance from the Program Director.*

Online registration for newly admitted students can be done here:

<http://www.tc.columbia.edu/admitted/admit.asp?rdu=index.asp>

### **Graduation Deadlines**

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

Please note there is only one *commencement ceremony* each academic year, in May. Participation in this ceremony presumes successful completion of all degree requirements as of the end of the spring term.

<b>Graduation application due</b>	<b>Date of degree award</b>
<i>August 1</i>	<i>October</i>
<i>November 1</i>	<i>February</i>
<i>February 1</i>	<i>May</i>

## Secondary Professional Certification Program (Masters)

The MA program in secondary education (CUSD) is a 32-point program, which can lead to professional certification as a grades 7-12 teacher in New York State in the areas of English, Social Studies, Science or Mathematics. The program supports three shared philosophical stances underlying our long-standing tradition of preparing teachers as education leaders. These stances include teaching as inquiry, teaching as curriculum making, and teaching for social justice. The overarching intention of the program is to assist educators who expect to exert leadership in their school settings and with their colleagues. With careful planning and advisement, the program can be completed in 12 months starting in the fall semester or the summer, or in 17 months if starting in January. The program may also be taken part-time.

Prerequisite: Initial Certification in Secondary Education in one of these areas: Social Studies, Mathematics, Science, or English.

Core Courses (10 points) Students are required to take the following courses:

- C&T 4002 Curriculum theory and history (3)
- C&T 4005 Principles of teaching and learning (4) (includes practicum in a classroom setting)
- C&T 4052 Designing curriculum and instruction (2-3)

Secondary Content/Pedagogy Courses (12 points)

Students are required to take 12 points of coursework in content/pedagogy in the department and program appropriate to their area of initial certification. Students will follow the content/pedagogy courses set by the particular program in one of the following areas:

1. Social Studies
2. Mathematics
3. Science and Technology
4. English

Social Context Required Courses (4 points— Only offered in the fall semester and must be taken concurrently):

- C&T 4145 Critical perspectives in secondary education (3)
- C&T 4502 Master's project (1)

### Social Context Selective Courses—Diversity (2-3 points)

Students choose one Selective course from the following:

- C&T 4000 Disability in contexts (3)
- C&T 4001 Differentiated instruction in inclusive classrooms (3)
- C&T 4010 Immigration and curriculum (2-3)
- C&T 4078 Curriculum and teaching in urban areas (2-3)
- C&T 5037 Literacy, culture, and the teaching of reading (2-3)

Special Education Course Requirement (3 points required depending on previous experience)

New York State now requires that CUSD students, first enrolled at TC after February 1, 2011, must have a 3-credit stand-alone special education course which develops “the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum.” If you have had such a stand-alone 3-credit course in your undergraduate or other graduate studies, you have met this requirement. If you don’t, you should take C&T 4001 for 3 credits. Also, if you need to take C&T 4001, you will have to take C&T 4052: Designing Curriculum and Instruction for 2 points.

Social Context Selective Courses–General (2-3 points) Students choose one Selective course from the following:

- C&T 4004 School change (2-3)
- C&T 4023 Differentiated curriculum for gifted students (2-3)
- C&T 4032 Gender, difference, and curriculum (2-3)
- C&T 4161 The teacher: Socio-historical cultural contexts of teaching (2-3)

### Elective Courses (0-3 points)

Students have already met the College requirement of three courses outside their department, so electives may be taken inside or outside the Department of Curriculum and Teaching.

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.

## Elementary Professional Certification Program (Masters)

The MA program in elementary education (CUED) is a 32-point program which can lead to professional certification as a grades 1-6 teacher in New York State. The program supports three shared philosophical stances underlying our long-standing tradition of preparing teachers as education leaders. These stances include teaching as inquiry, teaching as curriculum making, and teaching for social justice. The overarching intention of the program is to assist educators who expect to exert leadership in their school settings and with their colleagues. With careful planning and advisement, the program can be completed in 12 months starting in the fall semester or the summer, or in 17 months if starting in January. The program may also be taken part-time.

Core Courses (7 points):

- C&T 4002 Curriculum theory and history (3)
- C&T 4005 Principles of teaching and learning (4) (includes practicum in a classroom setting)

Content/Pedagogy Courses (12 points):

Students are required to take one course in each of the following areas:

1. Mathematics
2. Science or Technology
3. Literacy
4. Social Studies (C&T 4052, Designing curriculum and instruction (3)—Social Studies Section)

Social Context Required Courses (4 points—Only offered in the fall semester and must be taken concurrently):

- C&T 4130 Critical perspectives in elementary education (3)
- C&T 4502 Master's project (1)

Social Context Selective Courses—Diversity (2-3 points) Students choose one Selective from the following:

- C&T 4000 Disability in contexts (3)
- C&T 4001 Differentiating instruction in inclusive classrooms (3)
- C&T 4010 Immigration and Curriculum (2-3)
- C&T 4078 Curriculum and teaching in urban areas (2-3)

- C&T 4114 Multicultural approaches to teaching young children (2-3)
- C&T 5037 Literacy, culture, and the teaching of reading (2-3)

NOTE: New York State now requires that CUED students, first enrolled at TC after February 1, 2011, must have a 3-credit stand-alone special education course which develops “the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum.” If you have had such a stand alone 3-credit course in your undergraduate or other graduate studies, you have met this requirement. If you don’t, you should take C&T 4001 for 3 credits. You can use this course to meet your diversity selective requirement or take it as one of your electives.

Social Context Selective Courses—General (2-3 points) Students choose one Selective from the following:

- C&T 4004 School change (2-3)
- C&T 4023 Differentiated curriculum for gifted students (2-3)
- C&T 4032 Gender, difference, and curriculum (2-3)
- C&T 4161 The teacher: Sociohistorical, cultural contexts of teaching (2-3)
- C&T 4615 Young children and social policy: Issues and problems (2-3)
- C&T 4121 Early childhood teaching strategies within a social context (2-3)

Elective Courses (3-5 points)

Students have to take at least one elective course (minimum 2 points) outside the Department of Curriculum and Teaching.

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.

## Master of Education (Masters)

The Ed.M. is an advanced master’s degree (between an M.A. and an Ed.D.) 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 program, with the possibility of transferring in 30 points from relevant graduate study. It does not lead to New York State certification as a teacher or building administrator. Two years of teaching experience or the equivalent is a prerequisite for admission. Many students hold an initial master's degree.

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

### **Curriculum & Teaching Courses**

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

#### Core Courses (9 points)

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

#### Social Context Courses (at least 6 points selected from the following)

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

### **Out-of-Department Courses**

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

#### Breadth Courses (6 points)

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

#### **Integrative Project**

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

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

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

#### **Additional Courses**

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

#### **Internships | Research**

The program does not require an internship, but one can be arranged as part of the student's program plan. Research opportunities are available at the discretion of faculty.

See FAQs for more information about the Master of Education Program.

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## Doctor of Education

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

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

The concentrations within the Ed.D. program are:

- Curriculum Studies
- Early Childhood Education
- Early Childhood Policy
- Educational Leadership and School Change
- Gifted Education
- Literacy Education
- Urban and Multicultural Education

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

### *Enrollment Requirements for First-Year Ed.D. Students*

Every first-year Ed.D. student in the Department of Curriculum and Teaching is required to enroll in C&T 5000, Theory and Inquiry in Curriculum and Teaching, in both the fall (6 points) and the spring (3 points) semesters of his or her first year. C&T 5000 meets for a double class session once per week in the fall and for a single class session once per week in the spring. A student can enroll for more than this minimum, but C&T 5000 must be part of his or her first-year course of study.

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

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

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

The basic curriculum for Ed.D. students includes:

Core Courses:

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

Research Core:

- HUDM 4122 Probability and statistical inference (3)

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

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

Research Requirements:

- C&T 7500 Dissertation seminar in curriculum and teaching (3)

Other courses are selected in consultation with an advisor.

## Application Information

For professional certification M.A. admission, please submit a resume and: (a) proof of early childhood, elementary, or secondary school teacher initial NYS certification (formerly provisional) or certification from another state or country or (b) proof that you have completed an accredited Elementary, Early Childhood or Secondary teacher preparation/student teaching program. An undergraduate GPA of 3.0 is a minimum requirement. Teaching experience is desirable but not required. (For admission requirements for the Initial certification M.A. programs, please refer to the appropriate sections of the catalog.)

Please note that applicants are not required to take the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) to apply to any of the M.A. programs in the Department of Curriculum and Teaching. All Ed.M. students must also provide evidence of a minimum of two years of successful teaching experience. Please note that neither the Graduate Record Examination (GRE) nor the Miller Analogies Test (MAT) is required for application to the Ed.M. program in the Department of Curriculum and Teaching.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic ability as evidenced by success in prior academic work and/or other measures of academic aptitude; demonstrable potential for research, field inquiry, or development activities in education; and three years of successful teaching or equivalent experience. All applicants are required to submit Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores that are no more than five years old and are required to submit a writing sample. The Department of Curriculum and Teaching evaluates Ed.D. applications twice per year.

All admissions materials must be received by the early or final deadlines as advertised by the College. For information on application deadlines, see the Admissions section of this bulletin.

## Faculty List

### Faculty

JAMES H BORLAND  
Professor of Education

LUCY M CALKINS  
Robinson Professor in Children's  
Literature

DANIEL FRIEDRICH  
Associate Professor of Curriculum

CELIA OYLER  
Professor of Education

MARIA PAULA GHISO  
Associate Professor of Literacy Education

DIRCK ROOSEVELT  
Associate Professor of Practice

ANNE LIN GOODWIN  
Evenden Professor of Education

MARJORIE SIEGEL  
Professor of Education

THOMAS HATCH  
Professor of Education

MARIANA V. SOUTO-MANNING  
Professor of Early Childhood Education

MICHELLE GEORGIA KNIGHT-  
MANUEL  
Professor of Education

HAENY S. YOON  
Assistant Professor of Early Childhood  
Education

NANCY LOUISE LESKO  
Maxine Greene Professor for  
Distinguished Contributions to Education

### **Lecturers**

SAMUEL SHREYAR  
Lecturer

JACQUELINE ANN SIMMONS  
Senior Lecturer

### **Adjunct**

MIA HOOD  
Adjunct Professor

### **Instructors**

SUSAN RECCHIA  
Professor of Education

KAREN ZUMWALT  
Edward Evenden Professor Emerita of  
Education

MICHAEL G. WILSON

## Course List

### **C&T 4002 Curriculum theory and history**

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

### **C&T 4005 Principles of teaching and learning**

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

### **C&T 4021 Nature and needs of gifted students**

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

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

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

### **C&T 4023 Differentiated curriculum for gifted students**

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

### **C&T 4024 Planning and implementing programs for gifted students**

In this course, we examine factors affecting the planning and implementation of programs for students identified as gifted, components of gifted programs, and a systems approach to program planning. Students develop written

program plans for specific settings. Issues of race, class, gender, and disability status as they affect the planning of gifted programs are examined. No prior experience with or knowledge of gifted education is required.

### **C&T 4026 Exceptionality and intelligence: Theoretical approaches**

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

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

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

### **C&T 4032 Gender, difference, and curriculum**

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

### **C&T 4052 Designing curriculum and instruction**

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

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

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

### **C&T 4130 Critical perspectives in elementary education**

Critical examination of issues bearing on lived experiences, practices, and purposes of elementary teachers and students in the US today. Includes child study with focus on two questions of educational justice: What does this child have a right to, in her/his education, today, here, now? Where does or can, this child contribute to and be recognized in this classroom? Readings include classroom studies, critical interventions in current events, and foundational texts for democratic, public education.

*Open to all; required for CUED students. Preferably students have opportunity concurrent with course to observe children at least one hour/week.*

### **C&T 4138 Teaching literacy in the early years**

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

### **C&T 4140 Literature for younger children**

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

### **C&T 4141 Literature for older children**

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

### **C&T 4145 Critical perspectives in secondary education**

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

### **C&T 4151 Teaching of writing**

The course integrates theory and practice for teachers. Topics include writing development, research on writing, curriculum development, methods of

teaching writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms.

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

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

### **C&T 4502 Master's project**

Permission required. Required for M.A. students in the Curriculum and Teaching Program. Students work to develop proposals to initiate required Master's action research project.

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

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

### **C&T 5004 School change**

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

### **C&T 5024 Planning and Implementing Gifted Programs**

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

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

This 2-3 variable point course is a collaborative investigation into literacy as a social, cultural, and political practice. It provides opportunities for participants to unpack and re-imagine literacy learning and teaching for all students, but especially for those labeled "at risk" due to race/ethnicity, social class, nationality/language, gender, dis/ability, and sexuality. Rooted in the

assumption that power circulates in culture, literacy, and education, this course looks closely at the role of power in reading texts, whether print-based, multimodal, digital, filmic, or embodied.

### **C&T 5042 Special topics in children's literature**

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

### **C&T 5074 Curriculum and teaching policy**

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

### **C&T 5095 Memory, History and Curriculum**

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

### **C&T 5506 Seminar in gifted education**

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

### **C&T 5800 Institute: Teaching of writing**

The focus of the institute will be on the teaching of writing with the participants also working on their own writing. There will be a combination of large group presentations, small interactive sessions, and writing workshops. Separate sections will be offered for advanced participants. A partial list of topics to be covered includes: the central role of planning and curriculum development in the teaching of writing, methods for holding our students accountable for doing their best work, classroom structures that support

inquiry and collaboration, and using literature to help students craft their writing. The Institute is appropriate for elementary and secondary teachers.

**C&T 6100 Theory and Inquiry in Curriculum and Teaching I**  
Required of and limited to first-year Ed.D students in the Department of Curriculum and Teaching; must be taken in the fall semester in conjunction with C&T 6101; C&T 6102 is required for all first-year Ed.D students in the following spring semester. Introduction to and exploration of important problems and issues in curriculum and teaching, methods of formulating questions, and modes of inquiry appropriate to doctoral-level research.

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

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

**C&T 7500 Dissertation seminar in curriculum and teaching**

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

# Early Childhood Education

## Department of - Curriculum & Teaching

### Contact Information

**Phone:** 212.678.3860

**Fax:** 212.678.4048

**Email:** sheridan@tc.edu

**Director:** Professor Mariana Souto-Manning

## Program Description

### Master of Arts

There are three initial certification programs in Early Childhood Education:

The course of study for the M.A. in Early Childhood Education (ECED-INIT) leads to initial certification in Early Childhood Education (birth-8 years). The course of study for the M.A. in Early Childhood Special Education (ECSE-INIT) leads to initial certification as a Teacher of Students with Disabilities, Early Childhood (birth-8 years).

Students must complete at least 40 points in order to obtain the Master of Arts degree and the department's recommendation for initial certification.

The course of study in Dual 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-8 years).

Students must complete at least 48 points in order to obtain the 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.

There is also the Early Childhood Education Non-Certification Program.

Students must complete at least 32 points in order to obtain the Master of Arts degree.

These programs prepare educators to work in preschools, schools, home and community settings. Our program is child-centered (from Birth -Grade 2) and dedicated to culturally relevant and multilingual practices. We focus on preparing early educators to support the development and learning of all young learners through a graduate curriculum that integrates early childhood education, early childhood special education, and bilingual education content. Our certification students become outstanding early childhood teachers, decision makers, and leaders. Our Non-certification students inquire into issues critical to the education and development of young children across settings.

### **Doctor of Education (Early Childhood Education)**

#### **1. D. in Early Childhood Education, Early Childhood Special Education or Early Childhood Policy (90 credit)**

##### **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 program is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has been specifically 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 been specifically 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 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 concentration in Early Childhood Special Education, within the Early Childhood Education specialization. This concentration prepares students for careers related to leadership and advocacy in the field, research and scholarship, and higher education and teacher preparation programs. Core courses emphasize theory and foundations in general and special early childhood education and research methods and training. Seminars and advanced practica focus on special topics in the field. Opportunities for involvement in faculty-sponsored research and professional development activities are an integral part of the program concentration.

## **Degree Summary**

### EARLY CHILDHOOD EDUCATION-INITIAL CERTIFICATION (ECED-INIT)

- Master of Arts (M.A.)

### EARLY CHILDHOOD EDUCATION/SPECIAL EDUCATION-INITIAL CERTIFICATION (ECSE-INIT)

- Master of Arts (M.A.)

### EARLY CHILDHOOD EDUCATION- SPECIAL EDUCATION/DUAL CERTIFICATION- INITIAL (ECSE-DUAL)

- Master of Arts (M.A.)

### EARLY CHILDHOOD EDUCATION-NON CERTIFICATION (ECED-MA)

- Master of Arts (M.A.)

### EARLY CHILDHOOD EDUCATION (ECED)

- Doctor of Education (Ed.D.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

# Degree Requirements

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## Master of Arts-Initial Certification

Course requirements for M.A. students seeking initial certification as early childhood teachers (birth–8 years):

### Core Courses

- C&T 4080 Risk and resilience in early development (3)
- C&T 4112 Integrated curriculum in early childhood education (6)
- C&T 4708 Student teaching- infancy and early childhood (two terms)  
(6)
- C&T 5118 Infant and toddler development and practice (3)

### Methods Courses

- A&HM 4022 The artistic lives of young children (2)
- C&T 4131 Language and literacy in the early childhood curriculum (3)
- C&T 4132 Learning and teaching in the primary reading/ writing  
classroom (3)
- HBSS 4116 Health education for teachers (1)
- HUDK 4027 How children learn math (3) **OR**
- MTSM 4057 Teaching & learning math in early childhood (3)

### Foundation Courses

- C&T 4001 Differentiating instruction in inclusive classrooms (2)
- C&T 4114 Multicultural approaches to teaching young children (3)
- C&T 4615 Young Children, Families and Social Policy (3) **OR**
- C&T 4083 Working with families of young children with Disabilities  
(3)
- Out of Dept. Elective (2)

### Culminating Project:

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

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 section of the catalog.

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## Master of Arts - Early/Special-Initial Cert

Course requirements for M.A. students seeking initial certification as teachers of students with disabilities in early childhood (birth–8 years):

### Core Courses

- C&T 4080 Risk and resilience in early development (3)
- C&T 4112 Integrated curriculum in early childhood (6)
- C&T 4302 Supervised practicum in the educational assessment of young children with exceptionalities (3)
- C&T 4708 Student teaching- infancy and early childhood (two terms) (6)
- C&T 5118 Infant and toddler development and practice (3)

### Methods Courses

- A&HM 4022 The artistic lives of young children (2)
- C&T 4131 Language and literacy in the early childhood curriculum (3)
- C&T 4132 Learning and teaching in the primary reading/writing classroom (3)
- HBSS 4116 Health education for teachers (1)
- HUDK 4027 How children learn math (3) **OR**
- MTSM 4057 Teaching & learning math in early childhood (3)

### Foundation Courses

- C&T 4001 Differentiating instruction in inclusive classrooms (2)
- C&T 4615 Young children, families and social policy (3) **OR**
- C&T 4083 Working with families of young children with disabilities (or equivalent) (3);
- Out of Dept. Special education elective (2)

### Culminating Project:

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

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.

## **Master of Arts in Early Childhood Education (Non-Certification)**

### **Language and Literacy Methods**

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

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

### **Child Development**

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

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

### **Equity in Early Childhood Education**

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

### **Additional Courses**

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

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

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

## Master of Arts - Dual

Course requirements for M.A. students seeking initial dual certification as both early childhood teachers and teachers of students with disabilities in early childhood (birth–8 years):

### *Core Courses*

- C&T 4080 Risk and resilience in early development: Birth-8 years (3)
- C&T 4112 Integrated curriculum in early childhood (6)
- C&T 4302 Supervised practicum in the assessment of young children with exceptionalities (3)
- C&T 4708 Student teaching- infancy and early childhood (two terms) (6)
- C&T 5308 Advanced practicum-infancy and early child-hood (3)
- C&T 5118 Infant and toddler development and practice (3)

### *Methods Courses*

- A&HM 4022 The artistic lives of young children (2)
- C&T 4131 Language and literacy in the early childhood curriculum (3)
- C&T 4132 Learning and teaching in the primary reading/writing classroom (3)
- HBSS 4116 Health education for teachers (1)
- HUDK 4027 Development of mathematical thinking (3) **OR**
- MTSM 4057 Teaching & learning math in early childhood

### *Foundation Courses*

- C&T 4001 Differentiating instruction in inclusive classrooms (2)
- C&T 4615 Young children, families and social policy (3) **OR**
- C&T 4083 Working with families of young children with disabilities (or equivalent) (3)
- C&T 4114 Multicultural approaches to teaching young children (3)
- Out of Dept. Special education elective (2)
- Out of Dept. General education elective (2)

### *Culminating Project:*

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

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.

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## **Doctor of Education**

### **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 program is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has been specifically 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 been specifically 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 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.

## Application Information

Three programs leading to the Master of Arts degree and initial certification in early childhood and early childhood special education as well as one program leading to the Master of Arts degree (Non-Certification) are available through the Department of Curriculum and Teaching: Early Childhood Education, Early Childhood Special Education, and dual certification in Early Childhood General and Early Childhood Special Education. Admission to each of these programs is determined on the basis of academic ability and promise as an early childhood educator as evidenced by prior academic work, letters of reference, and the applicant's own personal statement of purpose.

Admission to programs leading to the Ed.D. degree is determined on the basis of academic ability as evidenced by success in prior academic work and/or other measures of academic aptitude; demonstrable potential for research, field inquiry, or development activities in education; and three years of successful teaching or equivalent experience. All applicants are required to submit Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores that are no more than five years old, and are required to submit a writing sample. The Department of Curriculum and Teaching evaluates Ed.D. applications twice per year.

All admissions materials must be received by the early or final deadlines as advertised by the College. For information on application deadlines, see the Admissions section of this bulletin.

## Faculty List

### Faculty

MARIANA V. SOUTO-MANNING  
Professor of Early Childhood Education

HAENY S. YOON  
Assistant Professor of Early Childhood  
Education

### Lecturers

DORIS CATHERINE H. RIKHYE  
Lecturer

Lecturer

NANCY SALL

SAMUEL SHREYAR  
Lecturer

**Instructors**

RACHEL POWERS KNIGHT

## Course List

### **C&T 4080 Risk and resilience in early development**

A first course in child development, pre-birth through age 8, within a family context. Primary focus is on the impact of risk and disability on developmental outcomes, and those factors that promote resilience in young children, with and without disabilities, and their families.

### **C&T 4083 Working with families of young children with disabilities**

This course offers current and historical perspectives on the role of families in the lives of young children with special needs, with a focus on family structures, resources, and concerns. Students will explore strategies for facilitating partnerships between families and professionals that support the developmental and educational needs of young children with disabilities.

### **C&T 4112 Integrated Curriculum in Early Childhood Educations (full-year course)**

A two-semester course focused on integrated theories and methods in ECE/ECSE. Will incorporate historical and sociocultural contexts, emphasis on physical and interpersonal environments in early childhood settings, centrality of play, social studies and science, adapting curricula for full range of abilities from infancy through grade 2.

### **C&T 4114 Multicultural Approaches to Teaching Young Children**

Exploration of aspects of professional preparation needed for teaching from a multicultural perspective: first, the disposition toward inquiry needed for ongoing self-development; second, the knowledge and skills needed to infuse multicultural curriculum content, program designs, and teaching strategies; and third, the creation of a context through which participants can examine issues of social justice.

### **C&T 4131 Language and literacy in the early childhood curriculum**

Introduction to research and practices related to early communication and literacy in early childhood settings (birth through prekindergarten). Focus will be on children whose first language is English, as well as English language learners, and on curricula and adaptations for full range of learners. (3 credits toward State literacy requirements)

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

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

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

Permission required. Prerequisite: C&T 4080. Participation in educational assessment of young children with exceptionalities. An introduction to formal and informal assessment strategies and their applications to work with young children. Analysis of observational and test data; formulation of educational interventions.

### **C&T 4308 Field experiences in early childhood/early childhood special education**

A practicum for students in the Early Childhood initial certification program that serves as a prerequisite for student teaching. 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 field placements.

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

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

### **C&T 4708 Student teaching-infancy and early childhood**

Observation and student teaching. Permission required. This two-course sequence requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

### **C&T 5118 Infant and toddler development and practice**

Theory is related to practice and research with infants, toddlers, and families. Students participate in classroom practice and meet for weekly seminar on-site at Early Childhood Centers.

### **C&T 5308 Advanced practicum-infancy and early childhood**

Permission required. Students engage in action research at their practicum sites.

# Early Childhood Special Education

## Department of - Curriculum & Teaching

### Contact Information

**Phone:** (212) 678-3860

**Fax:** (212) 678-4048

**Email:** sheridan@tc.edu

**Director:** Professor Souto-Manning

## Program Description

### Master of Arts

The course of study for the M.A. in Early Childhood Special Education (ECSE-initial) leads to initial certification as a Teacher of Students with Disabilities, Early Childhood (birth-8 years). Students must complete at least 40 points in order to obtain the Master of Arts degree and the department's recommendation for initial certification.

The course of study in Dual 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-8 years). Students must complete at least 48 points in order to obtain the Master of Arts degree and the department's recommendation for initial dual certification.

The Bilingual Extension may be added to ECSE-Dual program.

The Department of Curriculum and Teaching offers a doctoral concentration in Early Childhood Special Education, within the Early Childhood Education specialization.

This concentration prepares students for careers related to leadership and advocacy in the field, research and scholarship, and higher education and teacher preparation programs. Core courses emphasize theory and foundations in general and special early childhood education and research methods and training. Seminars and advanced practica focus on special topics in the field. Opportunities for involvement in faculty-sponsored research and professional development activities are an integral part of the program concentration.

## **Degree Summary**

Early Childhood Education/Special Education - Initial Certification (ECSE-Int)

- Master of Arts (M.A.)

Early Childhood Education: Special Education/Dual Certification Initial (ECSE-Dual)

- Master of Arts (M.A.)

Early Childhood Education Specialization and Early Childhood Special Education Concentration

- Doctor of Education (Ed.D.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

# Degree Requirements

## Application Information

Three programs leading to the Master of Arts degree and initial certification in early childhood and early childhood special education are available through the Department of Curriculum and Teaching: Early Childhood Education, Early Childhood Special Education, and dual certification in Early Childhood General and Early Childhood Special Education. Admission to each of these programs is determined on the basis of academic ability and promise as an early childhood educator as evidenced by prior academic work, letters of reference, and the applicant's own personal statement of purpose.

The Bilingual Extension may be added to the M.A. in Early Childhood Education (ECED-initial) and to the M.A. in Early Childhood Education/Dual Certification (ECSE-Dual).

Admission to programs leading to the Ed.D. degree is determined on the basis of academic ability as evidenced by success in prior academic work and/or other measures of academic aptitude; demonstrable potential for research, field inquiry, or development activities in education; and three years of successful teaching or equivalent experience. All applicants are required to submit Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores that are no more than five years old, and are required to submit a writing sample. The Department of Curriculum and Teaching evaluates Ed.D. applications twice per year.

All admissions materials must be received by the early or final deadlines as advertised by the College. For information on application deadlines, see the Admissions section of this bulletin.

## Faculty List

### Faculty

MARIANA V. SOUTO-MANNING

Professor of Early Childhood Education

### Instructors

SUSAN RECCHIA

Professor of Education

## Course List

### **C&T 4080 Risk and resilience in early development**

A first course in child development, pre-birth through age 8, within a family context. Primary focus is on the impact of risk and disability on developmental outcomes, and those factors that promote resilience in young children, with and without disabilities, and their families.

### **C&T 4083 Working with families of young children with disabilities**

This course offers current and historical perspectives on the role of families in the lives of young children with special needs, with a focus on family structures, resources, and concerns. Students will explore strategies for facilitating partnerships between families and professionals that support the developmental and educational needs of young children with disabilities.

### **C&T 4112 Integrated Curriculum in Early Childhood Educations (full-year course)**

A two-semester course focused on integrated theories and methods in ECE/ECSE. Will incorporate historical and sociocultural contexts, emphasis on physical and interpersonal environments in early childhood settings, centrality of play, social studies and science, adapting curricula for full range of abilities from infancy through grade 2.

### **C&T 4114 Multicultural Approaches to Teaching Young Children**

Exploration of aspects of professional preparation needed for teaching from a multicultural perspective: first, the disposition toward inquiry needed for ongoing self-development; second, the knowledge and skills needed to infuse multicultural curriculum content, program designs, and teaching strategies; and third, the creation of a context through which participants can examine issues of social justice.

### **C&T 4119 Issues and interdisciplinary methods for working with parents of young children**

Issues such as separation, problematic behaviors, and assessment are examined in the development of interdisciplinary strategies for working with parents of young children, with and without disabilities. Sessions are taught by an interdisciplinary team of faculty and invited speakers from special education, clinical psychology, early childhood education, psychiatry, pediatrics, and social work.

### **C&T 4131 Language and literacy in the early childhood curriculum**

Introduction to research and practices related to early communication and literacy in early childhood settings (birth through prekindergarten). Focus will be on children whose first language is English, as well as English language learners, and on curricula and adaptations for full range of learners. (3 credits toward State literacy requirements)

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

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

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

Permission required. Prerequisite: C&T 4080. Participation in educational assessment of young children with exceptionalities. An introduction to formal and informal assessment strategies and their applications to work with young children. Analysis of observational and test data; formulation of educational interventions.

### **C&T 4308 Field experiences in early childhood/early childhood special education**

A practicum for students in the Early Childhood initial certification program that serves as a prerequisite for student teaching. 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 field placements.

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

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

### **C&T 4708 Student teaching-infancy and early childhood**

Observation and student teaching. Permission required. This two-course sequence requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

### **C&T 5118 Infant and toddler development and practice**

Theory is related to practice and research with infants, toddlers, and families. Students participate in classroom practice and meet for weekly seminar on-site at Early Childhood Centers.

**C&T 5308 Advanced practicum-infancy and early childhood**

Permission required. Students engage in action research at their practicum sites.

# Elementary Inclusive Education

## Department of - Curriculum & Teaching

### Contact Information

**Phone:** (212) 678-3695

**Fax:** (212) 678-3237

**Email:** preservice@tc.edu

**Director:** Srikala Naraian

### Program Description

The Preservice Program in Elementary Inclusive Education prepares teachers to teach all children, particularly in urban contexts. The course of study emphasizes curriculum development for heterogeneous classrooms, critical multiculturalism, teaching for equity and social justice, and an inquiry approach to teaching and learning. The program reflects the pluralism at Teachers College; our students study a wide variety of approaches to education rather than a single one. In keeping with this philosophy, the emphasis is on leadership, inquiry, and practice-based and moral decision making.

Our stance is that there is no single truth in education. Teachers must be expert "kid-watchers": searching for the best way to teach each child and group of children. Such teaching lacks the safety and predictability of the "tried and true" approach and requires individuals who understand the limitations of fixed formulas and who enjoy reaching out into the unpredictable world created by the diversity and the uniqueness of each child and each group of children. We seek prospective teachers who have a deep commitment to learning from and with children, about their passions and habits, interests and needs. We prepare teachers to draw upon community and family assets and consciously build a capacity approach to working in low-income neighborhoods. Above all, we wish to prepare educators who put developing relationships with children, their families, and community members well ahead of obtaining high scores on standardized tests.

The Preservice Program in Elementary Inclusive Education is both a graduate program and a professional course of study. This rigorous academic program is designed primarily for those who have no (or minimal) formal preparation or coursework in education and are beginning their study of teaching. The program leads to an M.A. degree and New York State teacher certification. 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 student teaching. All M.A. students have a five-year candidacy period in which to complete their degree program.

#### **40-CREDIT PROGRAM—Elementary only**

Our students typically choose either to 1) accelerate through the program in 13 or 16 months (summer, fall, spring, summer OR spring, summer, fall, spring, summer), taking courses as they engage in student teaching; or 2) complete the program over two or more years, an option that enables them to finish most classes before beginning to student teach and to hold a part-time job while taking coursework only. Because of the intensive nature of an accelerated approach, part-time employment is strongly discouraged. While courses generally meet in the late afternoons and evenings, the Preservice Core includes some full-day classes.

#### **52-CREDIT PROGRAM—Elementary and Teaching Students with Disabilities**

Anchored by a third student teaching placement, the Critical Special Education Core semester takes place in schools that serve as laboratories for assisting students and teachers to design increasingly inclusive learning environments for students with a range of disabilities. The 52-credit program builds on the 40-credit program. After completing two semesters of student teaching and accompanying coursework from the 40-credit Elementary Inclusive program, students in the dual certification track spend an additional fall semester taking courses and interning in schools.

## **Degree Summary**

### **ELEMENTARY INCLUSIVE EDUCATION-INITIAL CERTIFICATION (*ELEM-INIT*)**

Master of Arts (M.A.)

### **ELEMENTARY INCLUSIVE EDUCATION AND TEACHING STUDENTS WITH DISABILITIES-DUAL CERTIFICATION (*ELEM-DUAL*)**

Master of Arts (M.A.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

## Degree Requirements

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### M.A.: Elementary Inclusive Education-Initial Certification

COURSE REQUIREMENTS FOR THE 40 CREDIT PROGRAM (MA-ELEM-INIT)

M.A. Elementary Inclusive Education

#### Student Teaching Semesters - Restricted to Student Teachers

*Course #, Course Name, and Credits*

C&T 4123 Curriculum and Instruction in Inclusive Elementary Education (Fall)  
3

C&T 4124 Curriculum Development in Inclusive Elementary Education (Spring)  
3

C&T 4726 Professional Laboratory Experiences/Student Teaching in Elementary Education (year-long course) 8

C&T 4132 Learning and Teaching in the Primary Reading/Writing Classroom 3

C&T 4199 Literacy Supports 3

#### 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

MSTC 4040 Science in Childhood Education 3

MSTM 5010 Mathematics in the Elementary School 3

HBSS 4116 Health Education for Teachers 1-2

Various Educational Foundations \* (Philosophy/Social Science in Education or Child Development) 2-3

#### Literacy Elective

C&T 4140, 4141, 4853, 4858, 4842, HBSK 4074, etc.\*\* 2-3

#### Other Courses

Various Elective \*\*\* 0-3

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

\*\*C&T 4136 or C&T 4138 cannot be taken as a literacy elective. These courses are redundant of the required Literacy Methods course.

\*\*\*The program does not require an elective.

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.

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

Course Requirements for the 52-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 Curriculum and Instruction in Inclusive Elementary Education (Fall)  
3

C&T 4124 Curriculum Development in Inclusive Elementary Education (Spring)  
3

C&T 4726 Professional Laboratory Experiences/Student Teaching in Elementary Education (year-long course) 8

C&T 4132 Learning and Teaching in the Primary Reading/Writing Classroom 3

C&T 4199 Literacy Supports 3

### **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

MSTC 4040 Science in Childhood Education 3

MSTM 5010 Mathematics in the Elementary School 3

HBSS 4116 Health Education for Teachers 1-2

C&T 4301 Educational Assessment Special Education Students 3  
 Various Educational Foundations \* (Philosophy / Social Science in Education or  
 Child Development) 2-3

### **Other Courses**

*Course #, Course Name, and Credits*

Various Elective\*\* 0-3

### **Critical Special Education Practicum Semester**

*Course #, Course Name, and Credits*

C&T 5081 Collaborative Communication in Cultural Contexts 3

C&T 5080 Access to Full Participation in Schools 3

C&T 4311 Disability Studies Practicum: School-Based 3

C&T 5905 Seminar: Discourses in Difference 3

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

\*\*The program does not require an elective.

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.

## Application Information

All admissions materials must be received by the early or final deadlines as advertised by the College. Those who complete their applications after the early deadline may not have the opportunity to begin student teaching in their first year, even if admitted. For information on application deadlines, see the Admissions section of this bulletin.

Acceptance to the program requires strong academic credentials, articulate and thoughtful writing, strong and relevant professional or academic references, and a clear fit between program goals and the goals expressed by the applicant. At a minimum, applicants should have a GPA of 3.0 or above and evidence of a commitment to educational equity and diversity. We look for prior experience working with children and/or youth.

In 2015, the New York State Legislature approved a law that requires students to submit GRE scores to be considered eligible for graduate-level teacher preparation. We, at Teachers College, are bound to comply with this law. For your information, this requirement does not align with the commitments and values of the Inclusive Education programs.

## Faculty List

### Faculty

SRIKALA NARAIAN  
Associate Professor of Education

CELIA OYLER  
Professor of Education

### Lecturers

BRITT KJERSTIN HAMRE  
Lecturer

JEAN YICHIN WONG  
Lecturer

### Instructors

KARA G. HOLLINS  
Full Time Professional Staff

## Course List

### **C&T 4000 Disability, exclusion, and schooling**

This course explores the ways disability status and other facets of identity (such as race, ethnicity, language background, gender, sexuality, religious affiliation) interact with the cultural practices of exclusion in schooling. There is a central focus on ableism in schools, curriculum, and instruction. Students learn inclusive classroom pedagogies to mitigate exclusionary pressures in schools and work toward equitable practices and outcomes.

### **C&T 4123 Curriculum and instruction in elementary education**

Permission required. An introduction to teaching, learning, and curriculum in elementary classrooms, including learning processes; instructional planning; student observation and assessment; classroom management; 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, problem solving skills and instructional planning. Special fee: \$100.

### **C&T 4124 Curriculum development and instruction in inclusive elementary education**

Permission required. Continuation and extension of C&T 4123, with an emphasis on curriculum design, standards, multi-level curriculum development, and planning instruction based on student assessment.

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

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

### **C&T 4143 Multicultural social studies in the elementary and middle school**

Teaching, learning, and curriculum development in social studies including a critical examination of content and methodology, current practices and issues, state, and professional standards.

### **C&T 4301 Formal assessment of exceptional students**

Permission required. Participation in educational assessment of referred children. Analysis of observational and standardized test data; formulation of educational enrichments, accommodations, and modifications. Lab fee: \$150.

### **C&T 4311 Advanced practicum--Teaching students with disabilities**

Permission required. Practicum in New York City schools, coupled with Critical Special Education Core classes. Co-requisites: C&T 5080, 5081, and 5905.

### **C&T 4726 Professional laboratory experiences/student teaching in elementary education**

Permission required. Students must begin in the fall term. 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. The experience begins with a three-week practicum period, followed by a ten-week student teaching experience; students spend a minimum of 3 1/2 days in the classroom each week. Classrooms provide experience with both younger and older children in a range of urban settings. Offered in conjunction with C&T 4123 and C&T 4124. Students applying to student teach must file a Declaration of Intention to Student Teach by mid-April, prior to the fall term.

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

Permission required. Students engage in an intensive field placement under the sponsorship of a classroom teacher with supervision shared by the cooperating teacher and Teachers College staff members. The experience begins with a three-week practicum period, followed by a ten-week student teaching experience; students spend a minimum of 3 1/2 days in the classroom each week. Assignments to classrooms provide an emphasis on education for both younger and older children in a range of urban settings, including opportunities in the College's professional development schools. Students applying to student teach must file a Declaration of Intention to Student Teach by April 15th prior to the fall term.

### **C&T 5080 Access to full participation in schools**

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 communication in cultural contexts**

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.

### **C&T 5505 Seminar: Discourses in difference**

This course will explore the epistemological orientation offered by disability studies scholarship and examine its significance for equitable schooling. Disability Studies has emerged as a strong interdisciplinary body of work that has foregrounded significance of disability rights and disability identity for a democratic orientation to schooling and society. In this course, we will examine disability as a social phenomenon as well as inquire into divergent perspectives that privilege phenomenological and interpretive approaches to the experience of disability. Course readings will include the works of disability scholars in the humanities and social sciences as well as focus on researchers in the field of education who have been informed by such scholarship. We will subsequently examine the institution of schooling through a disability studies lens and critique our educational system that is predicated on the sorting and classification of all students.

# Gifted Education

## Department of - Curriculum & Teaching

### Contact Information

**Phone:** 212.678.3801

**Fax:** 212.678.4048

**Email:** borland@tc.edu

**Director:** Professor James H. Borland

### Program Description

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

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

Those with no background in education can obtain the extension in gifted education as well as certification as an elementary school teacher through the Elementary Inclusive Education Program with the gifted extension (ELGF-DUAL). This option allows students in the Elementary Inclusive Education Program to receive the New York State certificate extension in gifted education along with their initial elementary education certification by including 12 credits in gifted education in their course of study.

Students who choose this option complete an additional semester of student teaching (4 credits) in a gifted education setting, which can be an inclusive setting, along with three courses in gifted education. See program description below.

The M.A. certification program in the Education of Gifted Students (GIFT-EXT) is designed for students who have graduated from an accredited teacher education program and who hold an initial teaching certificate. Graduates of the program are

recommended for the New York State certificate extension in Gifted Education. Thus, completion of this program provides students with both certification in gifted education and knowledge relating to the nature, needs, and pedagogy of gifted students that contributes to greater effectiveness as a teacher in a variety of situations.

## **Degree Summary**

### GIFTED EDUCATION EXTENSION CERTIFICATION (GIFT-EXT)

- Master of Arts (M.A.)

### ELEMENTARY INCLUSIVE EDUCATION-INITIAL CERTIFICATION WITH GIFTED EXTENSION (ELGF-DUAL)

- Master of Arts (M.A.)

Please note: The Ed.D. with a concentration in Gifted Education is available through Curriculum and Teaching.

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

## Degree Requirements

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### **MA: Elementary Inclusive Education Initial Certification with Gifted Extension**

The gifted education extension option allows students in the Elementary Inclusive Education Program to receive the New York State extension in gifted education along with their initial elementary education certification by including 12 credits in gifted education in their course of study. Students who choose this option complete an additional semester of student teaching (3 credits) in a gifted education setting, which can be an inclusive setting, along with three courses in gifted education.

This is a 52-point M.A. program.

Students who are interested in entering this program can choose this option either when they apply for admission to the Elementary Inclusive Education Program, by designating the extension on their applications, or by informing Professor Borland and Professor Oyler of their intention to pursue the extension once they have matriculated in the Elementary Inclusive Education Program.

Since the extension program combines courses and requirements from the Elementary Inclusive Education Program and the Program in Gifted Education, advisement is provided by the faculty of both programs. Faculty in the Program in Gifted Education advise students on matters related to courses in gifted education, student teaching in gifted education, and the culminating project.

If students have any questions about the extension program, they should get in touch with Professor Borland at [jhb27@columbia.edu](mailto:jhb27@columbia.edu).

#### *Course Requirements for the 48-credit Gifted Education Extension*

##### **Foundation and Methods Courses:**

- C&T 4000 Disability, exclusion, and schooling (3)
- C&T 4143 Multicultural social studies in the elementary and middle school (3)
- MSTM 5010 Mathematics in Elementary Schl (3)
- MSTC 4040 Science in Childhood Education (3)
- HBSS 4116 Health education for teachers (1)

- Various Educational foundations (philosophy/ social science in education or child development) (2)

### **Student Teaching Semesters:**

- C&T 4123 Curriculum and Instruction in Inclusive Elementary Education (fall) (3)
- C&T 4124 Curriculum Development in Inclusive Elementary Education (spring) (3)
- C&T 4726 Professional laboratory experiences/ student teaching in elementary education (8; year-long)
- C&T 4702 Student teaching: Giftedness (3)
- C&T 4132 Learning and teaching in the primary reading/ writing classroom (3)
- C&T 4133 Learning and teaching in the intermediate reading/ writing classroom (3)
- Various Literacy electives (2)

### *Gifted Education Courses*

#### **Nine credits from any of the following:**

- C&T 4021 Nature and needs of gifted students (2-3 credits)
- C&T 4022 Instructional models in the education of gifted students (1-3 credits)
- C&T 4023 Differentiated curriculum for gifted students (2-3 credits)
- C&T 4024 Planning and implementing programs for gifted students (3 credits)
- C&T 4026 Exceptionality and intelligence: Theoretical approaches (2-3 credits)
- C&T 5506 Seminar in Gifted Education (3 credits)

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.

Each student's academic progress is reviewed by the faculty of the Program in Gifted Education and the Elementary Inclusive Program. Students must achieve average grades to continue in the program. Specifically, this means that one must have a "B" average in all courses to be allowed into student teaching. If a student receives any course grade of less than a "B-," he or she must meet with faculty.

During the Elementary Inclusive Education Program student-teaching year, students must achieve a grade of “B-” or better in Core and must receive a “Pass” on their fall student teaching portfolio in order to continue onto the spring semester.

### **Culminating Project:**

The culminating project in the Gifted Education Extension Program in the Elementary Inclusive Education Program consists of a professional-development portfolio. This portfolio documents a student’s professional growth as an educator over a period of time of his or her choosing but must include the period in which he or she is a student at Teachers College. The student is responsible for designing, compiling, managing, and submitting the portfolio to Professor Borland as a requirement for graduation

## **MA: Professional Certification Program leading to the Extension in Gifted Educat**

### *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 need for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

## Application Information

Admission to programs leading to the M.A. degree is determined on the basis of academic ability as evidenced by success in prior academic work and/or other measures of academic aptitude and demonstrable potential for excellence in teaching or development activities in education. The Graduate Record Examination (GRE) or Miller Analogies Test (MAT) is not required for admission to the M.A. programs. The Department of Curriculum and Teaching evaluates M.A. applications three times per year. For information on application deadlines, see the Admissions section of the catalog.

## Faculty List

### Faculty

JAMES H BORLAND

Professor of Education

### Adjunct

LISA RUTH WRIGHT

Director, Hollingworth Center

## Course List

### **C&T 4021 Nature and needs of gifted students**

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

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

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

### **C&T 4023 Differentiated curriculum for gifted students**

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

### **C&T 4024 Planning and implementing programs for gifted students**

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

### **C&T 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 Exceptionality and intelligence: Theoretical approaches**

Professor Borland. 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

### Contact Information

**Email:**

**Director:** Lucy Calkins and Marjorie Siegel

### Program Description

The M.A. in literacy education is a 32-point program leading to New York State 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 partner-ships, institutional change and other contemporary and political issues facing literacy education. The program assumes that teachers' own literacy work will be a source of knowledge and inspiration in their teaching. Students write creatively as well as professionally, participate in their own reading clubs, and keep portfolios of their own reading and writing development. The TC faculty in literacy has a long history of social action with areas of special interest that include content area literacies, curriculum development in reading and writing, children's literature, school reform, ethnographic studies of literacy, teacher development, process approaches to reading and writing, and the impact of class, race, and gender on literacy learning. Students participate in challenging courses, engage in readings, learn from mentorships, and conduct their own action-research projects in which they demonstrate their abilities to synthesize theory and practice and to weave the two throughout their individual work.

Teachers College students enrolled in the Literacy Specialist program have the opportunity to work with the Teachers College Reading and Writing Project— a think-tank and professional development organization that works in field-based ways with schools throughout New York City and the nation. Students can intern in both high-

need and state-of-the-art schools, apprentice with mentor teachers, research staff development and school reform, and participate in any of more than 100 full- day conferences offered each year.

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

## **Degree Summary**

### LITERACY SPECIALIST-INITIAL CERTIFICATION (LITI-INIT)

- Master of Arts (M.A.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

# Degree Requirements

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## Masters of Arts

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

Core: Required of all students (23 points)

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

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

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

Completion of Master's Action Research Project

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

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

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

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

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

## Application Information

All admissions materials must be received by the early or final deadlines as advertised by the College. For information on application deadlines, see the Admissions section of this bulletin.

### Faculty List

#### Faculty

LUCY M CALKINS

Robinson Professor in Children's  
Literature

MARJORIE SIEGEL

Professor of Education

MARIA PAULA GHISO

Associate Professor of Literacy Education

#### Instructors

REBECCA L BELLINGHAM

Instructor

HAREEM ATIF KHAN

Instructor

## Course List

### **C&T 4137 Literacy and learning in the content areas**

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

### **C&T 4138 Teaching literacy in the early years**

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

### **C&T 4139 Constructing critical readers**

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

### **C&T 4140 Literature for younger children**

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

### **C&T 4141 Literature for older children**

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

### **C&T 4151 Teaching of writing**

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

### **C&T 4200 Fieldwork in curriculum and teaching**

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

### **C&T 4502 Master's project**

Permission required. Required for M.A. students in the Curriculum and Teaching Program. Students work to develop proposals to initiate required Master's action research project.

### **C&T 4842 Institute: Content area literacies**

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

### **C&T 4858 Institute: Teaching of reading**

Designed to help teachers of grades K-8 develop a theoretical framework for the teaching of reading and a repertoire of strategies of enhancing students' independence and skills as readers.

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

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

### **C&T 5800 Institute: Teaching of writing**

The focus of the institute will be on the teaching of writing with the participants also working on their own writing. There will be a combination of large group presentations, small interactive sessions, and writing workshops. Separate sections will be offered for advanced participants. A partial list of topics to be covered includes: the central role of planning and curriculum development in the teaching of writing, methods for holding our students accountable for doing their best work, classroom structures that support inquiry and collaboration, and using literature to help students craft their writing. The Institute is appropriate for elementary and secondary teachers.

# Secondary Inclusive Education

## Department of - Curriculum & Teaching

### Contact Information

**Phone:** (212) 678-3695

**Fax:** (212) 678-3237

**Email:** preservice@tc.edu

**Director:** Professor Srikala Naraiian

## Program Description

### SECONDARY INCLUSIVE EDUCATION PROGRAM

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.

## **Degree Summary**

### **SECONDARY INCLUSIVE EDUCATION-INITIAL CERTIFICATION (*CUSE-INIT*)**

Master of Arts (M.A.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

# Degree Requirements

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## Master of Arts

*SECONDARY INCLUSIVE EDUCATION COURSE PLAN (38 credits)*

### Spring

- C&T 4000 Disability, Exclusion, and Schooling (3 credits)
- C&T 4200 Fieldwork in Curriculum and Teaching (1 credit)
- C&T 4199 Literacy Supports (3 credits)
- Foundations/Content Area Course (2-3 credits)
- Elective Course (2-3 credits)

Total credits: 11-13 credits

### Summer

- C&T 4501 Teaching & Learning in the Multicultural, Multilingual Classroom (1-2 credits)
- C&T 4037 Positive Approaches to Challenging Behavior (2 credits)
- Elective Course (2-3 credits)

Total credits: 5-7 credits

### Fall

- C&T 4705 Observation and Student Teaching: Learning Disabilities (3 credits)
- C&T 4046 Curriculum and Instruction in Secondary Inclusive Education (3 credits)
- C&T 5081 Collaborative Communication in Cultural Contexts (3 credits)

Total credits: 9

### Spring

- C&T 4705 Observation and Student Teaching: Learning Disabilities (3 credits)
- C&T 4047 Curriculum Development in Secondary Inclusive Education (3 credits)
- C&T 5080 Access to Full Participation in Schools (3 credits)

Total credits: 9

### **Second Summer**

- C&T 4301 Educational Assessment Special Education Students (3 credits)

Total credits: 3

Program total: 38

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

## Application Information

Acceptance into the program requires strong academic credentials, articulate and thoughtful writing, strong and relevant professional or academic references, and a clear fit between program goals and the goals expressed by the applicant. At a minimum, applicants should have a GPA of 3.0 or above and evidence of a commitment to educational equity and diversity. We look for prior experience working with children and/or youth.

## Faculty List

### Faculty

SRIKALA NARAIAN

Associate Professor of Education

CELIA OYLER

Professor of Education

## Course List

### **C&T 4000 Disability, exclusion, and schooling**

This course explores the ways disability status and other facets of identity (such as race, ethnicity, language background, gender, sexuality, religious affiliation) interact with the cultural practices of exclusion in schooling. There is a central focus on ableism in schools, curriculum, and instruction. Students learn inclusive classroom pedagogies to mitigate exclusionary pressures in schools and work toward equitable practices and outcomes.

### **C&T 4046 Curriculum and Instruction in Secondary Inclusive Education**

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 Curriculum development in secondary inclusive education**

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

### **C&T 4200 Fieldwork in curriculum and teaching**

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

### **C&T 4301 Formal assessment of exceptional students**

Permission required. Participation in educational assessment of referred children. Analysis of observational and standardized test data; formulation of educational enrichments, accommodations, and modifications. Lab fee: \$150.

### **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 participation in schools**

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 communication in cultural contexts**

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.

