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Bank Street College Graduate School of Education



Catalog 2014 – 2015

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Bank Street College of Education,

established as the Bureau of Educational Experiments in 1916, began preparing teachers in 1930. The credo below is a living statement that continues to inspire the students, faculty, and staff at Bank Street today.

Our Credo

What potentialities in human beings—children, teachers, and ourselves—do we want to develop?

- A zest for living that comes from taking in the world with all five senses alert
- Lively intellectual curiosities that turn the world into an exciting laboratory and keep one ever a learner
- Flexibility when confronted with change and ability to relinquish patterns that no longer fit the present
- The courage to work, unafraid and efficiently, in a world of new needs, new problems, and new ideas
- Gentleness combined with justice in passing judgments on other human beings
- Sensitivity, not only to the external formal rights of the “other fellow,” but to him or her as another human being seeking a good life through his or her own standards
- A striving to live democratically, in and out of schools, as the best way to advance our concept of democracy

Our credo demands ethical standards as well as scientific attitudes. Our work is based on the faith that human beings can improve the society they have created.

Lucy Sprague Mitchell *Founder, Bank Street College of Education*



Shael Polakow-Suransky, President

Dear Current or Prospective Student:

I offer you a warm welcome to Bank Street College of Education. This catalog will provide you with important information about our many programs for those interested in pursuing a graduate degree in education. Whether you are new to the field of education, an established teacher, or considering a career change, Bank Street has much to offer. At Bank Street, you will not only develop the skills necessary to create rich, challenging learning environments, but you will learn to inspire children and guide them towards a lifelong love of learning.

Since its inception nearly a century ago, Bank Street College has focused on understanding and expanding the conditions under which children best learn and develop. By drawing upon the remarkable resources available in our on-site School for Children and Family Center (which serves children from infancy through adolescence), our Head Start Center, and our many partnerships with schools, museums and hospitals—Bank Street faculty and students are able to test and refine the Bank Street framework through deep practice-based learning.

The cornerstone of a Bank Street graduate education is advisement; a process unique to Bank Street in which students in small groups are mentored in their field experiences. In advisement, and in our courses, students connect theory with practice in ways that directly support their development as thinkers and educators. As a graduate of the Bank Street Graduate School I can personally affirm that the Bank Street experience is transformative, practical and specifically attuned to your learning needs.

At Bank Street, we invite you to join with us in creating a better society, one that supports experiential learning, one that engages and supports your development and offers you an opportunity to shape the future through the creation of lifelong learners.

Shael Polakow-Suransky *President, Bank Street College of Education*

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Academic Calendar 2014 – 2015

Please note: The College respects individuals' religious observances. If you are unable to make any class session, including a Friday session, because of religious observance, please notify the course instructor by the first class session so that an alternative means can be identified for fulfilling missed class material and course assignments.

Fall 2014

Monday, September 1	LABOR DAY—COLLEGE CLOSED
Tuesday, September 2 / 4:00–6:00 pm	In-Person Registration for Fall term: 4:00–4:30 pm Matriculated students who missed June registration 4:30–5:30 pm Newly matriculating students starting at Bank Street 5:30–6:00 pm Nonmatriculated students
Wednesday, September 3, 4:30–7:00 pm	All Student Welcome/Orientation—The Barbara Biber Lecture
September 3–4, TBA	Faculty/Student Meetings and Orientations
Monday, September 8	FALL TERM CLASSES BEGIN
September 8–19	Period of Late Registration and Add/Drop for Fall term*
Tuesday, September 16, 5:15–7:30 pm	Open House for prospective graduate students
Monday, September 22	First financial aid distribution date for Fall term
Wednesday, September 24	ROSH HASHANAH BEGINS AT SUNDOWN - NO CLASSES
Thursday, September 25	ROSH HASHANAH - NO CLASSES
Friday, September 26	ROSH HASHANAH ENDS AT SUNDOWN
Friday, October 3	YOM KIPPUR BEGINS AT SUNDOWN
Monday, October 13	COLUMBUS DAY—COLLEGE CLOSED
Monday, October 20, 5:15–7:30 pm	Open House for prospective graduate students
Friday, October 24	Follow Wednesday class schedule
Monday, October 27	Last day for students to file for a grade of withdrawal (WD) for the Fall term
Tuesday, October 28	Second financial aid distribution date for Fall term
Thursday, November 20, 5:15–7:30 pm	Open House for prospective graduate students
November 26–28	THANKSGIVING RECESS—NO CLASSES
December 1–December 16	WEB REGISTRATION PERIOD for Spring 2015 courses
Tuesday, December 9	Last day of Tuesday classes
Monday, December 15	Last day of Monday classes
Tuesday, December 16	Follow Thursday class schedule
Wednesday, December 17	Last day of Wednesday classes
Thursday, December 18	Last day of Thursday classes; FALL TERM CLASSES END

Spring 2015

Tuesday, January 6, 5:15–7:30 pm	Open House for prospective graduate students
Wednesday, January 7, 4:00–6:00 pm	In-Person Registration for Spring term: 4:00–4:30 pm Matriculated students who missed Web registration 4:30–5:30 pm Newly matriculating students starting at Bank Street 5:30–6:00 pm Nonmatriculated students
Monday, January 19	MARTIN LUTHER KING, JR. DAY—COLLEGE CLOSED
Tuesday, January 20	SPRING TERM CLASSES BEGIN
January 20–February 2	Period of Late Registration and Add/Drop for Spring term*
Friday, January 23, 2:00–7:00 pm	Job Search Support Day
Tuesday, January 27, 5:30–7:30 pm	Career Changers Forum
Monday, February 2	Last day to register for an Integrative Master's Project for Spring 2015; Last day to submit Graduation Application to graduate in May, June, July, or August 2015
Tuesday, February 3	First financial aid distribution date for Spring term

Monday, February 9, 5:15–7:30 pm	Open House for prospective graduate students
Friday, February 13	Priority deadline for Admissions
Monday, February 16	PRESIDENTS' DAY COLLEGE CLOSED
Tuesday, February 17	Follow Monday class schedule
Wednesday, February 25, 5:00–7:00 pm	Independent Schools Job Fair
Wednesday, March 4	Last day for students to file for a grade of withdrawal (WD) for the Spring term
Thursday, March 5, 5:00–7:00 pm	Public and Charter Schools Job Fair
Tuesday, March 10	Second financial aid distribution date for Spring term
Monday, April 6–Friday, April 10	SPRING BREAK—NO CLASSES
April 14–April 29	WEB REGISTRATION PERIOD for Summer 1 and Summer 2 2014 courses
Wednesday, April 15	Last day to file the FAFSA form for consideration for financial aid for the 15/16 financial year
Wednesday, April 29	Last day of Wednesday classes
Thursday, April 30	Last day of Thursday classes
Monday, May 4	Last day of Monday classes
Tuesday, May 5	Last day of Tuesday classes; SPRING TERM CLASSES END

Summer 2015

Monday, May 11, 4:00–6:00 pm	In-Person Registration for Summer 1 and Summer 2 terms: 4:00–4:30 pm Matriculated students who missed Web registration 4:30–5:30 pm Newly matriculating students starting at Bank Street 5:30–6:00 pm Nonmatriculated students
Thursday, May 14	Graduation
Wednesday, May 20	SUMMER 1 TERM CLASSES BEGIN
May 20–27	Period of Late Registration and Add/Drop for Summer 1 and Summer 2 terms*
Monday, May 25	MEMORIAL DAY—COLLEGE CLOSED
Thursday, May 28	First financial aid distribution date for Summer 1 term
June 5–23	WEB REGISTRATION PERIOD for Fall 2015 courses
Monday, June 8	Last day for students to file for a grade of withdrawal (WD) for the Summer 1 term
Monday, June 15	Second financial aid distribution date for Summer 1 term
Tuesday, June 23	Last day of Tuesday/Thursday classes
Wednesday, June 24	Last day of Monday/Wednesday classes; WEDNESDAY CLASSES HELD; SUMMER 1 TERM CLASSES END
Friday, June 26	SUMMER 2 TERM CLASSES BEGIN
June 26–July 6	Period of Late Registration and Add/Drop for Summer 2 term only*
Friday, July 3	INDEPENDENCE DAY—COLLEGE CLOSED
Tuesday, July 7	First financial aid distribution date for Summer 2 term
Monday, July 13	Second financial aid distribution date for Summer 2 term
Wednesday, July 15	Last day for students to file for a grade of withdrawal (WD) for the Summer 2 term
Monday, July 27	Last day of Monday classes
Tuesday, July 28	Last day of Monday/Tuesday and Tuesday classes
Wednesday, July 29	Last day of Monday/Wednesday and Wednesday classes
Thursday, July 30	Last day of Tuesday/Thursday, Thursday, and Monday–Thursday classes
Friday, July 31	Last day Monday–Friday, Tuesday/Friday, and Wednesday/Friday classes; SUMMER 2 TERM CLASSES END

* During this period the \$25 Late Registration fee or a \$15 Add/Drop fee will be charged. In order to receive a 100% tuition refund, students must drop a class before the second time it meets. See page 110 for full refund policy and late registration procedures. Students may register for classes up until but not after the second class session.

Bank Street College Graduate School of Education

Bank Street College is a small, vibrant institution organized into two main programmatic divisions: the Graduate School of Education and Children's Programs. The institution shares a common sense of purpose:

Mission Statement

The mission of Bank Street College is to improve the education of children and their teachers by applying to the educational process all available knowledge about learning and growth and by connecting teaching and learning meaningfully to the outside world. In so doing, we seek to strengthen not only individuals, but the community as well, including family, school, and the larger society in which adults and children, in all their diversity, interact and learn. We see in education the opportunity to build a better society.



Virginia Roach, Dean of the Graduate School

The Bank Street Approach

Bank Street's creative approach to teaching and learning recognizes that children learn best when they are actively engaged with materials, ideas, and people. Using this approach, Bank Street teachers encourage children to be curious, love learning, be respectful and tolerant of human differences, engage with the world around them, and prepare to lead lives of consequence.

Referred to as either the "Bank Street approach" or the "developmental-interaction approach," our educational philosophy begins with sound developmental principles and learning through experience. It sees the teacher as one who facilitates learning, develops clear educational objectives, and encourages learning through discovery and thoughtful engagement.

We strive to foster children's development in the broadest sense by providing diverse opportunities for physical, social, emotional, and cognitive growth. We respect children as

active learners, experimenters, explorers, and artists. We understand that children do not all learn at the same rate or in the same way. We also understand that learning is social, and that children learn in interaction with their environment. Finally, we believe that the Bank Street approach leads to a lifetime of learning.

Through its innovative programs, unique philosophy, and commitment to quality education for all, Bank Street continues to influence thousands of children, youth, parents, and educators throughout the United States and abroad.

Bank Street Connections

Children's Programs includes the School for Children—a highly respected, innovative independent school for children aged three to fourteen—and the Family Center for infants and toddlers. Many graduate students work alongside the School's and the Center's excellent faculty as student teachers and assistant teachers. Several of the School for Children faculty teach courses in the Graduate School. This interaction between divisions allows students to participate in the educational process that they learn about in their courses.

The Office of Innovation, Policy and Research (IPR) supports Bank Street's mission by offering innovative *direct service* programs to children and young families at its Head Start Center in the East Village, and the Family Center and Liberty LEADs at West 112th Street. Bank Street continues its long-standing leadership in Head Start with *grants and contracts* to the National Center for Cultural and Linguistic Responsiveness as well as hosting the Annual Research Conference. Bank Street provides *national training and development* materials for all VISTA volunteers. Research and demonstration grants in partnership with MDRC and the Robin Hood Foundation are underway in math education ("Making Pre-K Count") and a new program using kindergarten math clubs. In cooperation with the Commonwealth of Massachusetts, we are exploring a new method for the authentic assessment of principals. IPR also oversees the Library, including the Center for Children's Literature, the Weisman Center, and the Occasional Papers series.

The Graduate School provides outreach and professional development to schools, districts, and other agencies. These professional development efforts link the College to communities on both local and national levels through

“When researching graduate schools, Bank Street always stood out for me as a place where the purpose was to better understand how to educate children, not just get a degree and get out.”

Tova, Teaching Literacy and Childhood General Education

direct service programs, staff development, courses for professionals, research, advocacy, and technical assistance to other agencies and national groups launching pilot projects. The office of Continuing Professional Studies offers the College's continuing education courses. These graduate-level short-format courses are available either with or without credit for teachers, administrators, and others who work with children and youth.

Graduate Study at Bank Street

Bank Street College has a historical and philosophical commitment to encourage diversity in our student body, staff, and programs. As a matter of policy and as required by law, we do not discriminate in admissions decisions or in any educational program or activities on the basis of color, creed, ethnicity, disability, gender, age, marital status, or sexual preference.

For nearly a century, Bank Street College of Education has been a leader in learner-centered education, as exemplified in our Graduate School and in our Children's Programs. The Graduate School provides outstanding master's degree programs that blend theory with practice through close integration of academic study and field-based experiences. These programs prepare adults for professional work in schools, museums, hospitals, community organizations, and/or public service.

Our master's degree programs closely coordinate academic work with field-based practice, preparing students for various roles as educators and leaders in schools. In addition, Bank Street prepares educators for centers of learning that include museums, child life centers in hospitals, and other community organizations. We offer many special opportunities for our graduate students, including teach abroad/study abroad options, transformative progressive pedagogy in online learning, and a range of experiential workshops that provide students with settings to engage with experts, practitioners, and other educators (page 124).

Some graduate students come to Bank Street having just finished undergraduate study, some have worked as teachers for several years, some are moving from teaching to leadership, and some are making a career change into the teaching profession. In 2013–2014, nearly 1,000 graduate students were enrolled; 27% of the students were African American, Hispanic, Asian, or Native American. The faculty of the Graduate School are scholars and practitioners, researchers, and teachers. Their work with Bank Street graduate students is their first concern.

Graduate students enroll each term at Bank Street either as matriculated students, which means that they have applied to and been accepted into a degree-granting program, or as nonmatriculated students, taking courses in the Graduate School of Education but not enrolled in a degree program. Individuals with bachelor's degrees are welcome to come and take courses as nonmatriculated students.

Degree programs lead to the Master of Science (M.S.), Master of Science in Education (M.S.Ed.), or the advanced Master of Education (Ed.M.).

All programs are registered with the New York State Department of Education, and most lead to New York State certification. Please refer to the section on New York State certification (page 119) and to the detailed program descriptions for additional certification information and prerequisites. At times minor revisions in programs may be pending New York State Department of Education approval. These are denoted in the program descriptions.

Accreditations and Affiliations

The Graduate School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) for meeting or exceeding national standards of quality for teacher and leadership preparation. As part of NCATE accreditation, individual programs leading to certification are accredited by the respective national specialized professional accreditation agencies (SPAs): Association for Childhood Education International (ACEI), Council for Exceptional Children (CEC), Educational Leadership Constituent Council (ELCC), International Reading Association (IRA), and National Association for the Education of Young Children (NAEYC).

The Graduate School is also accredited by the Regents Accreditation of Teacher Education (RATE) of New York and the Middle States Commission of Higher Education and holds memberships in the Association of Independent Colleges and Universities of the State of New York, the Council of Higher Educational Institutions in New York City, the American Association of Colleges for Teacher Education, and the American Council on Education. The College is chartered by the Board of Regents of the State of New York.

“What stood out to me about my program was the fact that students are able to tailor their course of study according to their particular interests. I also appreciated that faculty were attentive and supportive of my professional and academic goals. Not only did I make life-long friends during my time at Bank Street, the school also made me a more conscientious and dedicated teacher of young children.”

Rita, Early Childhood Special Education

Academic Programs



Academic Programs

All graduate programs include three components: course work; supervised fieldwork/ advisement; and a culminating integrative project. There are four academic terms: Fall, Spring, Summer 1, and Summer 2.

Course Work

Courses provide students with the opportunity to engage in readings, discussions, and experiences that address enduring and current aspects of education. The course work in all programs emphasizes human development and its variations; the historical, philosophical, and social foundations of education; and curriculum and inquiry. Through a variety of intellectual and experiential means, students acquire understanding of the role of education in promoting appreciation of human diversity. Course instructors challenge students through assignments, problem-solving tasks, and models of active learning.

Graduate courses are generally held during weekday evenings (Monday through Thursday) once a week. In the Summer 1 term, courses are generally held twice a week in the evening. In the Summer 2 term, courses are offered during the day as well as twice a week in the evening. Courses designed for the Museum Education, Museum Leadership, and summer-residency master's programs follow a different timetable. The course schedule, which is available online, provides the schedule details for each term.

Supervised Fieldwork/Advisement

One component of a Bank Street education, unique to this College, is supervised fieldwork/advisement (SFWA), a multifaceted process that enables students to integrate the study of theory with practice. This includes work as a student teacher, an assistant teacher, a head teacher, an educational leader, a museum intern, or a child life intern.

During the period of supervised fieldwork/advisement, in most programs, the advisor visits the student in fieldwork settings for half-days at least once a month. If the student is a student teacher or assistant teacher, advisors also work closely with the cooperating classroom teacher. The advisor and student also meet twice monthly for in-depth consultations.

In addition to meeting with each student individually, the advisor meets with his or her small group of advisees as a whole weekly. This "conference group" provides a setting in which students collaborate with fellow learners as they explore the challenging issues that face them as educators in their field placements. Throughout this crucial time of supervision, an advisor supports and encourages each student to develop his or her professional capacity. Through individual and group meetings, students learn more about their practice while being supported by others, and they gain perspective and reflective insight into their own practice as teachers or leaders. They learn to apply material from course work to their practice and

to reflect on this process. Students are expected to participate as responsible professionals in all facets of supervised fieldwork/advisement.

Some programs, including most Educational Leadership programs and some Special Education programs, have a different structure for supervised fieldwork/advisement. See individual program listings for the description of their respective supervised fieldwork/advisement structures.

Supervised Fieldwork/Advisement Options for Students in General, Special, and/or Dual Language/Bilingual Programs

Graduate students in general education, special and general education, or dual language/bilingual education programs may choose to do supervised fieldwork/advisement as student teachers, assistant teachers, or head teachers. In addition to the supervised fieldwork/advisement semester(s), many programs leading to state certification require additional supervised experiences during the summer terms or during the school year. See individual program descriptions for details. An explanation of the differences among the fieldwork options follows.

Student Teachers

Student teachers are typically placed in two to four different public and independent school sites over the course of the supervised fieldwork/advisement year. Students, advisors, and the program director discuss placements, and decisions are made based on the availability of placements, with consideration for the student's professional needs and interests. Typically, the student-teaching schedule requires three full days per week (unpaid); however, in some rare cases other scheduling arrangements equivalent to three full days are made.

Assistant Teachers

Assistant teachers are typically employed by a school five days a week. This site must be approved by the Bank Street program director as a supervised fieldwork setting appropriate to the student's program. Since the assistant teacher's own classroom is the training site during supervised fieldwork, and the faculty advisor will be making regular visits, the school principal/director must approve of the assistant teacher's participation in the program. The principal/director also needs to be aware that the assistant teacher's instructional approaches and curriculum in the class may change as the result of the advisement process. The supervised fieldwork/advisement process entails collaboration among the graduate faculty advisor, assistant teacher, and head teacher. During the fieldwork/advisement year or over the following summer, assistant teachers in General Education programs expand their supervised experiences to include other age groups and diverse student populations and school environments by taking EDUC 991, a one-credit course. Students are responsible for obtaining an assistant teaching position on their own.

Head Teachers

Individuals who are head teachers in public or independent schools may be supervised in their own classrooms upon the Graduate School's approval of the school site or center. Since the teacher's own classroom is the training site during supervised fieldwork, and the faculty advisor will be making regular visits, the school principal/director must approve of the teacher's participation in the program. The principal/director also needs to be aware that the teacher's instructional approaches and curriculum in the class may change as the result of the advisement process. The faculty advisor and the program director communicate with the school administration as appropriate. Where necessary, head teachers in General Education programs expand their supervised experiences to include other age groups and diverse student populations and school environments by taking EDUC 991, a one-credit course, over the following summer.

Integrative Master's Project

Bank Street degree programs require students to complete an Integrative Master's Project (IMP). As the culminating component of the degree, the IMP is expected to be a significant, academically rigorous body of work that integrates many facets of the student's experiences in the field and at Bank Street. This work will showcase how students apply theoretical knowledge to their current and future work as educators and educational leaders. Students are encouraged to discuss their IMP choices with their advisors early in their studies at Bank Street. A full description of each IMP option is in *A Guide to the Integrative Master's Project*, available in the Registrar's Office, the Graduate Suite, and the Library. A pdf version can be accessed on www.bankstreet.edu.

Students in all the General Teacher Education programs and Special and Dual Language/Bilingual Teacher Education programs, the Child Life program, the Studies in Education program, and some Educational Leadership programs choose one of the options described briefly below.

Independent Study: This is a student-initiated project or formal study guided by a faculty mentor. The schedule for this option varies, but students generally work on it over two semesters. A Commence Form signed by a student's advisor or program director and faculty mentor is required for registration, which can occur during the registration period for any term.

Portfolio: Students write reflective essays on artifacts (documents, student papers, videos, objects, etc.) from their professional and academic experiences, organize and present those artifacts thematically, and frame them with introductory and concluding essays. Individual mentoring and monthly small peer-group meetings take place at Bank Street throughout the year. Students present their portfolios to faculty, peers, and families the evening before graduation. (The application for this option is due by the preceding June 30th.)

Mentored Directed Essay: Students who register for this option will be assigned a mentor by program faculty and will meet with their mentor in person or via phone/email four times during the semester. The completed essay will be read by the mentor. Directed Essay questions for each program are posted online. Available Fall, Spring, and combined Summer 1 and 2 semesters. Students register online or in person during the registration period for each semester.

Site-Based Inquiry and Collaborative Student-Faculty Inquiry: In both options, a faculty mentor will work with a group of 4–6 students, meeting four times during a semester to define and carry out a small-scale site-based research study. Students electing to do a Site-Based Inquiry will define the focus of their individual inquiry. For the Collaborative Student-Faculty Inquiry, the faculty mentor chooses the group topic within which students identify a specific area of focus. Students present their projects in January (Fall semester) or before graduation (Spring semester). Faculty mentors and meeting schedules for the two inquiry options as well as specific topics for the Collaborative Student-Faculty Inquiry will be posted before registration begins each semester. Available Fall and Spring semesters only.

For students in selected Educational Leadership programs, the Leadership Professional Seminar or a program-specific portfolio is the culminating activity. Because of culminating work at Hunter, students in the Infancy Dual Degree program with Hunter College School of Social Work are exempt from the Integrative Master's Project requirement.

Credit Hour Assignment Policy

Bank Street Graduate School of Education credit hour calculations for degree and certificate programs follow NYSED guidelines, which are based on the U.S. Department of Education's definition of credit hour. Please view the Credit Hour Assignment Policy on the course schedule webpage for more information.

Infant and Family Development and Early Intervention Programs

Overview

The Infant and Family Development and Early Intervention programs are designed for individuals who plan to work with infants, toddlers, caregivers, and families. The programs emphasize human growth and development from the prenatal period through the third year of life as well as adult development during the parenting phase of life. There is a special focus on the family life of very young children.

Students interested in learning more about working with infants, toddlers, and caregivers may choose from four programs: a dual certification program in early childhood special and general education (birth through grade 2), a single certification program in early childhood special education (for individuals with initial certification), a dual degree program with Hunter College School of Social Work, and a noncertification program.

All students in the Infant and Family Development and Early Intervention programs share common course work and focus directly on understanding the developmental needs of typically and atypically developing children, assessing infants and toddlers, and working with families. Graduate students study the cycle of observation, assessment, and instructional planning. Our interdisciplinary approach and developmental-interaction philosophy provide a framework

for supporting the growth and development of the young child in the context of family and community.

Supervised Fieldwork/ Advisement

During one academic year while students take courses, they gain teaching experience and intensive advisory support through supervised fieldwork/ advisement, focusing on work with typical and atypical infants and toddlers and their families. If a student is not currently working in an approved setting with infants and toddlers, the faculty will help him or her secure placements in appropriate settings. Head teachers and assistant teachers who have ongoing relationships with children less than three years of age may use their work setting as their primary site for college-supervised fieldwork. Students will need additional college-supervised field experiences if their work site does not include both children with special needs and those with typical development. There is also a short placement with school-age children within the early childhood certification range. See page 12 for a full description of supervised fieldwork/ advisement.

Integrative Master's Project

Graduates of all programs (except the Dual Degree program with Hunter College School of Social Work) must complete an Integrative Master's Project. See overview on page 13. A full description of each IMP option is in A Guide to the Integrative Master's Project, available in the Registrar's Office, the Graduate Suite, and the Library. A pdf version can be accessed on www.bankstreet.edu.

“Bank St. allows freedom for a teacher to think outside of the box but also emphasizes the need to always strive to learn and to have a foundation in sound research in all that you teach.”

Julie, Early Childhood Special Education

Infant and Family Development and Early Intervention (noncertification)

Marjorie Brickley, Interim Co-Director: 212-875-4721;
 mbrickley@bankstreet.edu
 Alanna Navitski, Interim Co-Director: 212-875-4752;
 anavitski@bankstreet.edu

41 Credits

Master of Science in Education (M.S.Ed.)

This program is designed for working and prospective teachers who do not seek certification in early childhood education but who want to understand the typical and atypical development of infants and toddlers.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must have experience with infants and toddlers.

Certification

This program does not lead to certification.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 519	Educating Infants and Toddlers: Environments	3
EDUC 520	Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	3
EDUC 613	Understanding and Working with Families of Infants and Toddlers	2
EDUC 801	The World of the Infant: The First Year of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 802	The World of Toddlers and Twos: The Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 891	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	3
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues about the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	2
	Elective credits as needed to complete the requirements of the program	1
EDUC 954	Infant and Family Development and Early Intervention Supervised Fieldwork/Student Teaching/Advisement	12
	Integrative Master's Project	0
TOTAL CREDITS		41

“Bank Street is a wonderful place to learn and grow. They truly exemplify the way that we should treat children and teach children in the way that they teach and treat us.”

Katie, Infant & Family Development & Early Intervention

Infant and Family Development and Early Intervention/ Early Childhood Special and General Education Dual Certification

Marjorie Brickley, Interim Co-Director: 212-875-4721;
mbrickley@bankstreet.edu

Alanna Navitski, Interim Co-Director: 212-875-4752;
anavitski@bankstreet.edu

54 Credits

Master of Science in Education (M.S.Ed.)

This program is for those interested in working with infants and toddlers and who wish to work as early interventionists. This curriculum-rich program provides insights and knowledge about the physical, social, emotional, and intellectual needs of young children. Students learn about the particular characteristics of very young children and also learn how to assess and provide for the needs of children who develop atypically, including those with specific disabilities.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must have experience with very young children.

Certification

Graduates are eligible for initial and professional New York State certification in Early Childhood General Education and in Early Childhood Special Education (birth through grade 2). Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 519	Educating Infants and Toddlers: Environments	3
or EDUC 520	Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	3
EDUC 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535	Science for Teachers (Grades N – 6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 613	Understanding and Working with Families of Infants and Toddlers	2
EDUC 801	The World of the Infant: the First Year of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 802	The World of Toddlers and Twos: The Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 891	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	3
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues about the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	2
EDUC 954	Infant and Family Development and Early Intervention Supervised Fieldwork/Student Teaching/Advisement	12
	Integrative Master's Project	0
TOTAL CREDITS		54

Infant and Family Development and Early Intervention/Early Childhood Special Education

Marjorie Brickley, Interim Co-Director: 212-875-4721;
 mbrickley@bankstreet.edu
 Alanna Navitski, Interim Co-Director: 212-875-4752;
 anavitski@bankstreet.edu

36 Credits

Master of Science in Education (M.S.Ed.) or Master of Education (Ed.M.)

This program is designed for individuals who currently hold initial New York State certification in general education at the early childhood level. The program provides early childhood educators with the broad preparation they need to work with infants, toddlers, and their families. For those students with a prior master's degree in education, this program leads to the Master of Education (Ed.M.) degree.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must have valid New York State initial certification in Early Childhood General Education.

Certification

Graduates will be qualified for New York State initial certification in Early Childhood Special Education (birth through grade 2), leading to professional certification after completion of all New York State requirements. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.*

EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 519	Educating Infant and Toddlers: Environments	3
EDUC 520	Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	3
EDUC 613	Understanding and Working with Families of Infants and Toddlers	2
EDUC 801	The World of the Infant: The First Year of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 802	The World of Toddlers and Twos: the Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 891	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	3
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues about the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	2
	Elective credits as needed to complete the requirements of the program	2
EDUC 953	Infant and Family Development and Early Intervention/Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
	Integrative Master's Project	0
	TOTAL CREDITS	36

Infant and Family Development and Early Intervention/ Dual Degree with Hunter College School of Social Work

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mbrickley@bankstreet.edu

Alanna Navitski, Interim Co-Director: 212-875-4752
anavitski@bankstreet.edu,

34 Credits

Master of Science in Education (M.S.Ed.)

This program is designed for those who wish to prepare for careers working with infants and parents and their families and who hope to combine their interest in child development and education with their interest in social work. Students in this unique program earn two degrees, a Master of Science in Education (M.S.Ed.) and a Master of Social Work (M.S.W.). The program has additional course requirements for the

social work degree from Hunter College School of Social Work. Students in the program must complete all the requirements of both institutions in order to be awarded the Bank Street College master's degree.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must have experience with infants and toddlers. Applicants must apply and be admitted to each degree program at both Bank Street and Hunter College.

Certification

This program does not lead to teaching certification.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.*

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 519	Educating Infants and Toddlers: Environments	3
or EDUC 520	Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	3
EDUC 613	Understanding and Working with Families of Infants and Toddlers	2
EDUC 801	The World of the Infant: The First Year of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 802	The World of Toddlers and Twos: The Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
EDUC 891	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	3
EDUC 954	Infant and Family Development Supervised Fieldwork/Student Teaching/Advisement	12
TOTAL CREDITS		34

“The Bank Street atmosphere provides an innovative and comfortable learning environment that is unique for the graduate experience. Each day I find that I learn an exceptional amount from my instructors and peers. Bank Street caters to each individual learner as you are encouraged to participate in the diverse world of learning and instruction.”

Allison, Childhood Special and General Education

Early Childhood and Childhood Education Programs

Overview

Individuals interested in working with children at the early childhood level (birth through grade 2) or at the childhood level (grades 1 through 6) have several master's degree options to choose from. Each of the programs listed in the following section will lead to New York State certification as a classroom teacher.

Program Options

Each of the following programs is outlined in the following section of the catalog. Graduate students may choose:

- Early Childhood General Education
- Childhood General Education
- Early Childhood and Childhood General Education Dual Certification
- Early Childhood or Childhood Special Education [for those who already hold General Education certification]
- Early Childhood or Childhood Special and General Education Dual Certification
- Early Childhood or Childhood Special and General Education Dual Certification/Dual Degree with Columbia University School of Social Work (CUSSW)
- Early Childhood or Childhood Special Education/Dual Degree with CUSSW [for those who already hold General Education certification]

General Education Program Options

In the General Education programs, graduate students lay the foundation for their work as early childhood and/or elementary school teachers. They become well-grounded in understanding child development and its variations. They learn to observe children in new ways and to engage and educate children in active learning.

Graduate students in the Early Childhood (birth through grade 2) program(s) find that learning often comes in the form of play, social interaction, and sensory experiences, as well as through engagement in the worlds of literacy, literature, mathematics, and science.

Students in the Childhood (grades 1 through 6) program(s) help children expand their understanding of the world and develop a sense of themselves as individuals who can learn and communicate that learning in rich and productive ways.

Any student who plans to complete supervised fieldwork/ advisement as a student teacher may opt for certification across both age ranges through the Early Childhood and Childhood General Education (birth through grade 6) Dual Certification Program.

All students in the General Education programs learn both to develop age-appropriate curricula that encourage children to explore the full range of subject areas (literacy, literature, mathematics, science, social studies, and the arts) and to nurture children's curiosity through experiential learning.

Supervised Fieldwork/Advisement

In most programs, students are required to complete one academic year of supervised fieldwork/ advisement. If the student is not currently working as a teacher, he or she will student teach with placements at various age levels within the certification range. Head teachers and assistant teachers who work with a grade in the age range may use their own classrooms as their primary site for college-supervised teaching, but they will need additional college-supervised field experiences with children of diverse populations and other ages within the certification range. This requirement is met, for example, through EDUC 991, which provides approved afterschool or summer school experiences. See page 12 for a full description of Supervised Fieldwork/Advisement.

Integrative Master's Project

Graduates of all programs must complete an Integrative-Master's Project (IMP). See overview on page 13. A full description of each IMP option is in *A Guide to the Integrative Master's Project*, available in the Registrar's Office, the Graduate Suite, and the Library. A pdf version can be accessed on www.bankstreet.edu.

Early Childhood General Education

Stan Chu, Director: 212-875-4499; schu@bankstreet.edu
(for prospective head or assistant teachers)

Michele Morales, Director: 212-875-4588; mmorales@bankstreet.edu
(for those who will be student teachers)

45 Credits

Master of Science in Education (M.S.Ed.)

This program sequence is for those teachers and prospective teachers who wish to work with young children, focusing on preschool through second grade. Students learn a developmental-interaction approach to early childhood education that enables them to support the growth, development, and learning of the whole child.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

Certification

Graduates are eligible for both initial and professional New York State certification in Early Childhood General Education (birth through grade 2). Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.*

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535	Science for Teachers (Grades N – 6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 510	Curriculum in Early Childhood Education (Grades N–3)	3
or EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
	Elective credits as needed to complete the requirements of the program	1 – 3
EDUC 955	Early Childhood Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
or EDUC 991	Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers [with some exceptions])	1
	Integrative Master's Project	0
TOTAL CREDITS		45

Early Childhood and Childhood General Education Dual Certification

Michele Morales, Director: 212-875-4588; mmorales@bankstreet.edu
46 Credits
Master of Science in Education (M.S.Ed.)

This program sequence is for those prospective teachers who seek preparation to work with children from preschool through grade 6. Note that this program is restricted to student teachers, since dual certification students need to gain classroom experience across a broad range of grade levels.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.*

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535	Science for Teachers (Grades N – 6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
Choose one of the following reading and literacy pairs:		
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
and EDUC 867	The Teacher’s Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6) [Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor]	1
OR		
EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
and TEED546N	The Power of Connection in the Reading/Writing Curriculum	1
Choose one of the following language and literature pairs:		
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
and EDUC 865	Children’s Literature for Grades 3–6 [Prerequisite: EDUC 564 or permission of instructor]	1
OR		
EDUC 565	Children’s Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
and EDUC 864	Emergent Literacy and Selecting Literature for Young Children [Prerequisite: EDUC 565]	1
OR		
EDUC 565	Children’s Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
and TEED 505N	Selecting and Evaluating Recently Published Children’s Books (PreK – 4)	1
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
Choose one of the following curriculum pairs:		
EDUC 510	Curriculum in Early Childhood Education (Grades N – 3)	3
and EDUC 866	A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	1
OR		
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences and for Children of Diverse Backgrounds and Abilities	3
and EDUC 866	A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	1
OR		

(continued on page 22)

Early Childhood and Childhood General Education Dual Certification (continued)

Choose one of the following curriculum pairs: *(continued from page 21)*

EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
and EDUC 606	Blockbuilding and Dramatic Play as an Integral Part of the Early Childhood Curriculum	1
OR		
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
and EDUC 606	Blockbuilding and Dramatic Play as an Integral Part of the Early Childhood Curriculum	1
OR		
EDUC 517	Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)	3
and EDUC 606	Blockbuilding and Dramatic Play as an Integral Part of the Early Childhood Curriculum	1
EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
	Elective credits as needed to complete the requirements of the program	0 –1
EDUC 958	Early Childhood and Childhood General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
	Integrative Master’s Project	0
TOTAL CREDITS		46

Childhood General Education

Stan Chu, Director: 212-875-4499; schu@bankstreet.edu
(for prospective head or assistant teachers)

Michele Morales, Director: 212-875-4588; mmorales@bankstreet.edu
(for those who will be student teachers)

45 Credits

Master of Science in Education (M.S.Ed.)

This program sequence is for those teachers and prospective teachers who wish to work with children in elementary schools, grades 1 through 6.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

Certification

Graduates are eligible for both initial and professional New York State certification in Childhood General Education (grades 1 through 6). Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535	Science for Teachers (Grades N – 6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
Choose one of the following reading/literacy and language/literature pairs:		
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
and EDUC 565	Children’s Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
OR		
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
and EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
Choose one of the following curriculum pairs:		
EDUC 510	Curriculum in Early Childhood Education (Grades N – 3)	3
and EDUC 866	A Developmental-Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	1
OR		
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
and EDUC 866	A Developmental-Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	1
OR		
EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
and EDUC 606	Block Building and Dramatic Play as an Integral Part of the Early Childhood Curriculum	1
OR		
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
and EDUC 606	Block Building and Dramatic Play as an Integral Part of the Early Childhood Curriculum	1
OR		
EDUC 517	Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)	3
and EDUC 606	Block Building and Dramatic Play as an Integral Part of the Early Childhood Curriculum	1
EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
	Elective credits as needed to complete the requirements of the program	0 – 2
EDUC 956	Childhood General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
or EDUC 991	Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers [with some exceptions])	1
	Integrative Master’s Project	0
TOTAL CREDITS		45

Early Childhood and Childhood Special Education Programs

(including Dual Certification Programs in Special and General Education)

Overview

The Graduate School offers a wide range of programs leading to certification in special education. Whether a student hopes to be especially well prepared as an early childhood (birth through grade 2) or elementary (grades 1 through 6) classroom teacher who can recognize and meet the needs of all children or wishes to work with very young children and their families in early intervention settings or as a Special Education Itinerant Teacher (SEIT), a program is available that matches his or her interests.

The Bank Street approach to special education is based on the premise that children and youth with disabilities have the same needs as all students: joy and excitement in learning, rich curricula, opportunities for individual and cooperative learning, and a supportive school environment. Graduate students learn to meet the needs of diverse learners by building on children's strengths and interests while addressing their areas of weakness. Informing every aspect of the special education programs is the belief that the goals for all children—including those with disabilities—are to maximize independence and self-determination.

In New York State, special education teachers need to have certification in both general education and special education. Therefore, individuals who wish to pursue graduate programs in special education who are not currently certified in general education will need to apply to one of the dual certification programs described below.

Special Education and General Education Dual Certification Programs

Applicants new to teacher preparation who are seeking dual certification in special education and general education will need to demonstrate an academic background with depth and breadth in the liberal arts and sciences. The programs are available at the early childhood (birth through grade 2) and childhood (grades 1 through 6) age levels. (A description of a dual certification program in Infant and Family Development and Early Intervention can be found on page 16.) Graduates will be eligible for certification that will allow them to teach in self-contained special education classrooms, general education classrooms, and inclusion classrooms.

Special Education

Those individuals who already possess a valid initial

certification in Early Childhood and/or Childhood General Education may apply to one of our Special Education (only) master's degree programs. Applicants who earned their certification in general education as undergraduates will receive the Master of Science in Education degree (M.S.Ed.). Those who earned their prior certification through a master's degree program will receive the advanced Master of Education (Ed.M.) degree.

Dual Degree Programs in Education and Social Work

Individuals seeking careers in education who feel the need to know how to support the child within the context of the family might consider earning dual degrees in education and social work from Bank Street College and Columbia University School of Social Work, respectively.

The knowledge and clinical and educational skills acquired across disciplines prepare students to work with children and their families in transdisciplinary teams in a variety of settings. Candidates in dual degree programs must complete all the requirements of both institutions in order to be awarded the Bank Street College master's degree.

The programs that lead to dual certification in special and general education, or to certification in special education (for those who already possess general education certification), as well as to dual degrees from Bank Street and from Columbia University School of Social Work, are described beginning on page 29.

Supervised Fieldwork/Advisement

Students in all dual certification programs are required to complete one year of supervised fieldwork/ advisement. Students in Special Education (only) programs are required to complete one semester of supervised fieldwork/ advisement. If the student is not currently working as a teacher, he or she will be a student teacher with placements at various age levels within the certification range. Head teachers and assistant teachers who stay with a particular grade in the age range may use their own classrooms as their primary site for college-supervised teaching, but they will need additional college-supervised field experiences with children of diverse populations and other ages within the certification range. This requirement will be met through approved summer school experiences. See page 12 for a full description of supervised fieldwork/ advisement.

Integrative Master's Project

Graduates of all programs must complete an Integrative Master's Project (IMP). See overview on page 13. A full description of each IMP option is in *A Guide to the Integrative Master's Project*, available in the Registrar's Office, the Graduate Suite, and the Library. A pdf version can be accessed on www.bankstreet.edu.

Early Childhood Special and General Education Dual Certification

Sue Carbery, Director: 212-875-4509; scarbery@bankstreet.edu

54 Credits

Master of Science in Education (M.S.Ed.)

This sequence is for teachers and prospective teachers wishing to work with typically and atypically developing children (birth through grade 2). By studying the cycle of observation, assessment, and instructional planning, students will be able to help young children realize their functional and educational potential. Bank Street's interdisciplinary approach and developmental-interaction philosophy of early childhood education will enable students to support the growth, development, and learning of the whole child in the context of family and community.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

Certification

Graduates are eligible for initial and professional New York State certification in Early Childhood General Education and Early Childhood Special Education (birth through grade 2). Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harrassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.*

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535*	Science for Teachers (Grades N – 6)	2
or EDUC 551*	Science Inquiry for Children in the Natural Environment	3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 629	Education of Children with Autism Spectrum Disorders: Assessment and Educational Intervention	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 823	Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]	1
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 880	Insights from Occupational Therapy: Understanding Children's Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisite: EDUC 892 or EDUC 894]	2
EDUC 894	Early Childhood Practicum I: Observing a Child Through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues about the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	2
	Elective credits as needed to complete the requirements of the program	0 – 3
EDUC 963	Early Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
or EDUC 992	Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Head and Assistant Teachers	3
	Integrative Master's Project	0
	TOTAL CREDITS	54

* Because head and assistant teachers are required to take EDUC 992, they are advised to select EDUC 535 in order to remain within the 54-credit requirement.

Childhood Special and General Education Dual Certification

Diane Newman, Director: 212-875-4547; dnewman@bankstreet.edu

52 Credits

Master of Science in Education (M.S.Ed.)

This program sequence is for those teachers and prospective teachers who wish to work with children from grades 1 through 6 in general, inclusion, or special education settings. This program provides an understanding of a broad range of learning styles so that students can identify and nurture each child's learning style and build home/school connections.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

Certification

Graduates are eligible for both initial and professional New York State certification in Childhood General Education and in Childhood Special Education (grades 1 through 6). Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.

EDUC 500	Child Development	3
or EDUC 800	Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535	Science for Teachers (Grades N – 6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
or EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and Up)	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Issues [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]	3
EDUC 863	Collaboration and Differentiation in the Instruction of Students with Learning Problems [Prerequisites: EDUC 803; EDUC 563 or EDUC 568 or EDUC 540 or EDUC 542]	3
or EDUC 873	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803; EDUC 860; Supervised Fieldwork/Student Teaching/Advisement]	3
	Elective credits as needed to complete the requirements of the program	0 – 1
EDUC 964	Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12
	Integrative Master's Project	0
TOTAL CREDITS		52

Early Childhood Special Education

Sue Carbary, Director: 212-875-4509; scarbary@bankstreet.edu

36 Credits

**Master of Science in Education (M.S.Ed.) or
Master of Education (Ed.M.)**

This program in Early Childhood Special Education is designed for individuals who currently hold initial New York State certification in general education at the early childhood level. This master's program sequence meets the needs of those teachers who wish to work with young children with developmental and learning disabilities, preschool through grade 2, and with their families. For those students with a prior master's degree in education, this program leads to the Master of Education (Ed.M.) degree.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must have New York State Initial certification in Early Childhood General Education.

Certification

Graduates are eligible for New York State initial certification in Early Childhood Special Education, birth through grade 2, leading to professional certification after completing all New York State requirements. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.*

EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
EDUC 603	Assistive Technology in the Early Childhood Classroom: Developing Visual Tools and Strategies, the Boardmaker™ Example	1
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 629	Education of Children with Autism Spectrum Disorders: Assessment and Educational Intervention	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 823	Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]	1
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisites: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 880	Insights from Occupational Therapy: Understanding Children's Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisite: EDUC 892 or EDUC 894]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues about the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	2
	Elective credits as needed to complete the requirements of the program. (The variation in elective credits is due to fieldwork requirements for those who teach in general education settings.)	3 – 6
EDUC 970	Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
EDUC 990 or EDUC 992	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers) Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Head and Assistant Teachers	0 3
	Integrative Master's Project	0
TOTAL CREDITS		36

Childhood Special Education

Diane Newman, Director: 212-875-4547; dnewman@bankstreet.edu

36 Credits

**Master of Science in Education (M.S.Ed.) or
Master of Education (Ed.M.)**

This program in Childhood Special Education is designed for individuals who currently hold initial New York State certification in general education at the childhood level. This master's program prepares those teachers who wish to work with children in grades 1 through 6 who have special needs. For those students with a prior master's degree in education, this program leads to the Master of Education (Ed.M.) degree.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must have New York State Initial certification in Childhood General Education.

Certification

Graduates are eligible for New York State initial certification in Childhood Special Education, grades 1 through 6, leading to professional certification after completing all New York State requirements. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.*

EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
EDUC 576	Writing in the Elementary Grades	2
or EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
or SPED585N	The Essential Orton-Gillingham	2
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (K and Up)	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of the instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Issues [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]	3
EDUC 863	Collaboration and Differentiation in the Instruction of Students with Learning Problems [Prerequisites: EDUC 803; EDUC 563 or EDUC 568 or EDUC 540 or EDUC 542]	3
or EDUC 873	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803; EDUC 860; Supervised Fieldwork/Student Teaching/Advisement]	3
	Elective credits as needed to complete the requirements of the program	2
EDUC 971	Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
	Integrative Master's Project	0
TOTAL CREDITS		36

Early Childhood Special and General Education Dual Certification/ Dual Degree with Columbia University School of Social Work

Sue Carbary, Director: 212-875-4509; scarbary@bankstreet.edu

48 credits

Master of Science in Education (M.S.Ed.)

Students in this unique program earn two degrees, a Master of Science in Education (M.S.Ed.) and a Master of Social Work (M.S.W.). The Columbia University portion of the dual degree program is at least 48 credits.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences. Appli-

cants must apply and be admitted to each degree program at both Bank Street and Columbia University.

Certification

Graduates are eligible for both initial and professional New York State certification in Early Childhood General Education and in Early Childhood Special Education (birth through grade 2). See the Columbia University School of Social Work catalog for additional information. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.*

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535	Science for Teachers (Grades N – 6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 629	Education of Children with Autism Spectrum Disorders: Assessment and Educational Intervention	1
or EDUC 880	Insights from Occupational Therapy: Understanding Children’s Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisite: EDUC 892 or EDUC 894]	2
	Elective credits as needed to complete the requirements of the program. Head and assistant teachers will use three of these credits for their summer student teaching experience.	0 – 3
EDUC 963	Early Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
or EDUC 992	Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Head and Assistant Teachers	3
	Integrative Master’s Project	0
TOTAL CREDITS		48

Childhood Special and General Education Dual Certification/ Dual Degree with Columbia University School of Social Work

Diane Newman, Director: 212-875-4547; dnewman@bankstreet.edu
43-46 Credits*

Master of Science in Education (M.S.Ed.)

Students in this unique program earn two degrees, a Master of Science in Education (M.S.Ed.) and a Master of Social Work (M.S.W.) The Columbia University portion of the dual degree program is at least 48 credits.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences. Appli-

cants must apply and be admitted to each degree program at both Bank Street and Columbia University.

Certification

Graduates are eligible for initial and professional New York State certification in Childhood General Education and in Childhood Special Education (grades 1 through 6). See Columbia University School of Social Work catalog for additional information. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535*	Science for Teachers (Grades N – 6)*	2
or EDUC 551*	Science Inquiry for Children in the Natural Environment*	3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
or EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]	3
	Elective credits as needed to complete the requirements of the program	0 – 1
EDUC 964	Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990*	Extended Field Experiences with Diverse Learners (for students in fieldwork as student teachers)* (Students lacking the requisite classroom experience for certification will have to take EDUC 873)*	0
or EDUC 873*	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems (for students who complete fieldwork as head or assistant teachers) [Prerequisites: EDUC 803; EDUC 860; Supervised Fieldwork/Student Teaching/Advisement]*	3
	Integrative Master's Project	0
TOTAL CREDITS		43 – 46*

*The range of credits is due to the need for head or assistant teachers to complete EDUC 873 (3 credits) rather than EDUC 990 (0 credits). Students who need to take EDUC 873 can select the EDUC 535 (2 credits) science option in order to keep their credit total at 45 credits. Students who do not need to take EDUC 873 can graduate with 43 credits.

Early Childhood Special Education/ Dual Degree with Columbia University School of Social Work

Sue Carbary, Director: 212-875-4509; scarbary@bankstreet.edu
36 credits

**Master of Science in Education (M.S.Ed.) or
Master of Education (Ed.M.)**

Students in this unique program earn two degrees, a Master of Science in Education (M.S.Ed.) or a Master of Education (Ed.M.), and a Master of Social Work (M.S.W.) (For those with a prior master's degree in education, this program leads to the Ed.M.) The Columbia University portion of the dual degree program is at least 48 credits.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must have

New York State initial certification in Early Childhood General Education. Applicants must apply and be admitted to each degree program at both Bank Street and Columbia University.

Certification

Graduates are eligible for New York State initial certification in Early Childhood Special Education, birth through grade 2, leading to professional certification after completion of all New York State requirements. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.*

EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
EDUC 590 or EDUC 591	Arts Workshop for Teachers (Grades N – 6) Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2 2
EDUC 603	Assistive Technology in the Early Childhood Classroom: Developing Visual Tools and Strategies, the Boardmaker™ Example	1
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 629	Education of Children with Autism Spectrum Disorders: Assessment and Educational Intervention	1
EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 880	Insights from Occupational Therapy: Understanding Children's Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisite: EDUC 892 or EDUC 894]	2
	Elective credits as needed to complete the requirements of the program	3 – 6
EDUC 970	Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
EDUC 990 or EDUC 992	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers) Summer Supervised Fieldwork/ Advisement for Early Childhood Special Education Head and Assistant Teachers	0 3
	Integrative Master's Project	0
TOTAL CREDITS		36

Childhood Special Education/ Dual Degree with Columbia University School of Social Work

Diane Newman, Director: 212-875-4547; dnewman@bankstreet.edu

36 Credits

Master of Science in Education (M.S.Ed.) or Master of Education (Ed.M.)

Students in this unique program earn two degrees, a Master of Science in Education (M.S.Ed.) or a Master of Education (Ed.M.), and a Master of Social Work (M.S.W.). (For those with a prior master's degree in education, this program leads to the Ed.M.) The Columbia University portion of the dual degree program is at least 48 credits.

Admissions Requirements

See page 100 for graduate school admissions criteria and

application process. Applicants for this program must have New York State initial certification in Early Childhood Education. Applicants must apply and be admitted to each degree program at both Bank Street and Columbia University.

Certification

Graduates are eligible for New York State initial certification in Childhood Special Education, grades 1 through 6, leading to professional certification after completion of all New York State requirements. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.*

EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
EDUC 576	Writing in Elementary Grades	2
or EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
or SPED 585N	The Essential Orton-Gillingham	2
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and Up)	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Issues [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]	3
EDUC 863	Collaboration and Differentiation in the Instruction of Students with Learning Problems [Prerequisites: EDUC 803; EDUC 563 or EDUC 568 or EDUC 540 or EDUC 542]	3
or EDUC 873	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803; EDUC 860; Supervised Fieldwork/Student Teaching/Advisement]	3
	Elective credits as needed to complete the requirements of the program	2
EDUC 971	Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
	Integrative Master's Project	0
TOTAL CREDITS		36

Dual Language/Bilingual Education Programs

Overview

At Bank Street College, we believe that children whose primary language is not English, or who are growing up bilingually, need teachers who can speak with them in both their home language and in English, who are well prepared with a wide teaching repertoire, and who understand the intellectual, linguistic, and emotional needs of this group of children. The ability to communicate well in more than one language is viewed as an invaluable skill that should be encouraged and developed. The Dual Language/Bilingual Education programs are designed to prepare teachers to provide effective dual language immersion and traditional bilingual education experiences for children.

The programs support the continued development of the children's ability in the home language and the opportunity for them to become proficient in English, that is, of growing up bilingually. Respect for the child's native or home language translates into an emphasis on the cultural wealth that children bring to school. Bank Street College is particularly interested in preparing teachers to work in bilingual or dual language programs, to build home-school connections with parents and the community, and to act as advocates for the children they teach. In addition, students will learn to support and assess children as individuals with a range of learning styles, backgrounds, and aspirations, all valued in building a more egalitarian society.

All students in the Dual Language/Bilingual programs share some common course work that allows them to focus directly on the particular needs of developing bilingual children. Course work will explore the academic, social, and political issues surrounding the education of children for whom English is a new language or who are growing up in bilingual environments. In fieldwork, students will learn to implement the specific skills needed to work effectively in dual language and traditional bilingual settings. Special attention will be paid to learning to work in urban settings.

The programs require demonstrated competence in English and in Spanish. Bilingual students can choose a master's degree program that will allow them to receive general education certification, special education certification (if they already hold general education certification), or dual certification in special education and general education, all with the bilingual extension, in one of two age ranges: Early Childhood (birth through grade 2) or Childhood (grades 1 through 6). Teachers who already have a master's degree in education and New York State teacher certification can obtain the bilingual extension through our certificate program. All applicants to Dual Language/Bilingual Education dual certification programs must have a strong background in the liberal arts and sciences.

Supervised Fieldwork/Advisement

During one academic year (or, for single certification special education programs, one semester) while students take courses, they gain teaching experience and intensive advisory support through supervised fieldwork/ advisement. If a student is not currently working in a dual language/bilingual setting, he or she can be placed as a student teacher in various settings throughout the year, typically including some mixture of general education, special education, and dual language/bilingual education. Head teachers and assistant teachers in dual language/bilingual classrooms who stay with a particular grade in the appropriate age range may use their own classroom as their primary site for college-supervised teaching, but they will also need additional college-supervised field experiences with children of diverse populations and other ages within their certification range. This requirement will be met through EDUC 991, which provides approved summer school experiences. See page 12 for a full description of supervised fieldwork/ advisement.

Integrative Master's Project

Graduates of all programs must complete an Integrative Master's Project (IMP). See overview on page 13. A full description of each IMP option is in *A Guide to the Integrative Master's Project*, available in the Registrar's Office, the Graduate Suite, and the Library. A pdf version can be accessed on www.bankstreet.edu.

“My fieldwork experience was invaluable. I currently teach first grade and that was the grade level of the majority of my fieldwork too. My cooperating teacher was a brilliant teacher, classroom manager, and curriculum developer. In my own classroom, I often ask myself *WW&D?* What would Elizabeth do?”

Danielle, Early Childhood

Dual Language/Bilingual Early Childhood General Education

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@bankstreet.edu

48 Credits

Master of Science in Education (M.S.Ed.)

This program is designed for teachers and prospective teachers who are interested in working with young children (birth through grade 2) for whom Spanish is the primary language.

Admissions Requirements

See page 100 for graduate school admissions criteria and

application process. Applicants for this program must be fluent in both Spanish and English and demonstrate a background in the liberal arts and sciences.

Certification

Graduates are eligible for initial and professional New York State certification in Early Childhood General Education, birth through grade 2, with the bilingual extension. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor. Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.

EDUC 500	Child Development	3
EDUC 535	Science for Teachers (Grades N – 6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse & Inclusive Settings (Grades N – 6)	2
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of instructor]	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 601*	Special Education for Linguistically and Culturally Diverse Children* [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor; corequisite: EDUC 602]	1
EDUC 602*	Assessment in Bilingual Special Education* [Corequisite: EDUC 601]	1
EDUC 660*	The Development of Spanish through Writing in the Content Areas* [Prerequisite: EDUC 560]	3
EDUC 870*	The Teaching of English as a Second Language* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
	Elective credits as needed to complete the requirements of the program	0–1
EDUC 960	Dual Language/Bilingual Early Childhood Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
or EDUC 991	Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers [with some exceptions])	1
	Integrative Master's Project	0
TOTAL CREDITS		48

Dual Language/Bilingual Childhood General Education

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@bankstreet.edu

45 Credits

Master of Science in Education (M.S.Ed.)

This program is designed for teachers and prospective teachers who are interested in working in elementary classrooms (grades 1 through 6) with children for whom Spanish is the primary language

Admissions Requirements

See page 100 for graduate school admissions criteria and

application process. Applicants for this program must be fluent in both Spanish and English and demonstrate a background in the liberal arts and sciences.

Certification

Graduates are eligible for initial and professional New York State certification in Childhood General Education, grades 1 through 6, with the bilingual extension. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor. Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.

EDUC 500	Child Development	3
EDUC 535	Science for Teachers (Grades N – 6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of instructor]	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 601*	Special Education for Linguistically and Culturally Diverse Children* [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor; corequisite: EDUC 602]	1
EDUC 602*	Assessment in Bilingual Special Education* [Corequisite: EDUC 601]	1
EDUC 660*	The Development of Spanish through Writing in the Content Areas* [Prerequisite: EDUC 560]	3
EDUC 870*	The Teaching of English as a Second Language* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
	Elective credits as needed to complete the requirements of the program	0 – 1
EDUC 961	Dual Language/Bilingual Childhood General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
or EDUC 991	Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers [with some exceptions])	1
	Integrative Master's Project	0
TOTAL CREDITS		45

Dual Language/Bilingual Early Childhood Special and General Education Dual Certification

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@bankstreet.edu

58 Credits

Master of Science in Education (M.S.Ed.)

This program is designed for teachers and prospective teachers who are interested in working with young children (birth through grade 2), including those with special needs, for whom Spanish is the primary language. Students will learn to teach in general education, self-contained special education, and inclusion settings.

Admissions Requirements

See page 100 for graduate school admissions criteria and

application process. Applicants for this program must be fluent in both Spanish and English and must demonstrate a background in the liberal arts and sciences.

Certification

Graduates are eligible for initial and professional New York State certification in both Early Childhood General Education and Early Childhood Special Education, birth through grade 2, with the bilingual extension. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor. Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.

EDUC 500	Child Development	3
EDUC 535	Science for Teachers (Grades N – 6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
or EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse & Inclusive Settings (Grades N – 6)	2
EDUC 514	Curriculum in Early Childhood: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 629	Education of Children with Autism Spectrum Disorders: Assessment and Educational Intervention	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 823	Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]	1
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505 (waived for this program)]	2
EDUC 880	Insights from Occupational Therapy: Understanding Children’s Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisite: EDUC 892 or EDUC 894]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues about the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	2
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of instructor]	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 601*	Special Education for Linguistically and Culturally Diverse Children [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor; corequisite: EDUC 602]	1
EDUC 602*	Assessment in Bilingual Special Education* [Corequisite: EDUC 601]	1
EDUC 660*	The Development of Spanish through Writing in the Content Areas* [Prerequisite: EDUC 560]	3
EDUC 870*	The Teaching of English as a Second Language* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
	Elective credits as needed to complete the requirements of the program	0 – 3
EDUC 966	Dual Language/Bilingual Early Childhood Special and General Education Supervised Fieldwork/Student Teaching/ Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
or EDUC 992	Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Head and Assistant Teachers	3
	Integrative Master’s Project	0
	TOTAL CREDITS	58

Dual Language/Bilingual Childhood Special and General Education Dual Certification

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@bankstreet.edu

58 Credits

Master of Science in Education (M.S.Ed.)

This program is designed for those who want to work in elementary classrooms (grades 1 through 6) with children, including those with special needs, for whom Spanish is the primary language. Students will learn to teach in general education, self-contained special education, and inclusion settings.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must be

fluent in both Spanish and English languages and must demonstrate a background in the liberal arts and sciences.

Certification

Graduates are eligible for initial and professional New York State certification in both Early Childhood General Education and Early Childhood Special Education, birth through grade 2, with the bilingual extension. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor. Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.*

EDUC 500	Child Development	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 535	Science for Teachers (Grades N – 6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
or EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and Up)	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Issues [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]	3
EDUC 863	Collaboration and Differentiation in the Instruction of Students with Learning Problems [Prerequisites: EDUC 803; EDUC 563 or EDUC 568 or EDUC 540 or EDUC 542]	3
or EDUC 873	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803; EDUC 860; Supervised Fieldwork/Student Teaching/Advisement]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of instructor]	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 601*	Special Education for Linguistically and Culturally Diverse Children* [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor; corequisite: EDUC 602]	1
EDUC 602*	Assessment in Bilingual Special Education* [Corequisite: EDUC 601]	1
EDUC 660*	The Development of Spanish through Writing in the Content Areas* [Prerequisite: EDUC 560]	3
EDUC 870*	The Teaching of English as a Second Language* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 967	Dual Language/Bilingual Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12
	Integrative Master's Project	0
TOTAL CREDITS		58

Dual Language/Bilingual Early Childhood Special Education

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@bankstreet.edu

43 Credits

Master of Science in Education (M.S.Ed.) or Master of Education (Ed.M.)

This program in Dual Language/Bilingual Early Childhood Special Education is designed for bilingual teachers who currently hold New York State certification in general education at the early childhood level and who want to work in special education or inclusion settings with very young children (ages birth through grade 2) for whom Spanish is the primary language. For those with a prior master's degree in education, this program leads to the Ed.M. degree.

Admissions Requirements

See page 100 for graduate school admissions criteria and

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor. Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.*

EDUC 514	Curriculum in Early Childhood: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
EDUC 603	Assistive Technology in the Early Childhood Classroom: Developing Visual Tools and Strategies, the Boardmaker™ Example	1
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 629	Education of Children with Autism Spectrum Disorders: Assessment and Educational Intervention	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 823	Play Techniques for Early Childhood Settings [Prerequisite: EDUC 803]	1
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 880	Insights from Occupational Therapy: Understanding Children's Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisite: EDUC 892 or EDUC 894]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues about the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894]	2
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of instructor]	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 601*	Special Education for Linguistically and Culturally Diverse Children* [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor; corequisite: EDUC 602]	1
EDUC 602*	Assessment in Bilingual Special Education* [Corequisite: EDUC 601]	1
EDUC 660*	The Development of Spanish through Writing in the Content Areas* [Prerequisite: EDUC 560]	3
EDUC 870*	The Teaching of English as a Second Language* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 973	Dual Language/Bilingual Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
	Integrative Master's Project	0
TOTAL CREDITS		43

application process. Applicants for this program must be fluent in both Spanish and English languages and have New York State initial certification in Early Childhood General Education.

Certification

Graduates are eligible for New York State initial certification in Early Childhood Special Education, birth through grade 2, with the bilingual extension, leading to professional certification after completion of all New York State requirements. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Dual Language/Bilingual Childhood Special Education

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@bankstreet.edu

42 Credits

Master of Science in Education (M.S.Ed.) or Master of Education (Ed.M.)

This program in Dual Language/Bilingual Childhood Special Education is designed for bilingual teachers who currently hold initial New York State certification in general education at the childhood level and who want to work in special education and inclusion settings (grades 1 through 6), with the option of teaching in bilingual classrooms.

For those with a prior master's degree in education, this program leads to the Ed.M. degree.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must be fluent in both Spanish and English languages and have New York State initial certification in Childhood General Education.

Certification

Graduates are eligible for New York State initial certification in Childhood Special Education, grades 1 through 6, with the bilingual extension, leading to professional certification after completion of all New York State requirements. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor. Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.

EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
EDUC 576	Writing in the Elementary Grades	2
or EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
or SPED 585N	The Essential Orton-Gillingham (Grades 1 – 6)	2
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and Up)	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]	3
EDUC 863	Collaboration and Differentiation in the Instruction of Students with Learning Problems [Prerequisites: EDUC 803; EDUC 563 or EDUC 568 or EDUC 540 or EDUC 542]	3
or EDUC 873	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803; EDUC 860; Supervised Fieldwork/Student Teaching/Advisement]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of instructor]	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 601*	Special Education for Linguistically and Culturally Diverse Children* [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor; corequisite: EDUC 602]	1
EDUC 602*	Assessment in Bilingual Special Education* [Corequisite: EDUC 601]	1
EDUC 660*	The Development of Spanish through Writing in the Content Areas* [Prerequisite: EDUC 560]	3
EDUC 870*	The Teaching of English as a Second Language* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor]	2
EDUC 974	Dual Language/Bilingual Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement Integrative Master's Project	6 0
TOTAL CREDITS		42

Bilingual Extension (nondegree)

Nilda Bayron-Resnick, Director: 212-875-4543;
nresnick@bankstreet.edu

15 Credits Certificate Program

This sequence is designed for teachers who are interested in adding the bilingual extension to their New York State certification. Supervised Fieldwork/Student Teaching/Advisement is not required.

Admissions Requirements

See website for admissions criteria and application process.

Applicants for this sequence must already hold a New York State professional teaching certification and must be fluent in both Spanish and English languages.

Certification

This sequence leads to the bilingual extension to New York State teaching certification. This sequence does not lead to a master's degree; therefore, it will not provide graduates with professional certification in education. Upon completion of this sequence, students must apply for the bilingual extension through the Registrar's Office.

Course Requirements *Note: Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.*

EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms* Fall [Prerequisites: EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of instructor]	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education* Spring	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor] Spring	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups* Spring	1
EDUC 601*	Special Education for Linguistically and Culturally Diverse Children* [Prerequisites: EDUC 560 and EDUC 870 or permission of the instructor; corequisite: EDUC 602] Spring	1
EDUC 602*	Assessment in Bilingual Special Education* [Corequisite: EDUC 601] Summer I	1
EDUC 660	The Development of Spanish through Writing in the Content Areas [Prerequisite: EDUC 560] Fall	3
EDUC 870*	The Teaching of English as a Second Language* [Prerequisites: EDUC 537 and EDUC 561 or permission of instructor] Summer II	2
TOTAL CREDITS		15

“Bank Street is an incredibly supportive environment. All of the faculty go above and beyond their responsibilities to help Bank Street College graduate students reach their full potential in their respective areas of study.”

Chiara, Childhood Special and General Education

Museum Education Programs

Overview

The Museum Education programs prepare individuals to be museum educators and/or classroom teachers. The programs emphasize the educational role and mission of museums in a pluralistic society by providing a sound foundation in human development, learning theories, developing school curricula, and museum policy and practice. Faculty are drawn from both teaching and museum backgrounds and include working museum professionals.

The programs take advantage of the city's rich cultural resources. Core experiences include frequent visits to museums, meetings with museum staff, and the development of museum-based projects. Aesthetic education experiences in visual and performing arts are planned collaboratively with the Lincoln Center Institute as an integral part of museum education courses. Students learn to bring the full richness of museum collections, programs, and resources to children in their schools, with their families, and within their communities. All courses stress a learner-centered, integrated, experiential approach to learning for children of diverse backgrounds, abilities, and ages. Special attention will be paid to learning to work in urban settings and to collaboration with fellow educators, parents, and community-based organizations. In teacher education courses, students learn about child development and its variations and curriculum development in all subject areas.

Students may choose either a 42-credit noncertification program or a 47-credit program that leads to certification in Childhood General Education (grades 1 through 6). See the detailed program descriptions on the following pages.

Graduates currently work in museums of all kinds—art, history, science, and children's museums. Others teach in elementary classrooms, coordinate school/museum partnerships, and work in a wide variety of related settings such as arts in education programs, colleges, theatres, arts councils, and museum consulting firms.

Supervised Fieldwork/Advisement

Supervised fieldwork/advisement, taken concurrently with course work, extends across one academic year, with three

full days required each week. In the fall, students are placed in two contrasting school settings, where they work with two age groups, for nine weeks apiece. Part of the student teaching work in these settings involves the planning and implementation of a museum visit and its integration into the classroom curriculum. The supervised fieldwork setting for the spring semester is a museum, where the student develops and teaches programs for a variety of ages, and may also engage in a special project. See page 12 for a full description of supervised fieldwork/advisement.

Program Design

In both of the Museum Education programs, students can take the museum education courses either before or during their year of supervised fieldwork/advisement. These courses are offered as a planned sequence during September through May and meet during the day to accommodate numerous class visits to museums. General teacher education courses are offered in the evenings during the Fall, Spring, and Summer 1 terms and in the day and evening during the Summer 2 term. Students are advised to take a minimum of two teacher education courses preceding the year of supervised fieldwork/advisement.

Museum Education (noncertification) can be completed in a minimum of three academic semesters (fall, spring, fall) and one summer. We recommend that students begin in the summer preceding the year of supervised fieldwork/advisement. Students are advised to take a minimum of two teacher education courses preceding the year of supervised fieldwork/advisement.

Museum Education: Childhood can be completed in a minimum of two summers and three academic semesters. Students should take a minimum of two general teacher education courses before their year of supervised fieldwork/advisement. Students can complete their supervised fieldwork/advisement in the first or second year of the program.

Integrative Master's Project

Graduates of all programs must complete an Integrative Master's Project (IMP). See overview on page 13. A full description of each IMP option is in *A Guide to the Integrative Master's Project*, available in the Registrar's Office, the Graduate Suite, and the Library. A pdf version can be accessed on www.bankstreet.edu.

Museum Education (noncertification)

Cathleen Wiggins, Interim Director: 212-875-4529:
cwiggins@bankstreet.edu

42 Credits

Master of Science in Education (M.S.Ed.)

This program is designed for individuals preparing for a career in museum education but not seeking certification as a classroom teacher.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process.

Certification

This program does not lead to certification.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 518	School/Museum Curriculum Development (K – 8)	3
EDUC 533	Seminar in Museum Education I	2
EDUC 535	Science for Teachers (Grades N – 6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
or EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 510	Curriculum in Early Childhood Education (Grades N – 3)	3
or EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
or EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
or EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
or EDUC 517	Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)	3
EDUC 614	Exhibition Development and Evaluation	2
EDUC 616	Introduction to Research and Evaluation Practice in Museum Education	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of the instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
EDUC 815	Seminar in Museum Education II [Prerequisite: EDUC 533]	2
	Elective credits as needed to complete the requirements of the program	3 – 4
EDUC 982	Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement	12
	Integrative Master's Project	0
	TOTAL CREDITS	42

Museum Education: Childhood

Cathleen Wiggins, Interim Director: 212-875-4529;
cwiggins@bankstreet.edu

47 Credits

Master of Science in Education (M.S.Ed.)

This program prepares individuals for two professional roles: that of a museum educator knowledgeable about children and schools and that of a classroom teacher in grades 1 through 6, skilled in making effective use of museum resources.

Admissions Requirements

See page 100 for graduate school admissions criteria and

application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

Certification

Graduates are eligible for both initial and professional New York State certification in Childhood General Education (grades 1 through 6). Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.*

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 518	School/Museum Curriculum Development (K-8)	3
EDUC 533	Seminar in Museum Education I	2
EDUC 535	Science for Teachers (Grades N-6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
or EDUC 590	Arts Workshop for Teachers (Grades N-6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N-6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N-6)	2
Choose one of the following reading/literacy and language/literature pairs:		
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K-3)	3
and EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3-8)	3
OR		
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N-3)	3
and EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2-6)	3
EDUC 510	Curriculum in Early Childhood Education (Grades N-3)	3
or EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
or EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1-6)	3
or EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
or EDUC 517	Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)	3
EDUC 614	Exhibition Development and Evaluation	2
EDUC 616	Introduction to Research and Evaluation Practice in Museum Education	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of the instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
EDUC 815	Seminar in Museum Education II [Prerequisite: EDUC 533]	2
	Elective credits as needed to complete the requirements of the program	0-1
EDUC 980	Childhood General and Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
	Integrative Master's Project	0
TOTAL CREDITS		47

Reading and Literacy Programs

Overview

The Reading and Literacy programs prepare individuals for a range of educational roles, including classroom teachers focusing on literacy development; reading specialists, serving as literacy leaders working with other teachers and with small groups of students in public and private schools; clinicians in clinics and literacy centers; and reading specialists and tutors in private practice.

Reading, writing, and language development are seen as integrative processes developed within a social context. Students will address these processes in individual courses and will work toward integrating them in supervised fieldwork/ advisement and their professional practice. Supervised fieldwork/ advisement and courses are designed to enable students to:

- observe and participate in the reading, writing, and language arts work of selected classrooms;
- apply knowledge to assess, design, and implement lessons that meet the needs of a variety of children;
- devise effective ways of recording ongoing observations that will be used to measure students' progress and plan future lessons;
- apply historical and current research relating to theory and practice of literacy and language development and difficulty;
- use a variety of materials and methods for individuals and groups that reflect a wide range of ages and cultural backgrounds and interests;
- respond thoughtfully to the diverse language and learning needs of students;
- describe their teaching practices so that other colleagues can understand their goals and objectives;
- participate in substantive conversations about teaching which include a problem-solving process;
- engage actively in a reflective process which enables them to share pedagogical questions and receive feedback;
- develop working relationships with parents, teachers, and other professionals who are involved with the children being seen for remediation; and
- apply knowledge of literacy in their work with children in classrooms and clinics.

Literacy specialists can play a major role in helping teachers develop strategies and methods for meeting the literacy needs of all children in their classrooms. While there are similarities across all five of our literacy programs, the choices below offer a range of professional possibilities, certification options, and fieldwork situations:

Teaching Literacy and Childhood General Education Dual Certification—a 55-credit program that focuses on classroom teaching (grades 1–6) and literacy specialization

Teaching Literacy (birth through grade 6) with a Focus on Classroom Teaching in Early Childhood or Childhood—a 40-credit program that focuses on teaching literacy in a classroom setting and leads to Teaching Literacy certification (birth through grade 6)

Teaching Literacy (birth through grade 6) with a Focus on Clinical Teaching—a 40-credit program that focuses on teaching literacy in a clinical setting and leads to Teaching Literacy certification (birth through grade 6)

Advanced Literacy Specialization—a 30- to 33-credit program that leads to an Ed.M. and to Teaching Literacy certification (birth through grade 6) for those who already have a master's degree in education.

Reading and Literacy: Clinical Practice—a 45-credit non-certification program that focuses on teaching literacy in a clinical setting

Supervised Fieldwork/Advisement

All students are required to complete a year of supervised fieldwork/ advisement, which may take place in a variety of settings, including schools, clinics, and literacy centers. The fieldwork component provides experience designing and implementing individual, small-group, and whole-class instruction. Students who are not currently teaching will be placed and supervised in appropriate settings throughout the fieldwork year.

Teachers may use their own classrooms as one of their fieldwork sites. In addition, a clinical fieldwork placement will be arranged by the program director, which will enable students to work with children at different grade levels and from diverse cultural and language backgrounds. During supervised fieldwork/ advisement, two school visits to sites that support students' fieldwork will be required. The time periods needed for supervised fieldwork will be determined by specific requirements of each program and administered by the program director. See page 12 for a full description of supervised fieldwork/advisement.

Integrative Master's Project

Graduates of all programs must complete an Integrative Master's Project (IMP). See overview on page 13. A full description of each IMP option is in *A Guide to the Integrative Master's Project*, available in the Registrar's Office, the Graduate Suite, and the Library. A pdf version can be accessed on www.bankstreet.edu.

Teaching Literacy and Childhood General Education Dual Certification

Susan Goetz-Haver, Director: 212-875-4692; sgoetz-haver@bankstreet.edu

55 Credits

Master of Science in Education (M.S.Ed.)

This program is designed for individuals who do not have teaching certification and who want to work with children both as a classroom teacher and as a reading and literacy specialist. The program looks at classroom teaching through the filter of literacy.

Students will learn to develop age-appropriate curricula that encourage children to explore the full range of subject areas (reading, math, science, social studies, and the arts), follow their own curiosity, and forge their own paths of learning. In addition, students will gain a deeper theoretical understanding of language development and the reading and writing process; learn to recognize when children are having difficulty with the normal processes of learning to read and write; and learn to develop instruction that meets

children's needs. Students will develop the skills necessary to make links between assessment and instruction and to work effectively with other professionals.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a background in the liberal arts and sciences.

Certification

Graduates are eligible for initial and professional New York State certification in Teaching Literacy (birth through grade 6). This master's degree will also lead to professional certification in the area of the first certification earned. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 535	Science for Teachers (Grades N – 6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
EDUC 536	Foundations: The Influence of Culture and Politics on Literacy Theory and Practice	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
1 of the following reading/literacy and language/literature pairs, to be selected in consultation with instructor:		
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
and EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
OR		
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
and EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
EDUC 576	Writing in the Elementary Grades	2
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 510	Curriculum in Early Childhood Education (Grades N – 3)	3
or EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
or EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
or EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of the instructor]	3
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]	3
EDUC 867	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6) [Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor]	1
EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
EDUC 871	Writing Case/Progress Reports [Corequisite: EDUC 941 or EDUC 942]	1
LEAD 561	Supervising and Supporting Literacy Instruction in Diverse Settings	1
	Elective credits as needed to complete the requirements of the program	1 – 3
EDUC 942	Childhood General Education and Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement (2 semesters, concurrent with EDUC 871) [Pre- or corequisite: EDUC 860]	12
EDUC 990	Extended Field Experiences with Diverse Leaders (for students completing fieldwork as student teachers)	0
or EDUC 991	Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers [with some exceptions])	1
	Integrative Master's Project	0
TOTAL CREDITS		55

Teaching Literacy (birth through grade 6): Focus on Classroom Teaching in Early Childhood or Childhood

Susan Goetz-Haver, Director: 212-875-4692;
sgoetz-haver@bankstreet.edu

40 Credits

Master of Science in Education (M.S.Ed.)

This program is especially designed for individuals who are recent recipients of initial certification in Early Childhood and/or Childhood Education and who are seeking a master's degree in Teaching Literacy. Most applicants are currently teaching in early childhood or childhood classrooms and are hoping to deepen their understanding of the reading and writing process. This specialization will help classroom teachers to identify and address children's language issues and difficulties in learning to read and write. It will also enable them to support other teachers in their literacy practices.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must have initial New York State certification in Early Childhood and/or Childhood General Education.

Certification

Graduates are eligible for initial and professional New York State certification in Teaching Literacy (birth through grade 6). This master's degree will also lead to professional certification in the area of the first certification earned. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.

DEVELOPMENT COURSES: 3 credits (determined with advisor based on undergraduate work)		
EDUC 500	Child Development	3
EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of the instructor]	3
REQUIRED COURSES		
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 536	Foundations: The Influence of Culture and Politics on Literacy Theory and Practice	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
EDUC 576	Writing in the Elementary Grades	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]	3
EDUC 867	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6) [Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor]	1
EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
EDUC 871	Writing Case/Progress Reports [Corequisite: EDUC 941 or EDUC 942]	1
LEAD 561	Supervising and Supporting Literacy Instruction in Diverse Settings	1
LITERATURE COURSES 3 credits (determined with advisor based on undergraduate work)		
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
EDUC 573	Storytelling with Children	1
EDUC 574	Folklore in Education	1
TEED 505N	Selecting & Evaluating Recently Published Children's Books (PreK-4)	1
SETE 513N	Bibliotherapy in the Early Childhood Setting	1
	Elective credits as needed to complete the requirements of the program	0 – 1
EDUC 941	Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement (2 semesters, concurrent with EDUC 871) [Pre- or corequisite: EDUC 860]	12
	Integrative Master's Project	0
TOTAL CREDITS		40

Teaching Literacy (birth through grade 6): Focus on Clinical Teaching in Early Childhood or Childhood

Susan Goetz-Haver, Director: 212-875-4692;
sgoetz-haver@bankstreet.edu

40 Credits

Master of Science in Education (M.S.Ed.)

This program is especially designed for individuals who have had at least two years of classroom experience and who want to become literacy specialists in schools, clinics, private practice, or other professional environments. Students will learn to use their knowledge of language and literacy theory to identify strengths and needs of diverse learners in order to design effective and individualized strategies for teaching. This focus requires a clinical placement over the summer.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must have initial New York State certification in Early Childhood and or/Childhood General Education and two years of classroom experience.

Certification

Graduates are eligible for initial and professional New York State certification in Teaching Literacy (birth through grade 6). This master's degree will also lead to professional certification in the area of the first certification earned. Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.

DEVELOPMENT COURSES: 3 credits (determined with advisor based on undergraduate work)		
EDUC 500	Child Development	3
EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of the instructor]	3
REQUIRED COURSES		
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 536	Foundations: The Influence of Culture and Politics on Literacy Theory and Practice	2
EDUC 563 or EDUC 568	The Teaching of Reading, Writing, and Language Arts (Grades K – 3) Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3 3
EDUC 576	Writing in the Elementary Grades	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]	3
EDUC 867	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6) [Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor]	1
EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
EDUC 871	Writing Case/Progress Reports [Corequisite: EDUC 941 or EDUC 942]	1
LEAD 561	Supervising and Supporting Literacy Instruction in Diverse Settings	1
LITERATURE COURSES 3 credits (determined with advisor based on undergraduate work)		
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
EDUC 573	Storytelling with Children	1
EDUC 574	Folklore in Education	1
TEED 505N	Selecting & Evaluating Recently Published Children's Books	1
SETE 513N	Bibliotherapy in the Early Childhood Setting	1
	Elective credits as needed to complete the requirements of the program	0 – 1
EDUC 941	Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement (2 semesters, concurrent with EDUC 871) [Pre- or corequisite: EDUC 860]	12
	Integrative Master's Project	0
TOTAL CREDITS		40

Advanced Literacy Specialization

Susan Goetz-Haver, Director: 212-875-4692;
sgoetz-haver@bankstreet.edu

30 – 33 Credits*

Master of Education (Ed.M.)

This program is especially designed for those who hold a master's degree in education and who wish to become literacy specialists in schools, clinics, private practice, or other professional settings and to take on leadership positions. The curriculum has been designed to develop students' instructional and leadership strategies and an understanding of the academic, intellectual, and emotional needs of children. Students will deepen their theoretical and practical knowledge of language and literacy theory so that they are able to identify strengths and needs of diverse learners. This program requires students to serve as a course assistant in a

literacy course as part of the fieldwork.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must have a master's degree in education and initial New York State certification in Early Childhood and/or Childhood General Education.

Certification

Graduates are eligible for initial and professional New York State certification in Teaching Literacy (birth through grade 6). Completion of the three New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.*

EDUC 536	Foundations: The Influence of Culture and Politics on Literacy Theory and Practice	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisite: EDUC 505; EDUC 563 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]	3
EDUC 867	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6) [Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor]	1
EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
EDUC 871	Writing Case/Progress Reports [Corequisite: EDUC 941 or EDUC 942]	1
LEAD 560	Literacy and Leadership	3
LEAD 561	Supervising and Supporting Literacy Instruction in Diverse Settings	1
	Elective credits as needed to complete the requirements of the program	0 – 3*
EDUC 941	Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement (2 semesters, concurrent with EDUC 871) [Pre- or corequisite: EDUC 860]	12
	Integrative Master's Project	0
TOTAL CREDITS		30 – 33*

*A 30-credit program assumes prerequisites in Child Development, Language Acquisition, and the Teaching of Literacy have already been met prior to admission.

“I like watching the magic happen socially, emotionally, and academically. When a first grader comes in barely knowing the alphabet and leaves nearly being able to read Harry Potter, you feel like superwoman.”

Rabin, Early Childhood

Reading and Literacy: Clinical Practice (noncertification)

Susan Goetz-Haver, Director: 212-875-4692;
sgoetz-haver@bankstreet.edu

45 Credits

Master of Science in Education (M.S.Ed.)

This noncertification program is especially designed for individuals who want to become literacy specialists in private schools, clinics, private practice, or other professional environments. Students will learn to use their knowledge of language and literacy theory to identify the strengths and

needs of diverse learners in order to design effective and individualized strategies for teaching.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process.

Certification

This program does not lead to certification.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 536	Foundations: The Influence of Culture and Politics on Literacy Theory and Practice	2
1 or 2 of the following to be selected in consultation with advisor:		
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
or EDUC 565	Children’s Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
EDUC 576	Writing in the Elementary Grades	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of the instructor]	3
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]	3
EDUC 867	The Teacher’s Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6) [Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor]	1
EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
EDUC 871	Writing Case/Progress Reports [Corequisite: EDUC 941 or EDUC 942]	1
	Elective credits as needed to complete the requirements of the program	0 – 3
EDUC 941	Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement (2 semesters, concurrent with EDUC 871) [Pre- or corequisite: EDUC 860]	12
	Integrative Master’s Project	0
TOTAL CREDITS		45

Teacher Leader in Mathematics Education

Robin Hummel, Interim Director: 212-875-4640;
rhummel@bankstreet.edu

40 credits

Master of Science in Education (M.S.Ed.)

This program is designed for elementary and middle school teachers who wish to prepare for leadership roles in their schools while bolstering their own capacity to “do mathematics” knowledgeably and confidently. It is appropriate for those who want to continue classroom teaching or for those who wish to become math coaches or staff developers in their schools. Candidates grapple together with the big ideas of mathematics, exploring how diverse children and adults learn this content and how to provide professional development for teachers and administrators. They delve deeply into mathematics pedagogy, explore mathematics curricula, and experience the use of action research to improve mathematics practice.

Candidates enroll in three consecutive Summer 2 (July) sessions, taking intensive course work in mathematics and mathematics leadership. During the intervening two academic years, candidates engage in supervised fieldwork in their own schools, continuing their teaching responsibilities while assuming a range of leadership tasks related to peer support and collaboration, coaching, professional development, and curriculum development.

Because the course work is offered in three consecutive Summer 2 terms, the program is open both to people in the New York metropolitan area and to those who live at a distance.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. This program does not require a background in mathematics. Applicants for this program should have at least one full year of teaching experience; strong candidates in their first year of teaching will be considered.

Once admitted to this program, students must complete a course in child or human development before graduating from this program.

Supervised Fieldwork/Advisement

This component of the program is completed during the two intervening academic years between the three summer residency periods. Through supervised fieldwork/ advisement, candidates synthesize theory and practice, enhance their classroom teaching, and explore new approaches to mathematics pedagogy. At the same time, they explore the possibilities of the teacher leader role. Candidates are visited in their settings twice a semester each year if they are close to the New York metropolitan area; otherwise, advisement is facilitated by means of video as well as regular email and phone contact.

Certification

This program is designed for teachers who have initial New York State teacher certification and wish to earn professional classroom certification. With permission of the program director, candidates may transfer into the Leadership in Mathematics Education program (see page 62) after beginning the program, or may pursue School Building Leader (SBL) certification at a later time, but will be required to complete the additional course work and fieldwork experiences required by the second program.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with program director or advisor.

EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (N – 6)	2
EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
EDUC 567	Teaching Reading and Writing in the Content Areas for Elementary and Middle School Classrooms	3
LEAD 514	Curriculum Development for Mathematics Leaders	3
LEAD 525	Technology and School Change	1
LEAD 611	Professional Development for Mathematics Leaders	3
LEAD 661	Research for Mathematics Leaders I	1
LEAD 662	Research for Mathematics Leaders II [Prerequisite LEAD 661]	1
LEAD 827	Understanding Quantitative Data: Implications for Educational Leaders	3
LEAD 840	Practicum in Mathematics Leadership I	3
LEAD 841	Practicum in Mathematics Leadership II	3
LEAD 842	Practicum in Mathematics Leadership III	0
MATH 541	Integrated Mathematics I	3
MATH 542	Integrated Mathematics II [Prerequisite: MATH 541]	3
MATH 543	Integrated Mathematics III [Prerequisite: MATH 542]	3
LEAD 940	Mathematics Leadership Supervised Fieldwork/Advisement (2 semesters)	6
	Integrative Master’s Project	0
TOTAL CREDITS		40

Teacher Leader in Mathematics Education Online

Robin Hummel, Director: 212-875-4640; rhummel@bankstreet.edu

40 credits

Master of Science in Education (M.S.Ed.)

This program is designed for elementary and middle school teachers who wish to prepare for leadership roles in their schools while bolstering their own capacity to do mathematics knowledgeably and confidently. It is appropriate for those who want to continue classroom teaching or for those who wish to become math coaches or staff developers in their schools. Candidates grapple together with the big ideas of mathematics, exploring how diverse children and adults learn this content. They learn to provide professional development for teachers and administrators. They delve deeply into mathematics pedagogy, explore mathematics curricula, and experience the use of action research to improve mathematics practice.

During the 25-month program, students engage in intensive course work in mathematics and mathematics leadership as well as supervised fieldwork in their own schools. It is expected that in addition to their teaching responsibilities, students will assume a range of leadership tasks related to peer support and collaboration, coaching, professional development, and curriculum development.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. This program does not require a background in mathematics. Applicants for this program should have at least one full year of teaching experience; strong

candidates in their first year of teaching will be considered. Applicants must have a dedicated computer or tablet and Internet access to participate in this program.

Once admitted to this program, students must complete a course in child or human development before graduating from this program.

Supervised Fieldwork/Advisement

Supervised fieldwork candidates participate in online synchronous monthly conference group meetings and ongoing advisement, which are instrumental in supporting professional growth and development. Through supervised fieldwork and advisement, candidates synthesize theory and practice, enhance their classroom teaching, and explore new approaches to mathematics pedagogy. At the same time, they explore the possibilities of the teacher leader role. Supervised fieldwork and advisement are facilitated online through video conferencing.

Certification

This program is designed for teachers who have initial New York State teacher certification and wish to earn professional classroom certification. It is also designed for teachers from other states with teaching certificates. With permission of the program director, candidates may transfer into the Leadership in Mathematics Education program (see page 62) after beginning the program, or may pursue School Building Leader (SBL) certification at a later time, but will be required to complete the additional course work and fieldwork experiences required by the SBL program.

Course Requirements *Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.*

LEAD 514	Curriculum Development for Mathematics Leaders	3
LEAD 525	Technology and School Change	1
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (N – 6)	2
EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
EDUC 567	Teaching Reading and Writing in the Content Areas for Elementary and Middle School Classrooms	3
LEAD 611	Professional Development for Mathematics Leaders	3
LEAD 661	Research for Mathematics Leaders I	1
LEAD 662	Research for Mathematics Leaders II [Prerequisite: LEAD 661]	1
LEAD 827	Understanding Quantitative Data: Implications for Educational Leaders	3
LEAD 840	Practicum in Mathematics Leadership I	3
LEAD 841	Practicum in Mathematics Leadership II	3
LEAD 842	Practicum in Mathematics Leadership III	0
MATH 541	Integrated Mathematics I	3
MATH 542	Integrated Mathematics II [Prerequisite: MATH 541]	3
MATH 543	Integrated Mathematics III [Prerequisite: MATH 542]	3
LEAD 940	Mathematics Leadership Supervised Fieldwork/Advisement	6
	Integrative Master's Project (Portfolio)	0
TOTAL CREDITS		40

Curriculum and Instruction

Adrienne Kamsler, Director: 212-875-4571; akamsler@bankstreet.edu

32 credits

Master of Science in Education (M.S.Ed.)

The program in Curriculum and Instruction is designed for individuals who currently hold initial New York State certification in General Education or General and Special Education at the early childhood level (birth through grade 2) or at the childhood level (grade 1 through grade 6). It provides students with opportunities to explore and deepen their understanding of curriculum in child-centered classrooms through continuous and purposeful interactions within course work, fieldwork, conference group, and consultations with program advisors. Students in this program have the opportunity to delve deeply into areas that are of professional interest to them, shaping their own program of study. Students may choose to concentrate their course work and fieldwork in areas such as child development, curricular studies, children's literature, or math and the sciences. Some students choose to complete this program in one year.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must have New York State initial certification in Early Childhood or Childhood General or Special Education or dual certification. Out of state certification holders must apply for reciprocity with New York (if applicable) when applying to this program.

Certification

Graduates are eligible for a professional certificate in their initial certification area(s) after completing all New York State requirements.

Integrative Master's Project

Graduates must complete an Integrative Master's Project (IMP). See overview on page 13. A full description of each IMP option is in *A Guide to the Integrative Master's Project*, available in the Registrar's Office, the Graduate Suite, and the Library. A pdf version can be accessed on www.bankstreet.edu.

Course Requirements Note: This course listing does not indicate a suggested sequence. Course selection and sequencing is planned in consultation with the program director or advisor.

FOUNDATIONAL COURSES: minimum of 5 credits		
EDUC 500	Child Development	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings	2
EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of the instructor]	3
REQUIRED CURRICULUM COURSES: minimum of 3 credits from each area, for a total of 12 credits		
Social Studies Curriculum (3 – 6 credits)		
EDUC 510	Curriculum in Early Childhood Education (Grades N – 3)	3
EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
Science, Math, and Technology Curriculum (3 – 6 credits)		
SCIE 510	Explorations of Nature	2
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
EDUC 551	Science Inquiry for Children in the Natural Environment	3
NSCI 500	Topics in Science	3
English Language Arts (3 – 6 credits)		
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
EDUC 565	Children's Literature in a Balanced Reading Program (a Focus on Grades 3 – 8)	3
	Elective credits as needed to complete the requirements of the program	3
EDUC 946	Curriculum and Instruction Supervised Fieldwork/Advisement (2 semesters)	12
	Integrative Master's Project	0
Suggested Electives		
EDUC 517	Geography in the Social Studies Curriculum	3
EDUC 535	Science for Teachers (Grades N – 6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 573	Storytelling with Children	1
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 625	Process Pedagogy: The Teaching Methods of the National Dance Institute and the Implications for the Teaching/Learning Process	1
EDUC 865	Children's Literature for Grades 3 – 6 [Prerequisite: EDUC 564 or permission of instructor]	1
EDUC 866	A Developmental-Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	1
TOTAL CREDITS		32

Studies in Education Program

Adrienne Kamsler, Director: 212-875-4571; akamsler@bankstreet.edu
30 Credits: Master of Science in Education (M.S.Ed.)
30 Credits: Master of Education (Ed.M.)

Overview

This program is designed for students who wish to pursue an individualized course of study across the programmatic spectrum or in some area of concentration. It prepares professionals for nontraditional roles and does not lead to certification.

Together, the student and the program director will plan an appropriate course of study based on the student's stated goals. The program may include transfer credits and/or individual study. During the year of supervised fieldwork/ advisement, the student works closely with an advisor, who may call on other faculty with expertise in the field of the student's special interest. Students in Studies in Education have pursued programs in areas such as writing for children, educational policy and advocacy, educational environments for children, creating developmentally appropriate content for television and media, science education in the elementary school, and arts education programs, to name only a few.

Prospective students are invited to discuss their interest in this program with Adrienne Kamsler to explore individual areas of concentration.

Supervised Fieldwork/Advisement

During one to two semesters, while students take courses, they gain appropriate experience and intensive advisory support through supervised fieldwork/ advisement. Students will have one or two placements in each semester in which they are enrolled in supervised fieldwork/ advisement. The placements will be selected with the student's special focus in mind. For students already working in an appropriate setting, this may become the major site for supervision. See page 12 for a full description of supervised fieldwork/advisement.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must demonstrate a strong interest in studying children, the way they learn, and the adults who provide materials and leadership for them. To qualify for the Ed.M track, applicants must hold a prior master's degree.

Integrative Master's Project

Graduates of all programs must complete an Integrative Master's Project (IMP). See overview on page 13. A full description of each IMP option is in *A Guide to the Integrative Master's Project*, available in the Registrar's Office, the Graduate Suite, and the Library. A pdf version can be accessed on www.bankstreet.edu.

Certification

This program does not lead to certification.

Course Requirements (M.S.Ed.) (Ed.M)

	All students in the program take courses from a few core areas:	18 – 24
	<ul style="list-style-type: none"> • human development • philosophy of education • curriculum development • social context 	
	The remaining academic credits are taken in courses relevant to the student's particular interests, including up to six approved graduate credits transferred into the program from other institutions.	
GSTD 960	Studies in Education Supervised Fieldwork/Student Teaching/Advisement	6 – 12
	Integrative Master's Project	0
	TOTAL CREDITS	30

Child Life Program Online

Troy Pinkney-Ragsdale, Director: 212-875-4473;
tpinkney@bankstreet.edu

43 Credits

Master of Science (M.S.)

Overview

The Child Life program prepares students for careers as Certified Child Life Specialists in both hospital and community healthcare environments. Students develop the skills necessary to promote family-centered care and learn how to work with children and their families who are living with the realities of acute or chronic illness, surgery, trauma, injuries, and disabilities. Students learn developmentally appropriate ways of working with children and their families in healthcare settings.

Through the program, students gain an understanding of medical issues coupled with a firm grounding in practice. This combination of theory and practice serves as an excellent foundation for child life specialists who work with children, youth, and families. Students learn to advocate for children and their families, prepare children for medical procedures, teach children and their families about their illness, minimize stress and anxiety for children and their families, create opportunities that strengthen self-esteem and independence, provide nonpharmacological techniques to comfort children, and provide normal life experiences that promote optimal growth and development.

Clinical Experience and Supervised Fieldwork/Advisement

During the year of supervised fieldwork/ advisement, students work as interns in child life healthcare settings where they are mentored by a Bank Street advisor and supervised by Certified Child Life Specialists in their fieldwork placement. Supervised fieldwork students participate in a weekly online conference group and ongoing advisement, which is instrumental in supporting professional growth and development during their internship.

Securing an Approved Internship Position

All child life students are required to secure an internship position in a clinical setting for the fall and spring of the

supervised fieldwork year. Students need to have accumulated a total of 600 hours in an approved setting by the completion of their internship. To gain this highly competitive position, child life students must apply to a minimum of five internship placements. Each student must be interviewed for, accepted into, and matched with an appropriate setting. Matches are made based on consideration of the student's preferences, the sites' preferences, and the availability of internships. Ultimately, the college cannot guarantee an internship placement. If a student cannot secure a placement, the student will need to go through the intern application process the following year. The internship is a mandatory component of the program. A student who is unable to secure an internship after applying for two years will be unable to complete the degree.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must demonstrate experience working with children with special healthcare needs. A minimum of 100 hours of volunteer work in a child life setting is required for admission to the program. Applicants must have a dedicated computer or tablet and internet access to participate in this program.

Integrative Master's Project

Graduates must complete an Integrative Master's Project (IMP). See overview on page 13. A full description of each IMP option is in *A Guide to the Integrative Master's Project*, available in the Registrar's Office, the Graduate Suite, and the Library. A pdf version can be accessed on www.bankstreet.edu.

Certification

The Child Life Council grants Child Life Professional Certification. Upon completion of our Child Life master's degree, graduates will have satisfied the course requirements, will have completed the mandated 560- to 600-hour internship in a child life program supervised by a Certified Child Life Specialist, and will be prepared to take the certification examination given by the Child Life Council. For more information, contact the Child Life Council at (301) 881-7090 or (800) 252-4515 or <http://www.childlife.org>

Child Life Program Online (continued)

Course Requirements *Note: Students in the Child Life program follow a cohort model, taking courses in a prescribed sequence and timeline.*

1st Fall or previous Spring	EDUC 500	Child Development	3
1st Fall	EDUC 821	Child Life in the Healthcare Setting: A Family-Centered Care Approach [Corequisite: EDUC 500]	3
1st Fall	EDUC 826	Medical Aspects of Illness: A Child Life Perspective [Corequisite: EDUC 500]	3
1st Spring	EDUC 822	Children with Special Healthcare Needs: In the Hospital, at Home and in School [Prerequisite: EDUC 821]	3
1st Spring	EDUC 828	Loss in Children's Lives: Implications for Schools, Hospitals, and Home [Prerequisite: EDUC 500]	3
1st Spring	EDUC 621	Introduction to Child Life Documentation [Prerequisites: EDUC 500, EDUC 821; Corequisite: EDUC 822]	3
1st Summer 1	EDUC 651	Special Study: Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups [Prerequisite: EDUC 821]	1
1st Summer 2	EDUC 820	Group Process for Child Life Specialists [Prerequisite: EDUC 500]	1
2nd Fall	EDUC 827	Weaving Creative Arts Modalities into Child Life Practice [Prerequisite: EDUC 822]	3
2nd Fall	EDUC 829	Therapeutic Play Techniques for Child Life Specialists [Prerequisites: EDUC 500; EDUC 821; EDUC 822]	3
2nd Spring	LEAD 825	Child Life Program Development and Administration [Prerequisite: EDUC 822; corequisite: EDUC 950]	3
		State Mandated Training in Child Abuse Identification and Reporting	0
		Electives as needed to complete the requirements of the program	2
2nd Fall and 2nd Spring	EDUC 950	Clinical Experience and Supervised Fieldwork I and II: Children in Healthcare Settings	12
		Integrative Master's Project	0
		TOTAL CREDITS	43

“My introduction to the Child Life Program Online was truly an eye opener for me, not only in the field of Child Life, but in the individualized attention that Bank Street offers every student”

Rachel, Child Life Program

Educational Leadership Programs

Kenneth Grover, Department Chair: 212-875-4507;
kgrover@bankstreet.edu

Overview

The Educational Leadership Department seeks to enhance learning in early childhood and PreK–12 programs as well as museum settings by preparing leaders who have the knowledge, skills, and commitment needed to engage learners, strengthen professional practice, and guide continuous organizational improvement.

The department views leadership as transformative, humane, collaborative, and personal. It expects candidates to bring insight into child development to their studies and to gain a wide range of conceptual understandings and skills—including those related to adult development, to the sociocultural, historical, and political foundations of school leadership, to organizational development, to leadership in curriculum and instruction, and to the school change process—needed to succeed as school leaders.

Drawing heavily upon the philosophy of progressivism elaborated by Bank Street’s founders, our approach challenges leaders to attend both to the unique qualities and potential each learner brings to the classroom and to the educator’s role in creating a more caring, just society. Our programs enable candidates to explore the complexities and dynamics of transformational educational change. Candidates consider the sociopolitical realities that frame the work of schools, the ethical and moral dimensions of leadership, the role of leader as researcher, and the practices of school administration.

Our Educational Leadership programs align with national and state leadership standards. Programs of study include Leadership for Educational Change, Principals Institute, Future School Leaders Academy, Early Childhood Leadership, Leadership in Mathematics Education, Leadership in Museum Education, and School District Leadership. A Special Education Leadership focus and a focus on Leadership in the Arts are available to qualified candidates in the Leadership for Educational Change program.

The Department offers the Master of Science in Education (M.S.Ed.) and the Master of Education (Ed.M.) degrees. The M.S.Ed. requires from 30 to 42 credits (depending on the program). The Ed.M., an advanced degree program for candidates who already have a master’s degree in education, requires 30–36 credits of study at Bank Street.

Integrative Master’s Project

Candidates in all programs must complete an Integrative Master’s Project. Integrative Master’s Project options include a Leadership Portfolio OR a Leadership Professional Seminar OR an Independent Study OR a Mentored Directed Essay. Requirements vary by program. Some exceptions exist. See overview on page 13. A full description of each IMP option is in *A Guide to the Integrative Master’s Project*, available in the Registrar’s Office, the Graduate Suite, and the Library. A pdf version can be accessed on www.bankstreet.edu.

“I enjoyed everything about my experience at Bank Street—the people, the classes, assignments, readings. I feel that I was stretched and challenged, and that my classmates were as interested as I was in grappling with substantive issues in education...The teachers are skilled, knowledgeable, and compassionate; it’s a vibrant community.”

Edward, Leadership for Educational Change

Leadership for Educational Change

Gil Schmerler, Director: 212-875-4709; ace@bankstreet.edu

39 credits: Master of Science in Education (M.S.Ed.)

30 – 36 credits: Master of Education (Ed.M.)

The Leadership for Educational Change program prepares flexible, creative, and responsive leaders for a wide range of leadership positions within educational institutions. The program is based on the premise that leaders must understand the ever-changing human, organizational, and societal contexts of education and use change in the service of more effective and humane schooling for children. Candidates are teachers and practicing leaders in public and independent schools (preschool through high school) in New York City and the surrounding districts. Graduates are school principals, assistant principals, district leaders, curriculum and professional developers, and teacher leaders throughout the country.

There are two primary master’s degree options for those in Leadership for Educational Change programs: a 39-credit M.S.Ed. for those who do not yet hold a master’s degree and a 30 - 36 credit Ed.M. for those who already hold a master’s degree in education or leadership. These programs are described below in detail.

Supervised Fieldwork/Advisement

During one academic year, candidates practice leadership in their work settings or in supervised placements with expert leaders, with considerable on-site support from both their Bank Street advisor and their site supervisor. During supervised fieldwork/ advisement, candidates work closely with their advisor and peers in integrating theory and practice.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program should have at least two years of teaching or pupil personnel experience (prek-12) and have demonstrated leadership capacity in their work.

Course Requirements M.S.Ed. Degree: 39 credits

LEAD 503	Adult Development: Implications for Educational Leadership	3
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 530	Education Policy, Advocacy, and Law	3
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 660	Research for Educational Change	3
LEAD 770	Leadership Professional Seminar (satisfies the Integrative Master’s Project requirement)	3
	Elective credits as needed to complete the requirements of the program (see next page)	9
LEAD 900	Leadership for Educational Change Supervised Fieldwork/Advisement	12
	Communications Skills Seminar	0
TOTAL CREDITS		39

School Building Leader Certification

The program leads to New York State School Building Leader (SBL) certification. To be eligible for certification, candidates must have successfully completed three years of teaching or pupil personnel service work in PreK–12 settings and pass the New York State School Building Leader Assessment. Completion of the New York State mandated workshops in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (DASA) is a requirement of this program.

School District Leader Certification

Qualified graduates of this program will also be recommended for School District Leadership (SDL) certification if they successfully complete the optional five-credit SDL sequence (described on page 65) and if they can document successful completion of a total of 60 graduate credits. These five one-credit courses may be taken as electives within the basic Leadership for Educational Change program, or may be taken over and above those program requirements. Graduates must complete the SDL sequence within eight years of graduation to qualify for this option. To qualify for the SDL certificate, candidates must pass the corresponding New York State Assessment.

Focus on Leadership in Special Education

Candidates in Leadership for Educational Change who want to focus on special education may use their elective credits to take a six-credit sequence (two courses) in Leadership in Special Education (see list of suggested electives, next page). Candidates who pursue this option will integrate special education issues and experiences into their supervised fieldwork/ advisement and Integrative Master’s Project.

Focus on Leadership in the Arts (Pending Redesign)

Candidates in Leadership for Educational Change who want to focus on the arts are advised to check www.bankstreet.edu for current information.

Leadership for Educational Change (continued)

Course Requirements Ed.M. Degree: 30–36 Credits*

LEAD 503	Adult Development: Implications for Educational Leadership	3
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 530	Education Policy, Advocacy, and Law	3
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 660	Research for Educational Change	3
LEAD 770	Leadership Professional Seminar (satisfies the Integrative Master's Project requirement)	3
	Elective credits as needed to complete the requirements of the program (see below)	0 – 6
LEAD 900	Leadership for Educational Change Supervised Fieldwork/Advisement	12
	Communications Skills Seminar	0
TOTAL CREDITS		30 – 36

* Based upon review of transcript and leadership experience at time of application, the chair may, in exceptional circumstances, waive up to six credits of course work for Ed.M. candidates.

Possible Electives To be taken as needed to fulfill the program requirements and the number of credits required for degree. Select in consultation with, and approval of, advisor.

LEAD 581	Community Based Action Research: Theory and Inquiry Methods for Community Educators	3
EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings	2
LEAD 518	Leading a Community-Based Initiative	3
LEAD 560	Literacy and Leadership	3
LEAD 561	Supervising and Supporting Literacy Instruction in Diverse Settings	1
LEAD 601	Team Building and Collaborative Decision Making: Practices of Democratic Schooling	3
LEAD 603	School Change: The Transformational Leader	3
LEAD 620	Finance and Fundraising for Educational Leaders	1
LEAD 621	Fiscal Management for Educational Leaders	1
LEAD 630	Law for School Leaders	3
LEAD 650	Leadership Individual Study	1/2/3
LEAD 832	Policy Issues in the Design of Children's Services	1
LEAD 861	Leading a School District I	1
LEAD 862	Leading a School District II (Corequisite:LEAD 833)	1
LEAD 863	Leading a School District III	1
LEAD 864	Leading a School District IV	1
LEAD 870	Special Education Leadership: The District Perspective	1
LEAD 871	Special Education Leadership I: Implementation of IDEA	3
LEAD 872	Special Education Leadership II: Leading Inclusive Communities of Learners	3

Principals Institute

Stephen Drakes, Interim Director: 212-961-3360;
sdrakes@bankstreet.edu

39 credits: Master of Science in Education (M.S.Ed.)

36 credits: Master of Education (Ed.M.)

Established in 1989, the Principals Institute is committed to increasing the number of women and minorities in positions of leadership in New York City public schools and offers tuition subsidies to qualified applicants. A cohort program enrolling groups of 20–25 New York City public school professionals, the program leads to a Master of Science in Education, or for applicants with a prior master’s degree, a Master of Education degree, with a concentration in school leadership, and to New York State certification as a School Building Leader. The program is generally completed in 18 months, including one summer.

Supervised Fieldwork/Advisement

Supervised fieldwork/advisement is integrated throughout the program, beginning with the first semester. In addition, a Summer Internship provides opportunities for candidates to experience alternate school placements. Candidates are supported by a Bank Street advisor in a variety of activities

including a school-based internship, conference groups, and on-site meetings. Throughout supervised fieldwork, Bank Street advisors work with mentor principals to ensure that the individual needs of each candidate are met, and work with candidates to process the internship experience and gauge progress. The mentor principal supports the candidate through a developmental learning experience.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program should have at least three years of teaching experience (prek-12).

Certification

The program leads to New York State School Building Leader (SBL) certification. To be eligible for certification, candidates must have successfully completed three years of teaching or pupil personnel service work in PreK–12 settings. Candidates are also required to pass the New York State School Building Leader Assessment. As of 2013, completion of the New York State mandated workshop in Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements M.S.Ed. Degree: 39 credits

LEAD 503	Adult Development: Implications for Educational Leadership	3
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 537	Organizational Development: Implications for Educational Leadership	3
LEAD 600	Leadership Communications Seminar	1
LEAD 603	School Change: The Transformational Leader	3
LEAD 604	Development of Educational Policy	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 621	Fiscal Management for Educational Leaders	1
LEAD 630	Law for School Leaders	3
LEAD 660	Research for Educational Change	3
LEAD 871	Special Education Leadership I: Implementation of IDEA	3
LEAD 912	Principals Institute Supervised Fieldwork/Advisement	8
LEAD 913	Practicum in Urban School Leadership	1
	Elective credits approved by the program director as needed to complete the requirements of the program	3
TOTAL CREDITS		39

Course Requirements Ed.M. Degree: 36 Credits

LEAD 503	Adult Development: Implications for Educational Leadership	3
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 537	Organizational Development: Implications for Educational Leadership	3
LEAD 600	Leadership Communications Seminar	1
LEAD 603	School Change: The Transformational Leader	3
LEAD 604	Development of Educational Policy	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 621	Fiscal Management for Educational Leaders	1
LEAD 630	Law for School Leaders	3
LEAD 660	Research for Educational Change	3
LEAD 871	Special Education Leadership I: Implementation of IDEA	3
LEAD 912	Principals Institute Supervised Fieldwork/Advisement	8
LEAD 913	Practicum in Urban School Leadership	1
TOTAL CREDITS		36

Early Childhood Leadership Principals Institute

Denise Prince, Director: 212-875-4585; dprince@bankstreet.edu

38 credits

Master of Science in Education (M.S.Ed.)

The Early Childhood Leadership program is geared to individuals who aspire to leadership positions in early childhood centers and elementary schools. Allied with Bank Street’s Principals Institute, the program is open to those who aspire to leadership positions in NYC public schools (including charter schools) and NYC community-based centers.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program should have at least three years of experience working in an early childhood center in a NYC community-based center or elementary school (prek-3).

Supervised Fieldwork/Advisement

This component of the program is completed during a full academic year, usually in the first year of the program. Through supervised fieldwork/ advisement, candidates practice leadership activities in their work settings and, with guidance

from their advisors and site mentors, develop the ability to synthesize theory and practice.

Certification

The program leads to New York State School Building Leader (SBL) certification. To be eligible for certification, candidates must have successfully completed three years of teaching or pupil personnel service work in PreK–12 settings and must pass the New York State SBL Assessment.

Dual Certification (SBL and SDL) Option

By taking an additional five credits of course work in School District Leadership (see SDL course requirements on page 65), qualified candidates who can document successful completion of a total of 60 graduate credits (including credits earned at Bank Street) may also be recommended for New York State School District Leader (SDL) certification. Graduates must complete the SDL sequence within eight years of graduation to qualify for this option. They must also pass the New York State SDL assessment.

As of 2013, completion of the New York State mandated workshop in Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Course Requirements

EDUC 500	Child Development	3
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 533	Foundations of Educational Leadership: Law, History, and Economics	1
LEAD 534	Foundations of Educational Leadership: Adult Development	1
LEAD 535	Foundations of Educational Leadership: Organizational Development	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 620	Finance and Fundraising for Educational Leaders	1
LEAD 621	Fiscal Management for Educational Leaders	1
LEAD 660	Research for Educational Change	3
LEAD 830	Early Childhood Leadership Practicum in Clinical Supervision [Prerequisite: LEAD 615]	3
LEAD 831	Early Childhood Leadership Practicum in Organizational Development [Prerequisite: LEAD 535]	3
LEAD 832	Policy Issues in the Design of Children’s Services [Corequisite: LEAD 833]	1
LEAD 833	Early Childhood Leadership Policy Internship [Corequisite: LEAD 832]	3
LEAD 871	Special Education Leadership I: Implementation of IDEA	3
LEAD 930	Early Childhood Supervised Fieldwork/Advisement (2 semesters)	8
	Integrative Master’s Project	0
TOTAL CREDITS		38

Future School Leaders Academy

Margaret Terry Orr, Director: 212-875-4546; morr@bankstreet.edu
30 credits
Master of Education (Ed.M.)

The Future School Leaders Academy (FSLA) aims to increase the size, quality, and diversity of the pool of candidates for educational leadership positions in the public schools and districts in the lower Hudson Valley region and to enable these individuals to address leadership challenges and the region's unique conditions and priorities. The program uses a collaborative, hands-on approach to leadership preparation and is offered in partnership with Putnam/Northern Westchester BOCES and participating school districts.

FSLA is designed to develop candidates' ability to lead and manage schools and districts as purposeful, effective, humane organizations, in order to achieve continuous growth, equity, and excellence. It seeks to broaden and deepen candidates' understanding of values, trends, and issues that affect learning and teaching, schools, and their communities. There is a specific focus on the challenges of developing learning communities and improving achievement in increasingly diverse districts and schools and on how to develop a culture of innovation, risk taking, and reflective practice to foster good teaching and learning. To successfully complete the program, candidates must complete the 30-credit course of study, a culminating project and standards-based portfolio, and a 600-hour building and district leadership internship. The course of study is over two academic years and the intervening summer and is organized around four core themes: leading learning, leading a learning organization, using a learner-centered approach to managing resources and policies, and leading improvement through inquiry and action.

Course Requirements

LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 532	Foundations of Educational Leadership: Ethics and Philosophy	1
LEAD 534	Foundations of Educational Leadership: Adult Development	1
LEAD 535	Foundations of Educational Leadership: Organizational Development	1
LEAD 603	School Change: The Transformational Leader	3
LEAD 604	Development of Educational Policy	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 630	Law for School Leaders	3
LEAD 660	Research for Educational Change	3
LEAD 861	Leading a School District I	1
LEAD 862	Leading a School District II	1
LEAD 863	Leading a School District III	1
LEAD 864	Leading a School District IV	1
LEAD 870	Special Education Leadership: The District Perspective	1
LEAD 906	Future School Leaders Academy Supervised Fieldwork/Advisement	6
TOTAL CREDITS		30

Admissions Requirements

See page 100 for graduate school admissions criteria and FSLA webpage for the application process. Candidates are nominated by a participating school district or BOCES. Applicants for this program must have a master's degree in education and at least three years of teaching or pupil personnel experience (prek-12) and demonstrate leadership ability in an educational setting, including a commitment to working with diverse populations and implementing strategies to close the achievement gap. FSLA offers a Transition D option for school or district staff that have at least three years of experience that is equivalent to a teacher, administrator or pupil personnel provider; a master's degree in a relevant field; and who demonstrates promise as an educational leader.

Supervised Fieldwork/Advisement

With the aim of helping candidates synthesize theory and practice, supervised fieldwork/ advisement extends over the two years of the program. Candidates complete a building and district leadership internship encompassing a wide range of activities in their schools, guided by their on-site supervisors and their Bank Street advisors. They participate in conference groups on a regular basis.

Certification

FSLA leads to an advanced master's degree (Ed.M.) and New York State K-12 certification as a School Building Leader (SBL) and a School District Leader (SDL). To qualify for each certificate, candidates must pass the corresponding New York State Assessment. Transition D candidates will only qualify for certification as a School District Leader (SDL). As of 2013, completion of the New York State mandated workshop in Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

Leadership in Mathematics Education

Robin Hummel, Interim Director: 212-875-4640;
rhummel@bankstreet.edu

42 credits

Master of Science in Education (M.S.Ed.)

This program is designed for elementary or middle school teachers, coaches, or administrators who want to become mathematics leaders and earn New York State School Building Leader certification. It is a unique program that combines opportunities for candidates to learn more mathematics, enhance mathematics pedagogy, delve deeply into professional development issues, and learn a full range of essential school leadership skills.*

Candidates enroll in three consecutive Summer 2 (July) residency sessions, taking intensive course work in mathematics, mathematics leadership, and school building leadership. During the intervening two academic years, candidates engage in supervised fieldwork in their own schools, continuing their teaching or administrative responsibilities while assuming a range of additional leadership tasks with an emphasis on professional development in mathematics. Because the courses are offered in three consecutive Summer 2 (July) residency terms, the program is open to those who live either in the New York area or at a distance.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program should have at least three years of teaching experience.

Supervised Fieldwork/Advisement

This component of the program is completed during the two intervening academic years between the three summer res-

idency periods of course work. Through supervised fieldwork/advisement, candidates practice leadership activities in their work settings and, with guidance, develop the ability to synthesize theory and practice. Candidates are visited in their settings twice a semester each year if they live close to the New York metropolitan area; otherwise, advisement is facilitated by means of electronic communication.

Certification

The program leads to New York State School Building Leader (SBL) certification. It also offers professional teaching certification to those who hold NYS initial certification. To be eligible for SBL certification, candidates must have successfully completed three years of teaching or pupil personnel service work in PreK-12 settings and must pass the New York State SBL Assessment.

Dual Certification (SBL and SDL) Option

By taking an additional five credits of course work in School District Leadership (see SDL course requirements on page 65), qualified candidates who can document successful completion of a total of 60 graduate credits (including credits earned at Bank Street) may also be recommended for New York State School District Leader (SDL) certification. Graduates must complete the SDL sequence within eight years of graduation to qualify for this option. They must also pass the New York State SDL assessment. As of 2013, completion of the New York State mandated workshop in Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

* See also the Teacher Leaders in Mathematics Education Program. In that program, candidates who have initial certification earn professional certification as classroom teachers while learning innovative ways to bring mathematics to their classrooms and to their schools.

Course Requirements

EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 514	Curriculum Development for Mathematics Leaders	3
LEAD 525	Technology and School	1
LEAD 534	Foundations of Educational Leadership: Adult Development	1
LEAD 535	Foundations of Educational Leadership: Organizational Development	1
LEAD 611	Professional Development for Mathematics Leaders	3
LEAD 661	Research for Mathematics Leaders I	1
LEAD 662	Research for Mathematics Leaders II [Prerequisite LEAD:661]	1
LEAD 827	Understanding Quantitative Data: Implications for Educational Leaders	3
LEAD 840	Practicum in Mathematics Leadership I	3
LEAD 841	Practicum in Mathematics Leadership II	3
LEAD 842	Practicum in Mathematics Leadership III	0
MATH 541	Integrated Mathematics I	3
MATH 542	Integrated Mathematics II [Prerequisite: MATH 541]	3
MATH 543	Integrated Mathematics III [Prerequisite: MATH 542]	3
LEAD 940	Mathematics Leadership Supervised Fieldwork/Advisement (2 semesters)	6
	Integrative Master's Project	0
TOTAL CREDITS		42

Leadership in Mathematics Education Online

Robin Hummel, Director: 212-875-4640; rhummel@bankstreet.edu

42 credits

Master of Science in Education (M.S.Ed.)

This program is designed for teachers, coaches, or administrators who want to become school leaders, with an intensive focus on mathematics, and earn New York State School Building Leader certification. This unique program combines opportunities for candidates to learn more mathematics, enhance mathematics pedagogy, delve deeply into professional development issues, and learn a full range of essential school leadership skills.*

During the 25-month program, students engage in intensive course work in mathematics, mathematics leadership, and school building leadership. Students are expected to assume a range of leadership tasks with an emphasis on professional development in mathematics.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program should have at least three years of teaching experience. Applicants must have a dedicated computer or tablet and Internet access to participate in this program.

Course Requirements

EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 542	Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator	2
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 514	Curriculum Development for Mathematics Leaders	3
LEAD 525	Technology and School Change	1
LEAD 534	Foundations of Educational Leadership: Adult Development	1
LEAD 535	Foundations of Educational Leadership: Organizational Development	1
LEAD 611	Professional Development for Mathematics Leaders	3
LEAD 661	Research for Mathematics Leaders I	1
LEAD 662	Research for Mathematics Leaders II [Prerequisite: LEAD 661]	1
LEAD 827	Understanding Quantitative Data: Implications for Educational Leaders	3
LEAD 840	Practicum in Mathematics Leadership I	3
LEAD 841	Practicum in Mathematics Leadership II	3
LEAD 842	Practicum in Mathematics Leadership III	0
MATH 541	Integrated Mathematics I	3
MATH 542	Integrated Mathematics II [Prerequisite: MATH 541]	3
MATH 543	Integrated Mathematics III [Prerequisite: MATH 542]	3
LEAD 940	Mathematics Leadership Supervised Fieldwork/Advisement (2 semesters)	6
	Integrative Master's Project (Portfolio)	0
TOTAL CREDITS		42

Supervised Fieldwork/Advisement

Supervised fieldwork students participate in online synchronous monthly conference group meetings and ongoing advisement, which are instrumental in supporting professional growth and development. Through supervised fieldwork/advisement, candidates practice leadership activities in their work settings and, with guidance, develop the ability to synthesize theory and practice. Supervised fieldwork and advisement are facilitated online through video conferencing.

Certification

This program leads to New York State School Building Leader (SBL) certification. It also offers professional teaching certification to those who hold NYS initial certification. To be eligible for SBL certification, candidates must have successfully completed three years of full-time teaching or pupil personnel service in PreK–12 settings and must pass the New York State SBL Assessment. As of 2013, completion of the New York State mandated workshop in Harassment, Bullying, and Discrimination Prevention is a requirement of this program.

* See also the Teacher Leaders in Mathematics Education Program. In that program, candidates who have initial certification earn professional certification as classroom teachers while learning innovative ways to support mathematics learning in their classrooms and their schools.

Leadership in Museum Education

Brian Hogarth, Director: 212-875-4704; bhogarth@bankstreet.edu

40 credits

Master of Science in Education (M.S.Ed.)

This program is designed for professionals who work in museums or similar institutions and who are committed to furthering their institutions' educational and civic agendas. The program provides a strong theoretical and practical foundation in the areas of learning theory, program design, organizational development, and personal leadership. It prepares candidates for positions of leadership. The course of study includes one year in human development and program planning with an emphasis on creating visitor-centered programming. The second year includes sessions in staff development, marketing, fund-raising, financial planning, and other leadership concerns. Contemporary issues in the field, including the participants' ongoing professional work, are analyzed through monthly seminars, small-group discussions, individual advisement, and visits to cultural institutions.

Program credit requirements are completed at Bank Street over two years in monthly sessions from September through May,

and for one full week in June. Weekend class sessions are from 5:00 pm to 9:00 pm on Fridays and from 9:00 am to 5:00 pm on Saturdays. This schedule allows participation by candidates in the New York metropolitan area as well as by those who live at a considerable distance.

Admissions Requirements

See page 100 for graduate school admissions criteria and application process. Applicants for this program must have a full time position in a museum or other cultural institution.

Supervised Fieldwork/Advisement

The program integrates course work with the candidates' ongoing professional commitments. Each student is assigned an advisor who has had substantial experience in both education and senior management. Each student meets monthly with his or her advisor (who will also visit the home institution on occasion) and also with a small conference group of people who share the same advisor.

Certification

The program does not lead to certification.

Course Requirements

LEAD 501	Human Development I: Programming for Young Audiences	4
LEAD 502	Human Development II: Adolescents and Adults as Visitors and Volunteers	3
LEAD 511	Exhibition Development for Museum Leaders	2
LEAD 512	School Collaborations for Museum Leaders	2
LEAD 513	Museum Programming for Diverse Audiences	1
LEAD 616	Museum Management I: Organizational Development	2
LEAD 617	Museum Management II: Marketing and Audience Development	1
LEAD 618	Museum Management III: Professional Development	1
LEAD 619	Museum Management IV: Fundraising and Proposal Development	2
LEAD 622	Museum Management V: Shaping a Vision	2
LEAD 623	Organizational Theory	2
LEAD 663	Research in Museum Settings	2
LEAD 850	Museum Leadership Institute I	2
LEAD 851	Museum Leadership Institute II	2
LEAD 951	Museum Leadership Seminar I: Theories and Issues in Museum Learning	1
LEAD 952	Museum Leadership Seminar II: Current Ideas in Interpretation and Education	1
LEAD 953	Museum Leadership Seminar III: History and Philosophy of American Museums	1
LEAD 954	Museum Leadership Seminar IV: Selected Topics in Community, Culture, and Policy	1
LEAD 950	Museum Leadership Supervised Fieldwork/Advisement (4 semesters)	8
	Integrative Master's Project	0
TOTAL CREDITS		40

School District Leadership (nondegree)

Kenneth Grover, Director: 212-875-4507; kgrover@bankstreet.edu

11 credits

Please note that candidates who are currently enrolled in a qualifying Bank Street leadership program may be recommended for SDL certification after completing a five-credit SDL sequence, provided that they have taken a total of 60 graduate credits. This option is also available to graduates of qualifying Bank Street leadership programs who complete a five-credit SDL sequence within eight years of graduation, provided that they have taken a total of 60 graduate credits. For further information, see the page devoted to each leadership program.

The School District Leadership nondegree program prepares candidates to be strong, responsive instructional leaders in a district or regional context. It addresses such issues as developing a district vision, analyzing relationships among key constituencies, leading district-wide reform efforts, understanding accountability from a district perspective, and making sound decisions in such spheres as instructional policy, planning, fiscal and human resources, facilities, legal and equity issues, and external relationships. Course work and field experiences move through this wide range of topics with the needs of diverse students, families, and communities as a steady north star.

The program prepares candidates for a range of positions, including superintendent, assistant superintendent, staff developer, curriculum coordinator, early childhood supervisor, and supervisor of services for special populations (such as children with special needs or dual language learners).

The program requires five credits of course work and six credits of supervised fieldwork. Candidates who need additional course work to reach the 60 graduate credits required for SDL certification may take, in addition, electives that do not duplicate prior course work.

This program leads to School District Leader (SDL) certification but does not lead to a master's degree. It is intended

Course Requirements

LEAD 861	Leading a School District I	1
LEAD 862	Leading a School District II	1
LEAD 863	Leading a School District III	1
LEAD 864	Leading a School District IV	1
LEAD 870	Special Education Leadership: The District Perspective	1
LEAD 908	School District Leadership Supervised Fieldwork/Advisement (Not required for Bank Street students in a qualifying leadership program.)	6

TOTAL CREDITS

11

Suggested Electives (to be taken as needed to fulfill the required 60 graduate credits)

See electives listed for Leadership for Educational Change on page 58. With the approval of their advisors, candidates may also take appropriate courses for credit from Bank Street's Continuing Professional Studies (see page 95). Many of the Continuing Professional Studies courses have weekend formats.

primarily for those who already have completed a master's or doctorate in educational leadership at an accredited graduate institution and have a school building leader certification (SAS or SBL).

The program's format is geared both to candidates who reside within the NYC metropolitan area and to those who live at some distance. Classes are offered at Bank Street on weekends, allowing candidates to complete the course work and participate in conference groups during intensive sessions at the College.

Admissions Requirements

Applicants should have a master's degree in educational leadership and have previously qualified for SAS or SBL certification.

Supervised Fieldwork/Advisement

During one academic year, candidates practice leadership in their work settings or in supervised district placements, with considerable support from both their Bank Street advisor and their site supervisor. Some field activities are also integrated into the program course work. During Supervised Fieldwork/Advisement, candidates work closely with their advisor and peers in integrating theory and practice.

Certification

The program leads to New York State School District Leader certification. To be eligible for certification, candidates must have successfully completed 60 credits at the graduate level including a Master Degree, and three years of classroom teaching and/or pupil personnel service and/or educational leadership service in public or nonpublic PreK-12 schools. They must also pass the corresponding New York State SDL Assessment.

Completion of the three New York State mandated workshop in Child Abuse Identification, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention (DASA) is a requirement of this program.

“Bank Street is a learning environment for all ages; starting from the very young children of the Family Center, up through the School for Children, and right up to the Graduate School. The educators are specialists in their field and will bend over backwards to help any and all students reach their full potential and meet their educational goals. Bank Street is a paradigm for all educators to continuously study their craft and learn about the growth, learning and development of children. Bank Street not only teaches you how to be a well-rounded educator but illustrates it as well.”

Shavon, Early Childhood Special Education

Course Descriptions



Course Descriptions

COURSES ARE LISTED AS FOLLOWS:

Course Title

Course Number: # of credits (Term[s] course is offered)

Description

Prerequisites/Corequisites

KEY FOR TERMS OFFERED*:

(A) All terms (Fall, Spring, Summer 1, Summer 2)

(F) Fall term

(S) Spring term

(Jan) January term

(S1) Summer 1 term

(S2) Summer 2 term

(S1–S2) Across Summer 1 and Summer 2 terms

(2/S) Every other Spring term

(2/F) Every other Fall term

(2/S2) Every other Summer 2 term

(3/S2) Every third Summer 2 term

(O) This course is sometimes offered as a blended or fully online course.

(TBA) To be announced

*Every effort is made to offer courses as listed. Offerings are subject to change. Check the current course schedule on the College Web site. When TBA is noted, please see your advisor.

Please note: Some courses are offered only to students in specific programs.

Child Development

EDUC 500 3 credits (A) (O)

In this course we will examine the interactions among the cognitive, social, emotional, linguistic, and physical development of children from infancy into adolescence. We will pay close attention to children as makers of meaning in the contexts of their development, including family, school, socioeconomic class, and culture. Through reading classic and current literature, we will attend to some of the larger questions about development, such as the relationship between nature and nurture, the role of developmental theory, and the tension between the search for developmental universals and the reality of individual differences. The goal is to make developmental theory vibrant and meaningful so that the generalized theoretical child comes to enhance and inform how one understands individual children.

Language Acquisition and Learning in a Linguistically Diverse Society

EDUC 505 2 credits (A) (O)

Based on the belief that language is an essential foundation for the learning that takes place in formal and informal education, this course will look at the typical stages of language acquisition in monolingual and multilingual children. Participants will examine the various theories about language

acquisition and diversity and about the role that caregivers and teachers play in the child's development of language. In addition, they will analyze the political, educational, social, and emotional aspects that determine the stratification of languages and dialects. A significant part of the course will deal with the ways in which students learn English as a second language and the strategies that teachers can use to both help them learn the language and to fully integrate English Language Learners into general and special education classrooms.

Curriculum in Early Childhood Education (Grades N – 3)

EDUC 510 3 credits (F, S)

This course assists students in setting a framework for planning and developing curriculum based on the principles of growth and development, areas of knowledge, and their own values. Using this framework for decision making, students examine issues and questions that emerge when creating the physical and social learning environment. Opportunities offered by particular materials, activities, and disciplines are explored. Emphasis is given to social studies, viewed as the core of an integrated curriculum. It is also the catalyst for cultivation of democratic values and practices and the principal means by which the curriculum is connected to the diversity of the children's worlds: family, culture, neighborhood, and extended environment. Curriculum as a primary means of motivation, communication, and classroom management is examined. Theory and practice are interwoven as students plan, develop, and reflect on a variety of curricular experiences that meet the diverse needs of children from nursery through third grade.

Curriculum Development through Social Studies (Elementary and Middle School)

EDUC 511 3 credits (TBA)

Students work on individual and group assignments to produce thematic curricula in social studies for children in the middle grades. Specific attention is paid to working with children of diverse cultural backgrounds, learning styles and abilities, and language abilities. Students study the content, structure, and methods of responsive social studies curricula within the context of the developing adolescent. Workshop-style sessions include such topics as mapping, trips, and the use of artifacts; the infusion of technology and the arts; authentic assessment; the role of state standards; and curriculum integration.

Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)

EDUC 513 3 credits (F, S)

This course provides the opportunity for students to analyze and develop integrated curricula in social studies from a variety of historical and current perspectives, within the context of professional, state, and local standards. Students integrate knowledge from the six disciplines of social studies (history, anthropology, sociology, political science, geography, and economics) into the design of a constructivist,

inquiry-based social studies curriculum. The course explores ways children come to learn about themselves and others. There is an emphasis on meeting the needs of all children, including attention to diverse linguistic and cultural backgrounds and to different learning abilities and styles.

Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities

EDUC 514 3 credits (F, S, S₂)

This course assists students in setting a framework for developing curriculum in early childhood settings that will encompass multiple learning situations and broad variations in students' needs. The curricular framework emerges from principles of child development, with a focus on cultural and linguistic diversity, content area knowledge, and awareness of one's own values. Using social studies as the core of an integrated curriculum, students will explore the opportunities offered by curricular areas and materials and will examine the questions and issues that arise in creating social and learning environments. Students use the curricular framework to make decisions as they plan, evaluate, reflect on, and adapt curriculum experiences, combining approaches from special education and early childhood education to build successful learning environments for all children.

Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms

EDUC 515 3 credits (F)

This course is designed to acquaint teachers with current curriculum mandates and methods of implementation in a dual language classroom. Emphasis will be placed on social studies as the core in a dual language setting, including language planning and models of authentic assessment. Participants will have the opportunity to plan and develop curricula based on principles of child development, content knowledge, and the culture and values of the community of teachers and learners. Students will develop curricula both in English and in the native language. Attention will be given to the classroom environment; the selection of materials; literature, art, and mixed media; and trips and community resources. Teacher-family partnerships will also be discussed. *Prerequisites:* EDUC 511 or EDUC 513 or EDUC 514; EDUC 601 or permission of the instructor.

Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)

EDUC 517 3 credits (S)

This course presents upper-elementary and middle school teachers with a framework for incorporating geographic knowledge and thinking into the social studies curriculum. The interrelationship of physical geography and human culture is stressed, with a major portion of the course devoted to the study of a particular civilization (e.g., the Incas) as a model. Other topics include map making and map reading; trips; developing students' research skills; games and simulations; earth science and earth history; and current events.

Through the course, the cognitive and social development of the child, the philosophic principles of progressive education, and their implications for social studies are studied through examination and discussion of our own work and through discussion of readings from Lucy Sprague Mitchell, Dorothy Cohen, Jean Piaget, Lawrence Kohlberg, and others. Students develop a piece of social studies curriculum, grounded in geographic knowledge and relevant to their teaching, for presentation as a final project.

School/Museum Curriculum Development (K – 8)

EDUC 518 3 credits (F)

In this course, students learn how to develop and teach programs that are integrated with elementary or middle school classroom curricula in the areas of science, language arts, social studies, and art. Students develop inquiry-based teaching techniques through which children can explore and interpret the information, concepts, and cultural values that an object or a collection communicates. With a strong emphasis on conceptually oriented, developmentally appropriate program and curriculum design, this course allows students to explore active learning techniques including activities in the natural environment, the analysis of objects, creative writing, movement, drama, and perception games. Students are exposed to many teaching approaches in museums throughout the metropolitan area and put theory into practice by designing their own curricula. Another emphasis is the nature of children with disabilities and special healthcare needs and the effect of those disabilities and needs on learning behavior in museums. *For matriculated Museum Education students or by permission of program director.*

Educating Infants and Toddlers: Environments

EDUC 519 3 credits (2/F)

In this course students examine, define, and expand the varied meanings of the environment as it applies to the early care and education of children under three and their families. The integrating principles are socioeconomic influences as well as developmental theory. Typically developing infants and toddlers as well as those with special needs are considered in planning environments. Issues surrounding diversity and antisocial care are addressed throughout in order to increase the awareness and sensitivity of caregivers. Students gain experience in designing, setting up, and maintaining nurturing environments. Principles of design and material selection are grounded in developmental theory about the needs of all children. Topics include the relation of physical space to learning and development, scheduling the child's day, staff relations, care of the family, and issues in caregiving such as separation, health, safety, and the nature of care. The broad focus includes settings in centers, family childcare homes, and hospitals. Students keep a journal of children's lived experience in care, visit and report on a care setting, and write a final paper on an aspect of environment.

Educating Infants and Toddlers: Programs and Activities and Emergent Literacy

EDUC 520 3 credits (2/F)

This course offers students the opportunity to choose and examine critically the parameters of a program for typically developing infants and toddlers as well as for those with special needs. In addition, each student will read about and critique an exemplary program. In order to concretize real-life issues, the course will include a presentation of current local programs, including early intervention programs that serve diverse populations. Students will explore varied aspects of the infant/toddler program such as language and books, music, art, blocks, sand, water play, and cooking. A special session on understanding early intervention law is included. A major focus of the course is on understanding infant/toddler play and the adult's role in supporting and fostering it. The study of play culminates in a toy-making workshop.

Integrating Technology into the Curriculum to Support Student Learning and Inquiry

EDUC 525 1 credit (F, S) (O)

This course examines the impact of technology on teaching and learning. Participants will explore how new technologies can be integrated with curriculum to create access to learning for a range of learners, including students with disabilities. Through readings, class discussion, and hands-on, project-based learning experiences, students will be introduced to various technological tools. Emphasis will be placed on encouraging students to reflect on their experiences in the course, both as a learner and as a teacher, in order to understand the role of new technologies in education.

Foundations of Modern Education

EDUC 530 3 credits (A) (O)

This course examines the historical, philosophical, and cultural roots of contemporary education, including Bank Street's history and philosophy, the contributions of major educational leaders, and current practices and innovations in education. The course is designed to help teachers expand and deepen their understanding of the social, political, and economic forces that influence the work of educators and children and their families.

Principles and Problems in Elementary and Early Childhood Education

EDUC 531 3 credits (TBA)

This course is designed to enable teachers to expand and deepen their understanding of the social, political, and economic forces that influence the work of educators and the lives of children and their families in this country. The course includes a historical overview of the aims and purposes of early childhood and elementary education in the United States, the presentation of selected social policy issues, and visits to various schools to examine the relationship between theory and practice and differing approaches to education. Course content, readings, assignments, school visits, and class discussions help teachers to critically consider their own

values and to approach decision making—an integral part of teaching—with greater clarity and confidence.

Seminar in Museum Education I

EDUC 533 2 credits (F)

This foundation course examines the history and philosophy of museums and museum education, emphasizing the role of museums in a pluralistic society. A key focus is on learning theories and on the relationship of learning in museums to learning in schools. Students examine the progressive educational philosophy of John Dewey and consider issues such as cultural diversity, interpretation from multiple perspectives, and museum-school partnerships (on-site and virtual). Through readings, discussions, visits to museums, talks with museum professionals, and written and technology-based assignments, students develop a theoretical framework for learning in museums and schools. *For matriculated Museum Education students or by permission of program director.*

Science for Teachers (Grades N – 6)

EDUC 535 2 credits (A)

In this workshop course, students explore basic science through discussion and hands-on experience with materials such as snails, plants, clay, boats, batteries, and bulbs. Students are helped to choose appropriate topics that may be integrated into a core curriculum. A methodology of exploration and discovery is used as a paradigm for working with children in the science curriculum.

Foundations: The Influence of Culture and Politics on Literacy Theory and Practice

EDUC 536 2 credits (S)

This course examines the ways in which historical, philosophical, cultural, and political trends have impacted research and pedagogy in the field of literacy (reading, writing, and language arts). Students explore how literacy theory and practice have been influenced by changing visions of teaching and learning; standards and assessment; the roles of special education and the education of English Language Learners; the appropriate nature of home, school, and community relationships; and the needs of the workforce. Students will be expected to use various forms of media and transitional research to deepen their understanding of these issues and become critical readers of research studies and popular reports.

Foundations and Practice of Dual Language/Bilingual Education

EDUC 537 1 credit (F)

This course presents the basic principles and theories of bilingual education, its history in the United States and around the world, and the variety of bilingual programs available, with special emphasis on dual language education. This course will also examine the sociolinguistic and psycholinguistic aspects of bilingualism. As part of this course, guests from dual language schools will be invited

to the class so that students can interview the key stakeholders: teachers, students, administration personnel, and parents. This experience will make evident the essential elements that a dual language school needs to have in place to be successful in its goals of graduating bilingual, bicultural, and biliterate children with high academic achievement. This course is taught in English and Spanish.

Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)
EDUC 540 2 credits (A) (O)

This course provides the student with an overview of mathematics learning for children from nursery school through grade six. Theories of development are used as a basis for designing age-appropriate curriculum. Students experience approaches and methods for teaching concepts and skills through the use of materials and tools such as Cuisenaire Rods, Dienes Blocks, Unifix Cubes, calculators, and computers. Emphasis is on developing concepts by discovery, by observing patterns and relationships, and through supporting spatial, numerical, and logical reasoning. Students examine the multiple factors that contribute to an individual's level of comfort in learning mathematics: degree of conceptual understanding, previous experience with mathematics, learning style, pace, preferred modality, ability to memorize, and specific learning disabilities. Students explore the range of alternate strategies used by learners to compensate for learning disabilities and study successful child-invented approaches to solving mathematical problems. Students review formal and informal diagnostic tools and discuss practical classroom management techniques for grouping and individualizing instruction.

Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator
EDUC 542 2 credits (S, S2-Math Leadership students only) (O)

This course has been designed to convey the process of clinical teaching. Through focus on an individual child, students will be concerned with the practical and theoretical aspects of learning style, language as a learning tool, perceptual abilities and disabilities, dyscalculia, and specific arithmetic disability. Students will learn to analyze children's strengths and weaknesses and to describe and clearly communicate specific recommendations for the child's parents and classroom teacher.

Science Inquiry for Children in the Natural Environment
EDUC 551 3 credits (S2)

Students investigate the natural environment, at Bank Street and the Tiorati Workshop for Environmental Learning in Bear Mountain State Park, to focus on the theory and practice of natural science. Students conduct inquiries under the principle that teachers should learn significant science concepts in ways that they are expected to teach. Students investigate materials, science concepts, and teaching strategies that are appropriate for preschool and elementary school learners. Class sessions include field explorations at the Tiorati Workshop.

Native Language Literacy for Spanish-Speaking Children
EDUC 560 2 credits (S)

Through this course, students explore the acquisition of literacy skills in the child's first language—in this case, Spanish. The course will focus on four areas: oral language development through storytelling, songs, poems, games, etc.; literacy development; the use of literature and of teacher- and student-made materials; and grammar and spelling. Students will analyze ways of using children's literature and children's writing in a reading program and will explore ways to teach reading and writing in the content areas. Participants will also assess commercially available materials for teaching reading and writing in Spanish, as well as original and translated Spanish children's literature. Teacher- and student-made materials will be examined and developed, particularly in the context of children's varied learning styles. Graduate students will also review the rules of Spanish grammar and orthography. This course is taught in Spanish. *Prerequisites: EDUC 537 and EDUC 561 or permission of instructor.*

Linguistics: Implications for Teachers
EDUC 561 1 credit (F)

The purpose of this course is to present the theoretical foundations of language and its implications for the classroom. It is an introduction to the systematic study of language and the way language works. The focus is on five basic linguistic areas: phonetics and phonology (sounds and sound patterning), morphology (form of words), syntax (arrangement of words), semantics (meaning)—with special emphasis on the English language—and pragmatics (the use of language). By breaking language into its components, the processes that take place in language acquisition and language learning will become clearer. Concrete examples will portray what linguists and children acquiring a language ("little linguists") do, emphasizing the complexity, variety, and regularity of language. Other related linguistic areas (language universals, body language, and discourse analysis) will also be addressed. As part of this course, working as a linguist in the field will be required.

The Teaching of Reading, Writing, and Language Arts (Grades K – 3)
EDUC 563 3 credits (F, S, S1–S2) (O)

This course examines the processes through which speaking, listening, reading, and writing are acquired by young children. Through course readings, discussion, and hands-on experiences, students will develop an understanding of the ways in which theory and research in the fields of language development, linguistic diversity, sociocultural perspectives, and special education form an essential basis for effective literacy teaching. Each student will observe and work with an individual child, trying out methods and materials in order to develop firsthand awareness of the reading and writing process and the roles of the teacher and child in that process. Through this integration of theory and practice, students will develop an understanding of the ways in which: (1) literacy acquisition draws upon the personal, cultural, and linguistic

experiences of all learners; (2) literacy acquisition can be facilitated through technology; (3) teachers can and should be the constructors of literacy curriculum that meets the needs of diverse learners; (4) assessment and instruction are ongoing and integrated processes; and (5) effective literacy education is the outcome of the collaboration of home, school, and community.

Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)

EDUC 564 3 credits (A)

This course examines the role of literature in the life of the developing child. Students gain an understanding of monolingual and bilingual language development and the relationship between aspects of young children's language and what they relish in stories. Students examine ways to cultivate children's ability to express experiences, ideas, and feelings in poetry, illustrated stories, nonfiction accounts, and oral discussion. Using developmental, multicultural, nonsexist, and aesthetic perspectives, students develop criteria for selecting fiction, nonfiction, poetry, and folklore for children of specific ages. Ways to use literature effectively are examined, leading to the student's understanding the functions of a variety of techniques within the young child's classroom: telling stories; reading aloud; stimulating children's participation in a story; and selecting stories to extend children's understandings of social studies and science.

Children's Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)

EDUC 565 3 credits (S)

The concept of "story" in oral tradition and written literature is the focus of this course. Through storytelling, discussion, and workshop activities, students use their own responses, criteria from the field of literary criticism, and principles of child and adolescent development to analyze and evaluate the literary and curricular merits of childhood and middle childhood fictional materials. Some organizing concepts are: the importance of the oral tradition to literary development; the nature of literary structure; the recognition of style in literature; the presence of archetypal themes across cultures; and the uniqueness and purpose of literary language, including its relevance to second-language learners. Issues of diversity are discussed through the use of a wide range of fictional material used to construct critical reading skills.

Teaching Reading and Writing in the Content Areas for Elementary and Middle School Classrooms

EDUC 567 3 credits (TBA)

Designed as a reading course for teachers in grades four through nine, this course provides a framework for understanding how language, cognition, and social development interact with middle school children's literacy and content learning. Students learn approaches to assessing children's literacy needs. They also learn ways to analyze text forms, both print and electronic, in terms of the kind of responses

they call for from children and the support they offer to children's conceptual understanding. Students also develop their repertoire of strategies for supporting the ability of all children to comprehend and create nonfiction text in diverse classroom settings. Special attention is given to the needs of children who are English Language Learners and of children who are struggling readers.

Teaching Literacy in the Elementary Grades (Grades 2 – 6)

EDUC 568 3 credits (F)

This course addresses the ways in which language, cognition, and the emotional development of children shape and are shaped by effective reading, writing, and language arts instruction. Employing a social constructivist perspective, it prepares teachers to meet the needs of children from diverse cultural and linguistic backgrounds. Participants will work with individual children, plan for small and large groups, and create classroom environments that support a balanced approach to literacy. Particular emphasis will be paid to the ways in which linking assessment and instruction enables teachers to meet the developing needs of individuals and groups. Opportunities will be provided for exploring the relationship between technology and literacy development. Through the experiences in this course, participants will gain a deeper understanding of the reading process and the roles of the teacher, the family, and the child in that process.

Storytelling with Children

EDUC 573 1 credit (TBA)

The purpose of this course is to enable students to develop their skills and resources in the art of storytelling for and with children. The course will provide opportunities to study as well as practice repertoire and techniques from world folklore for a variety of age groups and professional settings. Story learning from oral and written sources, as well as curriculum applications and strategies for encouraging group participation, are emphasized. Bibliographies and resource packets will be provided.

Folklore in Education

EDUC 574 1 credit (TBA)

This is an introduction to folklore as a professional resource and field of study with theoretical and practical applications in schools, museums, and child life and community programs (K–8). Multilingual children's games, folk narratives, and material lore from a range of cultural traditions will be presented in relationship to literacy and language development, curriculum integration, family-school partnerships, and cultural competence. Print and media resources as well as information on local, regional, and international folklore organizations are included to enable further research. This course is also relevant to students and practitioners in special education, dual language/bilingual, educational leadership, and dual-degree social work programs. For additional information see FEAST: Folklore Education and Storytelling for Teachers (<http://bankstreet.edu/professional-development/projects/feast/>).

Teacher-Made Materials for Reading and Writing
EDUC 575 1 credit (TBA)

Two sessions of this five-session course deal with theory, practice, rationale, and the demonstration of games for preschool and elementary classrooms. The others deal with planning, producing, and critiquing the materials designed by students.

Writing in the Elementary Grades
EDUC 576 2 credits (F)

The purpose of this course is to help teachers gain an understanding of the full complexity of writing in the elementary grades. Topics include genre and style, topic, revision, grammar and spelling, language and culture, and the social and cultural issues surrounding writing. Students will share and reflect on their own writing in small groups as well as study recent thinking and current research on the various pedagogical approaches to teaching writing. Appropriate books and other stimuli to spark good writing will be reviewed as well.

Arts Workshop for Teachers (Grades N – 6)
EDUC 590 2 credits (F, S, S2)

This studio course stresses the relationship of expression in arts and crafts to aspects of teaching and learning in other areas. Students develop approaches for discovering the use and origins of materials as well as their role in the curriculum. The course helps teachers develop a basic art program in their classrooms. Studio experiences include painting, collage, clay work, printmaking, and such crafts as puppet making, dyeing, and weaving. Readings and class discussion deal with the development of art curricula using child development as a base. Students study children's art through slides and children's actual work.

Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)
EDUC 591 2 credits (S, S1, S2)

This course is designed to introduce key elements of music, movement, sound-based media, and physical education grounded in neurocognitive, developmental, and critical multicultural perspectives. Students learn to create and use musical instruments from recyclable materials; explore digital composition; use equipment such as hoops, scarves, and parachutes, and integrate skills and repertoire with ongoing classroom curriculum. Songs, rhythms, and games from diverse traditions are included to address children's cultural and linguistic backgrounds in alignment with NYS and Common Core standards. Applications and strategies for children with special needs and for dual language learners are incorporated through readings, films, and guided activities (background in music, dance, or sports is not required). *The NYC DOE and the NYS Division of Teacher Certification accept one (1) credit of this course as teaching special education credit. This course also fulfills liberal arts requirement for one (1) credit of physical education.*

Singing in the Early Childhood Classroom
EDUC 592 1 credit (TBA)

Singing bonds together the voices of children along with their thoughts and feelings about family, friends, and their personal worlds. In the early childhood classroom, singing can be a daily occurrence during circle time; consequently, teachers have many choices in designing how songs and singing games complement their social studies curriculum. In addition, there are techniques for piggybacking songs and the words of children to enhance literacy, mathematics, and science concepts. In this course, we investigate the above issues, sharing multicultural materials and readings and brainstorming. (Guitars, dulcimers, autoharps, and audio recorders welcomed.)

Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups
EDUC 600 1 credit (Jan, S)

Designed to make students more aware of and sensitive to ethnic groups in the United States, this course focuses on the history and culture of the people from the areas of the world most represented in our schools. This course will provide students with a multicultural perspective in education. The course discusses the topic of immigration and its impact on the education of culturally diverse children in urban settings and their future employment opportunities, as well as the ways in which immigrant groups are perceived in our society. Participants will survey the student population in schools located where there is a high percentage of immigrant families and visit the schools in the respective areas to see how the school serves this population.

Special Education for Linguistically and Culturally Diverse Children
EDUC 601 1 credit (S1)

This course helps students develop the insights and skills needed to work with children with special needs who are linguistically and culturally diverse. Topics covered include legislation and litigation affecting second-language learners; mainstreaming; psychoeducational assessment; definitions and classifications; instruction models; and funding for the exceptional child. *Prerequisites: EDUC 560 and EDUC 870 or permission of instructor; corequisite: EDUC 602.*

Assessment in Bilingual Special Education
EDUC 602 1 credit (S1)

This course will introduce and explore informal and formal assessment practices for children who are English Language Learners. Students will learn about various ways of observing, collecting, documenting, and analyzing children's work and learning experiences as part of the informal assessment process. Students will also become familiar with formal assessment procedures and terminology, standardized testing, and strategies for test selection, to ensure results that are valid and unbiased. Students will be given practical experience in the preparation and administration of different forms of assessment, including the construction of simple perfor-

mance assessments. Careful attention will be given to careful interpretation and utilization of assessment data in developing meaningful curriculum and educational plans for children who are English Language Learners. Culturally responsive approaches to involving the family with the assessment process will also be addressed. Students will conduct assessments keeping in mind the legal, ethical, culturally responsive, and professional considerations that assessment entails, including confidentiality and local, state, and federal monitoring and evaluation requirements. *Corequisite: EDUC 601.*

Assistive Technology in the Early Childhood Classroom: Developing Visual Tools and Strategies, the Boardmaker™ Example

EDUC 603 1 credit (S1)

This course is designed to prepare graduate students to respond to the needs of diverse learners in early childhood classrooms by using technology to create visual tools that promote communication, improve classroom organization and management, and expand literacy opportunities. Many children with developmental disabilities experience difficulty attending to and understanding auditory input yet have relative strengths in visual skills. Graduate students will have hands-on experiences using the computer to create a variety of visual tools that they can incorporate into their teaching practices to support all children. Students will work independently and collaboratively using Boardmaker™, a simple drawing program and graphics database, to learn how to create learning tools (customized schedules, songboards, adapted books and stories, placemats, signs, games, and charts) and to devise strategies for implementation. Videos will be used to demonstrate situations in which visual tools enable children to communicate and actively participate in classroom activities and routines.

Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings

EDUC 604 2 credits (S, S1)

Students examine the role of the teacher in the classroom in order to develop insight into their own professional and personal styles. The culture of the school and its influence on teachers and families is explored. The course also examines the implications of working with a multicultural community and differing family structures. Students develop skills and procedures in parent conferencing, as well as an understanding of the concerns of parents of children with special needs. The regulations and implications of the Individuals with Disabilities Education Act (IDEA) are also studied. The course includes the recognition of indications of child abuse and a review of the legal and moral responsibilities of classroom teachers.

Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and Up)

EDUC 605 3 credits (F, S1)

This course is designed to help teachers create classroom environments that will meet the needs of all children,

including those with learning and/or behavioral problems. Addressing the concerns of both general and special education teachers, it incorporates presentations, role-playing, discussions, analyses of filmstrips and videotapes, and informal diagnostic procedures. Teachers examine the complexities of their day-to-day responsibilities and concerns, including classroom management, styles of discipline, and the interplay between curricula, rules, routines, expectations, and children's behavior.

Block Building and Dramatic Play as an Integral Part of the Early Childhood Curriculum

EDUC 606 1 credit (Jan, S1)

This course introduces block building and dramatic play as experiences that are central to learning in the early childhood curriculum. We will explore the ways block building supports children's physical, social, emotional, and cognitive development. Participants will think about how children explore the physical properties of blocks, explore blocks to represent and learn about the world around them, and create symbolic stories related to their structures. Participants will build with blocks and consider questions related to setting up a block area, developmental expectations, and the role of blocks in curriculum planning, as well as gender and inclusion considerations.

Classroom Management and Discipline in a Supportive Environment

EDUC 609 1 credit (TBA)

This course will examine the day-to-day aspects of classroom management. It will address, among other things, such concerns as setting up the physical environment; planning for the first day; establishing routines; and rules, transitions, approaches to assessment, and systems of record keeping. It will include discussions of various approaches to discipline and use of participants' classroom observations and experiences as resources for discussion of this issue. It will also consider how to include families and other adults in the classroom in working with children who may have behavioral issues.

Infancy Institute: Infants, Toddlers, Families: Supporting Their Growth

EDUC 612 1 credit (S1)

This three-day Institute held during the month of June consists of workshops, guest presentations, and site visits. Topics vary each summer.

Understanding and Working with Families of Infants and Toddlers

EDUC 613 2 credits (F)

This course helps students understand the psychological underpinnings of parenting across a range of families and contexts. A multilevel framework utilizes the concepts of containment and holding as a way to understand what parents must provide for their children and what adults must also provide for themselves in order to work effectively with

families. Stages of parenting are looked at within a wider lens that incorporates the incredible variety not only among parents, but also within the same parent at different times. Students continue to develop a self-reflective ability that helps them think deeply about their responses to families and learn when and how to provide developmental guidance, through practice with their own case material and readings on basic counseling techniques.

Exhibition Development and Evaluation

EDUC 614 2 credits (S)

This course focuses on the development of interpretive exhibitions, with emphasis on participatory exhibitions for children and families. The exhibition is viewed and analyzed as a learning environment that conveys cultural values. Students study the process of creating an exhibition from inception to installation and examine the roles of educator, designer, curator, and evaluator in a team approach to exhibition development with a focus on the role of the educator. Through class sessions and assignments, students meet with exhibition designers, observe visitor behavior, critique and evaluate exhibitions, and engage in problem-solving activities related to exhibition development. Throughout the course, students work in small groups to develop exhibition projects that are informed by theories about learning and curriculum development. At each stage of the exhibition development process, students informally assess exhibition components with children and revise their projects based on these assessments. The course also addresses the role of technology in exhibitions. Throughout the semester, students engage in online conversations and use Internet resources related to course ideas. *For matriculated Museum Education students or by permission of program director.*

Introduction to Research and Evaluation

Practice in Museum Education

EDUC 616 2 credits (F)

This course focuses on the uses of research and evaluation to inform educational practice in museums and classrooms. The course prepares educators to understand and use research and evaluation to strengthen interpretive programming and the visitor experience in museums and museum-based teaching in classrooms. Students are introduced to appropriate research and evaluation tools through readings, discussions, workshops, and critical inquiry into the research and evaluation process. Working in small groups, students conduct small research or evaluation studies in museum or school environments. *For matriculated Museum Education students or by permission of program director.*

Working with All Children and Families: An Introduction

EDUC 618 1 credit (Jan, S)

This short-format course introduces students to the content of the Early Childhood Special and General Education program. Central to the program are a number of concepts including progressive and special education, family-centered practice, child-centered curriculum, and cultural and

linguistic diversity. Students will be exposed to the idea of play as the young child's way of knowing and being in the world. They will also be introduced to observation, culturally responsive assessment, and curriculum and instruction as a dynamic cycle supporting educational practice with young children of varied backgrounds and developmental needs. Through readings, case studies, presentations, and discussion, students cultivate the habits of mind and collaborative learning relationships necessary for responsive practice with young children and their families.

Introduction to Child Life Documentation

EDUC 621 3 credits (S1)

This course is designed to prepare students for clinical assessment and various types of writing and documentation pertaining to child life services. The course will provide students with the opportunity to develop skills in identifying and gathering salient information about patients and their families, assessing patient and family emotional vulnerability and coping skills, chart writing (including electronic medical records), narrative progress and procedural note formats, student journals, case studies, grant proposals, and research studies. Students will learn to apply developmental stress and coping theories to their assessments and interventions, including family-centered care and cultural considerations in all observations, recordings, and writings. Course benefits and outcomes will provide students with an introductory preparation experience for clinical analysis, assessment, and documentation before entering a supervised internship placement. *Prerequisites: EDUC 500 and EDUC 821; corequisite: EDUC 822.*

Process Pedagogy: The Teaching Methods of the National Dance Institute and the Implications for the Teaching/Learning Process

EDUC 625 1 credit (TBA)

This innovative graduate course is offered in collaboration with the National Dance Institute (NDI), an exemplary arts education program founded by Jacques d'Amboise, former principal dancer with the New York City Ballet. The term process pedagogy was conceived by Dr. Nancy Rambusch, noted early childhood educator and founder of the American Montessori movement, to characterize the methodology employed by NDI. In its year-long program in public schools throughout New York City and elsewhere in the country, NDI serves children from diverse backgrounds and with a wide range of learning needs. Drawing upon NDI's yearlong program, this course is a one-week summer institute in which dance is used as an experiential text that preservice and inservice teachers can use to reflect on pedagogical practices. The course has two integrated components: a dance program, where adult participants prepare for an ensemble performance along with children ages 9 to 12; and a pedagogical component in which the adult participants study the methodology of NDI in order to consider its implications for teaching in their own contexts and to reflect on the value of arts education in children's lives. The course

offers a unique opportunity for general and special education teachers, teacher leaders, arts educators, and teaching artists to explore the connections between arts education and pedagogical practice across grade levels and curriculum areas. A background in dance is not required.

Education of Children with Autism Spectrum Disorders: Assessment and Educational Intervention
EDUC 629 1 credit (S) (O)

This short course will help students consider the significance of educational intervention as the primary effective treatment of children with autism spectrum disorders. This course will help graduate students recognize and develop a broad understanding of the unique pattern of characteristics of learning and development attributed to people with autism, while encouraging participants to consider the importance of providing young children who are on the autistic spectrum with an educational program that is responsive to each child's personal pattern of relative strengths and vulnerabilities. Graduate students will be asked to consider some of the issues raised by a variety of currently used educational interventions and methods of assessment. The "characteristics of effective interventions," as outlined by the National Research Council (2001), will be used as a guide to this exploration of interventions. There will be a primary focus on the importance of structured teaching, with specific references to the TEACCH approach, for promoting independence, improving adaptability, identifying and working from relative strengths, and accepting disabilities. Students will have an opportunity to explore this methodology in some detail and to work collaboratively to create an instructional plan that demonstrates understanding of the structured teaching approach to working with children. Observation of children with autism will take place by use of videos. The use of assistive technology will be explored as a tool for supporting student learning, communication, and independence. Issues concerned with cultural differences as they relate to how families respond to the needs of a child with autism will be considered.

Individual Study
EDUC 650 1/2/3 credits (A)

This course provides an opportunity to investigate an educational problem, area, or interest under the supervision of a faculty member. Permission of the student's advisor is required.

Special Study
EDUC 651 1/2/3 credits (A)

A group of students is provided with an opportunity to study an area of interest related to education under the supervision of a faculty advisor. Offered by special arrangement.

Special Study: Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups
EDUC 651 1 credit (F)

Designed to make students more aware of and sensitive to

ethnic groups in the United States, this course focuses on the history and culture of the people from the areas of the world most represented in our schools. This course will provide students with a multicultural perspective in education. The course discusses the topic of immigration and its impact on the education of culturally diverse children in urban settings and their future employment opportunities, as well as the ways in which immigrant groups are perceived in our society. Participants will survey the student population in schools located where there is a high percentage of immigrant families and visit the schools in the respective areas to see how the school serves this population. *Prerequisite: EDUC 821. For matriculated Child Life students only.*

Special Study: Strategies for Language and Concept Development
EDUC 651 1 credit (F)

This series of meetings promotes an in-depth discussion about dual language principles and methodology, with a focus on issues of language development and assessment in the dual language classroom. The series takes place annually and consists of three Saturday sessions.

The Development of Spanish through Writing in the Content Areas
EDUC 660 3 credits (F)

This course explores theories and methods for teaching and assessing writing in Spanish and its connections to listening, speaking, and reading as part of the Spanish classroom in dual language and bilingual settings and across the content areas in the elementary and middle school. Candidates will develop an awareness of themselves as writers, and as teachers of writing, as they explore authentic purposes for writing and develop their craft in two basic genres (personal and academic). The teaching of Spanish grammar and the importance of nurturing individual strengths and interests in an inclusive setting are an integral part of the course. This course is taught in Spanish. *Prerequisite: EDUC 560.*

The Social Worlds of Childhood
EDUC 800 3 credits (TBA)

This course is designed as a forum for thinking about what it means to care for children at the beginning of the 21st century. Consideration will be given to how issues such as poverty, changing family structures, substance abuse, community violence, and HIV/AIDS affect children, teachers, and the curriculum. Students will critically examine the traditional knowledge base of childhood education and child development—and explore alternative lenses for viewing children. History, literature, philosophy, and feminist theory will be used to reflect upon taken-for-granted assumptions about childhood. Students will learn how reading, writing, and interpreting narrative can become an invaluable source for understanding themselves and the children in their care. *Prerequisite: EDUC 500 or EDUC 501 or permission of instructor.*

The World of the Infant: The First Year of Life
EDUC 801 3 credits (S)

This course is about infants, families, and the first year of life. The primary goal of the course is for students to internalize a solid and accessible grasp of infant development across individual differences and contexts. There will be a strong emphasis on using theory to facilitate one's understanding and development and to articulate a point of view about these extraordinary first months. Research, theory, and our own observations of infants both during and outside of class will be brought together to understand the cognitive, perceptual, sensorimotor movement, and social-emotional changes which occur through interaction with the world. We attend to the specific contributions of familial and cultural contexts, as well as the contributions of infants themselves, as we strive to achieve a fair balance between the "expected" global shifts in development and the profound individual differences that each human being presents. This is not a "how to" course. Rather, the course provides knowledge of the basic developmental systems that can be seen in developing children with a range of abilities and disabilities. Students work on articulating their knowledge of development and of new findings in the field, and they practice communicating such knowledge clearly to families. The course is organized around a semester-long study of an individual infant in a family. This study, along with ongoing electronic journal discussions, provides an opportunity for a rich integration of developmental theory with real babies. *Prerequisite: EDUC 500 or EDUC 800.*

The World of Toddlers and Twos:
The Second and Third Years of Life
EDUC 802 3 credits (F)

This course offers a developmental interactional view of toddlers, two-year-olds, and their families. The primary goal of the course is for students to internalize a solid and accessible grasp of development in the second and third years of life and across individual differences and contexts. Students examine how separation-individuation, attachment, and mutual recognition are achieved, through a focus on the interactive affective and cognitive contributions of toddlers and caregivers. Research, theory, and student observations will be utilized to better understand the toddler's developing symbolization and language; changes in motor and movement patterns; and social-emotional aspects of development, such as play, peer relationships, and the range of toddler conflicts and fears. The class members attempt to reconceptualize traditional theories in light of the real issues faced by toddlers today in the context of the wide range of family structures, group care settings, and cultures, subcultures, and degrees of ability/disability. A great deal of attention is paid to the specific contributions of familial and cultural contexts as well as the contributions of toddlers themselves. Students strive to achieve a fair balance between the "expected" global shifts in development and the profound individual differences that each human being presents. The course is organized around a developmental

history of a toddler or a two-year-old in the context of his or her family and often a group setting. This study, along with ongoing electronic journal discussions, provides rich opportunities for students to integrate their knowledge of developmental theory with real toddlers and twos and to practice articulating their knowledge with peers and families. *Prerequisite: EDUC 500 or EDUC 800.*

Developmental Variations
EDUC 803 2 credits (A) (O)

This course is designed to increase participants' awareness and understanding of the educational, social, cultural, linguistic, and developmental implications of disability from diverse and historical points of view. Federal categories of disabilities will be covered, with an emphasis on developmental expectations, educational progress, and effective interventions. The course will prepare candidates to collaborate and coteach with peers as they identify, plan for, and remediate based on the individual needs of children who represent broad spectrums of learning styles and abilities within the contexts of school, family, and community. The course will incorporate all aspects of the special education process and state and federal special education laws and regulations. Candidates will be expected to provide evidence of their ability to work with children with diagnosed disabilities by individualizing instruction and applying positive behavioral supports and interventions across the wide range of classroom settings in which today's children are educated. *Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor.*

Developmental Variations II:
Emotional and Behavioral Issues
EDUC 805 2 credits (S, S1) (O)

This course focuses on understanding, teaching, and meeting the needs of children with severe learning and behavioral disorders in a variety of public and private school settings. Principles of child development and differing concepts of emotional disturbance are applied to increase understanding and improve educational planning for individual students in general or special education classrooms and community settings. The course is practically focused and includes observation and analysis of children's behavior, practice in carrying out the functional behavioral assessment and behavior intervention plan, and exploration of a wide range of intervention and support strategies. Students have an opportunity to focus on an in-depth study in an area of interest related to meeting needs of children with emotional and behavioral disorders. *Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803.*

Communication Disorders in School-Age Children
EDUC 807 2 credits (F, S2)

This course is designed to deepen graduate students' understanding of language development, diversity, and disorders, and to examine aspects of atypical language acquisition and development in monolingual and multilin-

gual children. Using current brain research, this course will explore neurological development and its relationship to language functioning. Participants will explore the impact of language delay and disorder on academic performance and social and emotional interactions. In addition, students will learn to use the information gathered from formal and informal assessments to develop instruction that enhances learners' strengths and supports their needs. Throughout the course, students will consider how collaborations with other professionals can support learners with language/communication disorders. *Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870.*

The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording
EDUC 808 3 credits (F, S)

Students learn to use a variety of observational approaches and recording techniques as basic assessment tools to increase their understanding of and skill in planning for children who are developing normally, as well as children with disabilities and special needs. Through observing cognitive functioning (stage and style), social-emotional behaviors, motor ability, and the interplay between the individual child and the group as well as between the individual child and adults, students become aware of how specific behaviors yield insight into the overall life of the child. Students will use their observations to reflect on possible curriculum and classroom adaptations that would allow children to build on their strengths and better meet their challenges. An additional goal is to help students, as participant-observers, to develop greater sensitivity to their own feelings and interactions with children and to consider how these affect the selection, omission, and interpretation of observable data. Emphasis is placed on a growing sensitivity to what is "subjective" and what attempts to be "objective" observation. Each student conducts an in-depth study of a child. *Prerequisite: EDUC 500 or EDUC 800 or permission of instructor.*

Seminar in Museum Education II
EDUC 815 2 credits (S)

This course is a continuation of Seminar in Museum Education I. Students study the people who comprise museums: the staff, audiences, and communities. Through readings, visits to museums, discussions with staff, and investigations in their museum internship settings, students consider the mission, organizational structure, and staff roles in museums and explore current museum-related issues including collections, governance, funding, professionalism, and technology. Emphasis is placed on working more sensitively with, and broadening, museum audiences, with attention to issues of culture, language, socioeconomic status, and educational level. Students study the characteristics and needs of particular audiences: adolescents, adults, families, and visitors with a range of disabilities. To develop their professional skills, students prepare an audience-study project and write a grant proposal. Throughout the semester students engage in online conversations and use Internet resources related

to course issues. *Prerequisite: EDUC 533. For matriculated Museum Education students or by permission of program director.*

Group Process for Child Life Specialists
EDUC 820 1 credit (S2) (O)

The purpose of this course is to increase students' appreciation of, knowledge about, and skill in using group work as a psychosocial modality. This course introduces child life specialists to the theoretical concepts and fundamental skills that form the foundations of group work as an academic field and a psychosocial practice. *Prerequisite: EDUC 500.*

**Child Life in the Healthcare Setting:
A Family-Centered Care Approach**
EDUC 821 3 credits (F) (O)

When facing acute and chronic illness, today's infants, children, and adolescents pose a unique challenge to healthcare professionals. This course provides an overview of the theory, practice, and programming of the child life profession with an emphasis on family-centered care. This course is designed for, but not limited to, students interested in a career as a child life specialist. A developmental perspective is used to examine the child's perception and understanding of hospitalization and related healthcare experiences within the context of diverse cultures. Through carefully sequenced didactic and clinical components, case studies, small-group discussions, guest speakers, clinical observations, and assignments, students are exposed to the competencies of the child life specialist as developed by the Child Life Council. Appropriate interventions and practical strategies designed to mitigate the painful, invasive, and frightening aspects of medical treatment are covered. *Pre- or corequisite: EDUC 500.*

**Children with Special Healthcare Needs:
In the Hospital, at Home, and in School**
EDUC 822 3 credits (S) (O)

This course will explore the personal, educational, social, and familial dimensions of childhood health conditions, including a focus on the educational law and how it applies to children with special healthcare needs. Children with severe and chronic illness often spend more time in school and at home than in the hospital. We will address the impact of these transitions on cognitive, social, and emotional development through the use of vignettes. This course will address the ways in which workers in the healthcare, school, and community settings can help the children, their families, and their peers adapt successfully to the stressors they all encounter. *Prerequisite: EDUC 821.*

Play Techniques for Early Childhood Settings
EDUC 823 1 credit (F, S) (O)

Bank Street College promotes childhood play as a critical component of all children's development. Play is a child's primary mode of expression and of learning about the world. In this course, a variety of play techniques are introduced, such as child-centered play and the Floortime™ approach. Participants explore and practice techniques that promote

self-regulation, self-esteem, mastery, and social, emotional, and cognitive development in typically developing children, as well as in children with special needs. This course is appropriate for general and special education teachers, parents, caregivers, child life specialists, social workers, therapists, and counselors. Participants are required to have prior course work focused on child development and on developmental variations. *Prerequisite: EDUC 803.*

Medical Aspects of Illness: A Child Life Perspective EDUC 826 3 credits (F) (O)

This course provides students with an understanding of the development of a wide range of medical conditions which most frequently affect children and youth. Fundamental to understanding disability and illness is the necessity of having knowledge about the physical, neurological, and chemical roots of medical conditions which are alternately congenital, acquired, or genetic in their origin. Students will be introduced to research findings and standard practices of medical interventions and preparations for conditions highlighted in the course. *Pre- or corequisite: EDUC 500.*

Weaving Creative Arts Modalities into Child Life Practice EDUC 827 3 credits (F)

The therapeutic uses of play and creative arts modalities are at the heart of child life practice. In this course, students explore the use of a wide range of specific arts and play modalities to address the psychosocial needs of children, adolescents, and families in healthcare environments. Students engage actively in experiential processes, lectures, and clinical case discussions to develop skills and knowledge related to developmentally grounded creative arts interventions. *Prerequisite: EDUC 822.*

Loss in Children's Lives: Implications for Schools, Hospitals, and Home EDUC 828 3 credits (S) (O)

A developmental perspective is utilized to examine the child's perception and understanding of levels of loss outside the walls of a healthcare setting. Topics to be addressed include separation and divorce, adoption, foster care, hospitalization and/or death of a parent, and domestic and media-induced violence. The essential roles of the child life specialist, healthcare provider, and family members will be discussed, underscoring the transdisciplinary collaboration which must exist between these caregivers. *Prerequisite: EDUC 500.*

Therapeutic Play Techniques for Child Life Specialists EDUC 829 3 credits (F)

Students will explore the meanings and purposes of play and how play develops as a child develops. Various theories of play therapy will be introduced and the roles of child life specialist and play therapist will be delineated. Students will learn how child life specialists can create the optimal environment to encourage learning, development, and healing through play in hospitals and other healthcare settings. The course also covers directive and nondirective therapeutic

play techniques for use in playrooms, clinical settings, and at the bedside, both with the individual child and with groups. *Prerequisites: EDUC 500; EDUC 821; EDUC 822.*

Kerlin Science Institute

These Kerlin Science Institute courses are a three-part practicum in teaching science, which builds on the content knowledge developed in NSCI 500, Topics in Science. Teachers are coached to introduce and improve their science teaching. Seminar sessions cultivate an "extended inquiries" model of teaching science that encourages learners to construct meaning of phenomena. *Prerequisite: NSCI 500. For Kerlin Science Institute fellows only.*

Practicum in Teaching Science I EDUC 850 1 credit (F)

This Kerlin Science Institute course is the first of a three-part practicum in teaching science, which builds on the content knowledge developed in NSCI 500: Topics in Science. Teachers are coached to introduce and improve their science teaching. Seminar sessions cultivate an "extended inquiries" model of teaching science that encourages learners to construct meaning of phenomena. *Prerequisite: NSCI 500. For Kerlin Science Institute fellows only.*

Practicum in Teaching Science II EDUC 851 1 credit (S) (O)

This Kerlin Science Institute course is the second of a three-part practicum in teaching science. Teachers are coached to introduce and improve their science teaching. Seminar sessions cultivate an "extended inquiries" model of teaching science that encourages learners to construct meaning of phenomena. *Prerequisites: NSCI 500 and EDUC 850. For Kerlin Science Institute fellows only.*

Practicum in Teaching Science III EDUC 852 1 credit (S1)

This Kerlin Science Institute course is the third of a three-part practicum in teaching science. Teachers are coached to introduce and improve their science teaching. Seminar sessions cultivate an "extended inquiries" model of teaching science that encourages learners to construct meaning of phenomena. *Prerequisites: NSCI 500, EDUC 850, and EDUC 851. For Kerlin Science Institute fellows only.*

Reading and Writing Problems of Children and Youth with Special Needs EDUC 860 3 credits (F, S)

This course presents theoretical and practical information for teachers working with children with reading, writing, and language problems. Students learn about the reading/writing process within a developmental framework and apply the diagnostic and remedial techniques presented in class to the central assignment of the course: clinical teaching in one-on-one interactions with a child or youth for multiple sessions. *Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568.*

Assessment, Diagnosis, and Evaluation of Students with Special Needs

EDUC 862 3 credits (F, S, S2)

This course is designed to explore a variety of approaches used for the diagnosis, planning, and evaluation of students with disabilities. Students will administer and interpret various psychoeducational tests and develop instructional plans to meet the unique needs of children with oral language, reading, writing, and math challenges. Students will develop an understanding of the history, legal and ethical considerations, appropriate use, value, and limitations of multicultural assessments. Students will broaden their abilities to incorporate information from diagnostic reports into their teaching. *Prerequisite: EDUC 860*

Collaboration and Differentiation in the Instruction of Students with Learning Problems

EDUC 863 3 credits (F, S)

This course combines theory and practice through work with children from diverse cultural and linguistic backgrounds who have learning problems. Using assessment data gathered through formal and informal measures, students will devise educational plans for children. Students will be exposed to a repertoire of evidence-based practices and instructional strategies in oral language, reading, written language, and math in order to promote positive learning outcomes. The course will also provide opportunities to develop and apply strategies for working with families and collaborating with other educators. Utilizing their knowledge of individual learning differences, students will become skilled at differentiating instruction for a class of students with diverse learning needs. *Prerequisite: EDUC 803; EDUC 563 or EDUC 568 or EDUC 540 or EDUC 542.*

Emergent Literacy and Selecting Literature for Young Children

EDUC 864 1 credit (Jan)

This course focuses on the role of literature in the life of the developing child as it facilitates and provides an entry into literacy. Students gain an understanding of the relationships between aspects of young children's language and what they relish in stories: repetition, rhythm, rhyme, and concrete and sensorial language. Using multicultural and nonsexist perspectives, students evolve criteria for judging and selecting literature to use with children from ages three through eight. Effective uses of literature for young children are examined, including reading aloud, telling stories, and using literature to extend the curriculum in social studies or sciences. *Prerequisite: EDUC 565 or permission of instructor.*

Children's Literature for Grades 3 – 6

EDUC 865 1 credit (Jan)

This course serves as an introduction to some of the important ideas involved in selecting and using literature appropriate to children in grades 3–6. The function and meaning of “story” and/or “narrative” in oral tradition and written literature are organizing concepts in this course. Students

will participate in discussion and workshop activities and use their own responses, criteria from the field of literary criticism, and principles of child development to discuss ways of deepening children's connections with literature. *Prerequisite: EDUC 564 or permission of instructor.*

A Developmental-Interaction Approach to Teaching Geography in the Upper-Elementary Grades

EDUC 866 1 credit (S)

This course will focus on the role of language and experience in learning geography and how geography and map skills support social studies. Through active learning experiences, students will come to a deeper understanding of the underlying geographic concepts and vocabulary that are central to the course. Specific reference will be made to how the active and concrete teaching techniques used in the course, many of which were first developed by Lucy Sprague Mitchell, can foster learning among a wide range of learners. Dialogues that incorporate the vocabulary of geography will occur as students actively engage in terrain building and map making; specific reference will also be made to the value of such experiences in promoting both conceptual and vocabulary development among students who are English Language Learners. *Prerequisite: EDUC 510 or EDUC 514.*

The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6)

EDUC 867 1 credit (F, S2)

This course will enable teachers to extend their theoretical and practical understanding of the ways to support children's reading comprehension in kindergarten through grade 6. Using theoretical frameworks, students will investigate comprehension skills and strategies by identifying and matching the demands of text with the multiple needs of fluent readers. Students will develop competencies in current literacy practices such as Interactive Read Aloud, Think Aloud, Guided Reading, and Questioning the Author. In addition, they will analyze the ways in which teaching reading comprehension strategies empowers children to be independent readers. Teachers will be able to use the strategies demonstrated in this course with all learners, including English Language Learners and children with special needs. *Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor.*

Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding

EDUC 868 2 credits (S)

The purpose of this course is to enable students to explore historical and current theories framing approaches to decoding/word study. Theories that define dyslexia or severe reading and writing problems will be studied to better understand connections to programs used for remediation. Students will also study the specific language structures that are used in phonics programs. Using readings from current research, class discussions, and course assignments, students will make connections between phonemic aware-

ness, phonics programs, specific reading/writing problems and the theories that frame them. Students will analyze the benefits of the programs studied for a variety of learners. *Prerequisite: EDUC 860.*

Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability
EDUC 869 2 credits (F, S)

This course examines communication, language, and literacy as they emerge in infancy through early childhood (birth–age 8). Special attention will be given to the integrated nature of learning in these early years, encompassing social, physical, emotional, and cognitive growth. Language socialization, communicative competence, and literacy are seen as expressions of sociocultural learning. Students will learn about similarities and variations in the linguistic and discourse traditions of different cultural groups, as well as the developmental pathway for children learning two or more languages. Throughout the course students will be introduced to communication disorders and other disabilities of the early years that affect language and literacy learning. Students will assess language and literacy development and plan activities appropriate for different early childhood settings. Specific practices will be identified to enhance the experience of young children who are English Language Learners. Modifications and adaptations to support the learning of children with disabilities will be explored. *Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505.*

The Teaching of English as a Second Language
EDUC 870 2 credits (S)

After a review of second-language acquisition theories, this course will address the teaching of reading, writing, and content areas through a second language. Students will examine how children learn to read and write in the first language and what the differences and similarities are when they read and write in a second language. The focus will be on the methodology of teaching a second language, appropriate second-language materials, effective class organization for a second-language classroom, and lesson planning that involves all of these components, including assessment. One of the requirements of this course is individual work with second–language learners. *Prerequisites: EDUC 537 and EDUC 561 or permission of instructor.*

Writing Case/Progress Reports
EDUC 871 1 credit (F)

This course, taken during the year of supervised fieldwork, prepares students in the Reading and Literacy programs to interpret case studies written by experts in diverse fields; systematically assess and record children’s behaviors using formal and informal assessment tools; develop educational case studies of individual children with whom they are working; identify a range of developmental variations in the development of reading, writing, and language acquisition; develop pedagogically sound literacy curriculum that meets the needs identified in these case studies; and share findings

recorded in these case studies with parents, colleagues, administrators, and children. *Corequisite: EDUC 941 or EDUC 942.*

Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems
EDUC 873 3 credits (S2)

This practicum is designed for students in the Childhood Special Education programs who are head teachers or assistant teachers and have already participated in supervised fieldwork but need this summer experience to fulfill additional fieldwork requirements. This course meets twice a week and integrates theory and practice through direct, supervised intensive work with a diverse group of learners, including those at risk of failure in general or special education programs. The practicum emphasizes review and application of theoretical materials and current research in the design and implementation of differentiated instruction based on individual learning profiles. In addition to class time, participants in this practicum will work five full days a week for the month of July in a classroom with students exhibiting varying learning styles. *Prerequisites: EDUC 803; EDUC 860; Supervised Fieldwork/Student Teaching/ Advisement.*

Insights from Occupational Therapy: Understanding Children’s Sensory-Motor Development
EDUC 880 1 credit (F, S)

This course will introduce students to several neurobiological frames of reference, including sensory integration. Emphasis will be on learning principles that can guide daily care and intervention for young children. The course will, in five sessions, go from neurobiological theory to processing theory to sensory integration theory to analysis of behavior and activity to practical applications of the above. It will include concepts of sensory tolerance, self-regulation, behavioral organization, and motor planning. Students will be assisted in developing skills in task and behavioral analysis to support young children’s neurobiological development. *Pre- or corequisite: EDUC 892.*

Practicum in Developmental Assessment of Infants and Toddlers
EDUC 891 3 credits (S)

This practicum prepares students to assess and support families with very young children across a wide developmental range, including those with developmental delays. Taking a relationship-based developmental approach to the observation and assessment of infant/toddler behavior, students will use the assessment process to provide a close look at development within each of the developmental domains. Students will be trained in a collaborative approach with families, learning to support families throughout the assessment process, focusing on the strengths and challenges to the child’s development. Students come to understand the young child within the sociocultural context of his or her family. Families with a range of cultural, economic, and racial backgrounds participate in the assessment process of the course. The

course requires students to make a play-based developmental assessment, including observations of the child, and to dialogue with families in the child's home. In class, students learn to administer The Bayley Scales of Development. They also meet with the family to discuss the assessment process. Various video, audio, and computer-based technologies enhance the student's learning. *Prerequisites: EDUC 801 and EDUC 802.*

Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education **EDUC 892 2 credits (F)**

This course is designed to deepen a student's understanding of the processes of development and developmental variations in infancy and early childhood. By considering current research from neuroscience, psychology, and the social sciences, students will develop an appreciation of the complex interactions between early brain development and the social environment. Students will identify forces that impact typical development and the range and variety of developmental pathways within different cultural and environmental contexts. Students will develop their understanding of the characteristics, etiology, and developmental variations of specific disabilities that occur in young children and the implications of these differences for development and learning. Students will consider and critically analyze the theoretical, practical, and research foundations of different intervention approaches in early childhood education. *Prerequisite: EDUC 500 or EDUC 800.*

Developmental Systems II: Approaches to Early Childhood Assessment **EDUC 893 2 credits (S)**

This course introduces and explores informal and formal assessment practices for young children. Students will learn about various ways of observing, collecting, documenting, and analyzing children's work and learning experiences in a variety of settings. Students will also become familiar with formal and informal assessment procedures and terminology, standardized testing, and strategies for test selection, to ensure results that are valid and unbiased. Students will also examine legal, ethical, culturally responsive, and professional considerations of assessment. Students will be given practical experience in the preparation and administration of different forms of assessment, including the construction of simple performance assessments. Critical attention will be given to careful interpretation and utilization of assessment data in developing meaningful curriculum and educational plans for individual children. Culturally responsive approaches to assessment and involving the family with the assessment process will also be addressed. *Prerequisite: EDUC 892 or EDUC 894.*

Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts **EDUC 894 2 credits (F)**

Early Childhood Practicum I and II is a year-long course that

provides graduate students in the Early Childhood Special and General Education programs the opportunity to integrate theoretical knowledge with guided practical experience as they work individually with a child and the child's family. Early Childhood Practicum I addresses two areas of study that are fundamental for early childhood professionals: (1) observation as the basis of early childhood assessment and (2) culturally responsive, family-based practice. The overarching goal of the course is that students become reflective teacher/practitioners, developing a deeper awareness of themselves and of the life experience of the children and families with whom they work. During Early Childhood Practicum I, students learn to observe and record children's behavior in a variety of settings: home, school, and community. Through regular interactions with a child, students construct a full, respectful, and increasingly complex understanding of the child, as s/he exists in his or her family, culture, and community, with special emphasis on the strengths of the child and his or her social environment. Based on analysis and synthesis of their observations, students will develop and present a thorough, detailed, and respectful study of a child that will inform their work with the child during the second semester. Through discussion, course readings, and analysis of observations, students develop greater awareness of their own perspectives and beliefs and the ways their personal experiences affect what they notice and how they interpret their observations of children and families. Students will also begin to integrate information on adult development, family systems theory, and cultural/linguistic diversity as a basis for developing relationships with the child's family. *Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892 (with the exception of students in the Infancy programs).*

Early Childhood Practicum II: Collaboration with Families and Colleagues about the Cycle of Assessment, Planning, and Instruction **EDUC 895 2 credits (S)**

This course completes a year-long sequence of work with a child and the child's family. The focus in the second semester is twofold: (1) developing a responsive collaboration with the family about the child's learning and development and (2) analyzing the graduate student's own interactions and instructional strategies with the child. Through conversations with the family, students will learn about the family's view of the child. Students will engage in a variety of informal assessment practices designed for the needs of their study child. Based on their growing understanding of the child and the child's interests and developmental needs, students will design and implement interactions, activities, or instructional strategies during scheduled meetings with the child. Students will develop their ability to record and monitor the child's learning in short weekly progress notes and will plan their future work through reflections on their own actions and the responses of the child. Students will learn to analyze the environment, task, child's characteristics and interests, instructional approaches, and their own responses in order to more fully support the child's development and learning. Students

will work with families to jointly plan IEP/IFSP or other goals.
Prerequisite: EDUC 894.

Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement

EDUC 941 12 credits/6 credits per semester (F, S)

Fieldwork in an appropriate setting with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course. *Pre- or corequisite: EDUC 860.*

Childhood General Education and Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement

EDUC 942 12 credits/6 credits per semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course. *Pre- or corequisite: EDUC 860.*

Curriculum and Instruction Supervised Fieldwork/Student Teaching/Advisement

EDUC 946 12 credits/6 per semester (F, S)

Fieldwork in an appropriate setting with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Clinical Experiences and Supervised Fieldwork I and II: Children in Healthcare Settings

EDUC 950 12 credits/6 credits per semester (F, S)

Fieldwork in an appropriate setting with supervision and advisement (600 hours). Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice.

Infant and Family Development and Early Intervention and Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement

EDUC 953 6 credits/3 credits per semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Infant and Family Development and Early Intervention Supervised Fieldwork/Student Teaching/Advisement

EDUC 954 12 credits/6 credits per semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Early Childhood General Education Supervised Fieldwork/Student Teaching/Advisement

EDUC 955 12 credits/6 credits per semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Childhood General Education Supervised Fieldwork/Student Teaching/Advisement

EDUC 956 12 credits/6 credits per semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within class-

room settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Early Childhood and Childhood General Education Supervised Fieldwork/Student Teaching/Advisement EDUC 958 12 credits/6 credits per semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Dual Language/Bilingual Early Childhood General Education Supervised Fieldwork/Student Teaching/Advisement EDUC 960 12 credits/6 credits per semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Dual Language/Bilingual Childhood General Education Supervised Fieldwork/Student Teaching/Advisement EDUC 961 12 credits/6 credits per semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Early Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement EDUC 963 12 credits/6 credits per semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with

practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement EDUC 964 12 credits/6 credits per semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Dual Language/Bilingual Early Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement

EDUC 966 12 credits/6 credits per semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Dual Language/Bilingual Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement

EDUC 967 12 credits/6 credits per semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement

EDUC 970 6 credits/1 semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement

EDUC 971 6 credits/1 semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Dual Language/Bilingual Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement

EDUC 973 6 credits/1 semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Dual Language/Bilingual Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement

EDUC 974 6 credits/1 semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach

with cooperating teachers and other school personnel are an integral part of the course.

Childhood General and Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement

EDUC 980 12 credits/6 credits per semester (F, S)

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement

EDUC 982 12 credits/6 credits per semester (F, S)

Fieldwork in an appropriate setting with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)

EDUC 990 0 credits (F, S)

Taken during the supervised fieldwork/advisement year.

Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers)

EDUC 991 1 credit (S1, S2)

This course provides head and assistant teachers the opportunity to complete New York State requirements for grade-range experiences and certification after they have completed at least one semester of supervised fieldwork. To meet the required number of student contact hours, teacher candidates are placed in an urban, public educational setting in which they gain classroom experience with children from low socioeconomic levels, immigrant families, and English Language Learners, as well as children with disabilities. They also participate in a series of seminars and complete assignments designed to deepen understanding about these relevant issues. Prerequisite: completion of at least one semester of supervised fieldwork.

Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Head Teachers and Assistant Teachers

EDUC 992 3 credits (S2)

This course is designed for students in the Early Childhood Special Education certification programs who are head teachers or assistant teachers. Its purpose is to give students a supervised teaching experience within the range of ages, settings, and student characteristics required by New York State that cannot be met through their full-time teaching positions. During July, students are placed in an appropriate site for four weeks, five days per week. Advisors visit them in their sites and meet with students individually. There are weekly conference groups with students and advisors that will include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice.

Studies in Education Supervised Fieldwork/Student Teaching/Advisement

GSTD 960 6 – 12 credits/6 per semester (F, S)

Fieldwork in an appropriate setting with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

American Sign Language: Module One

LANG 760 1 credit (S2)

This course offers an introductory immersion approach to American Sign Language in communication with deaf persons. ASL may also be explored as an alternate means of communication with hearing children with language disorders who may be delayed in acquiring spoken English. Sessions will focus on aspects of deaf culture and the vitality and rich potential of American Sign Language communication. ASL lab practice opportunities will be built into the schedule.

American Sign Language: Module Two

LANG 761 1 credit (S2)

This course offers an immersion approach to American Sign Language in communication with deaf persons. The course builds on Module One and is designed to provide students with an essential fundamental knowledge of the language, its culture, and its grammatical principles. *Prerequisite:* LANG 760 or permission of instructor.

American Sign Language: Module Three

LANG 762 1 credit (S2)

This course is the third and most advanced module of the American Sign Language series. Sessions led by an educator who is herself deaf continue the immersion approach to

American Sign Language. The course builds on the skills and abilities developed in the first two modules, further extending knowledge of the language, its culture, grammatical principles, and skill in communication. *Prerequisite:* LANG 761 or permission of instructor.

Topics in Mathematics

MATH 495 2 credits (F)

Through a process of supportive exploration, students will develop familiarity with a variety of mathematical fields, as well as competence in the processes of mathematical thinking and doing. Topics for investigation will include historical mathematics, number theory, analytic geometry, calculus, non-Euclidean geometry, and linear algebra. The course will integrate a review of algebra, geometry, and trigonometry. On-site math experience, manipulative materials and models, and cooperative learning groups as well as computer software will all be part of the investigative process in this course. No previous college-level study of math is required.

Topics in Science

NSCI 500 3 credits (TBA)

This course is a college-level course, with an emphasis on content, which will help teachers gain a depth of understanding of subject matter and an awareness of the development of skills essential to the scientific process. The course focuses on a different topic each year, using hands-on laboratory activities to help students discover the rules that govern behavior of materials in the domain of science under study. Students construct a knowledge base and develop an understanding and appreciation of methods of scientific discovery. The course helps students to develop scientific habits of mind and serves as a foundation for designing science curricula. *For Kerlin Science Institute fellows only.*

Explorations of Nature

SCIE 510 2 credits (S1)

This course is designed to provide students with an introduction to the scientific exploration of the natural world through a review of the fundamental discoveries and principles of physical sciences, life sciences, and earth and space sciences. The course is organized around common principles of scientific inquiry, such as observation and experiment. As we discuss various concepts in the physical and life sciences, we will frame our work by issues such as what types of questions can be answered through scientific investigation, how such an investigation is designed, and the insights and limitations offered by experimental data. Once students understand the nature of science and its practice, we will explore some of the overarching themes that appear throughout the scientific disciplines, such as systems, models, constancy and change, time and space scales, evidence, and explanation. This course extends the traditional classroom lecture/discussion structure by requiring an experiential component to engage students in scientific investigations. It is our belief that through readings, activities, and discussions, students will consider science in its proper light as a unique way of knowing and understanding the natural world.

Educational Leadership Course Descriptions

COURSES ARE LISTED AS FOLLOWS:

Course Title
Course Number: # of credits (Term[s] course is offered)
Description
Prerequisites/Corequisites

KEY FOR TERMS OFFERED*:

- (A) All terms (Fall, Spring, Summer 1, Summer 2)
- (F) Fall term
- (S) Spring term
- (Jan) January term
- (S1) Summer 1 term
- (S2) Summer 2 term
- (S1–S2) Across Summer 1 and Summer 2 terms
- (2/S) Every other Spring term
- (2/F) Every other Fall term
- (2/S2) Every other Summer 2 term
- (3/S2) Every third Summer 2 term
- (O) This course is sometimes offered as a blended or fully online course.
- (TBA) To be announced

*Every effort is made to offer courses as listed. Offerings are subject to change. Check the current course schedule on the College Web site. When TBA is noted, please see your advisor.

Please note: Some courses are offered only to students in specific programs.

Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator

EDUC 542 2 credits (S, 2/S2)

See description on page 71.

Human Development I: Programming for Young Audiences

LEAD 501 4 credits (2/F)

In this course students will examine the interactions among the cognitive, social, emotional, linguistic, and physical development of children, with a particular focus on the elementary school years. They will explore core developmental theories and relate them to how young children function in museums and other out-of-school settings. Course work includes visits to museums and experiences with storytelling and other age-appropriate educational and programmatic strategies. *For Museum Leadership students only.*

Human Development II: Adolescents and Adults as Visitors and Volunteers

LEAD 502 3 credits (2/S)

This course assists museum educators in understanding adolescents and adults from two perspectives—as core audiences for their institutions and also as volunteers and salaried staff. Readings in adolescent development are supplemented by work with organizations experienced in

working effectively with young people. Course work on the characteristics of the adult learner includes strategies for creating a sustainable volunteer program. *For Museum Leadership students only.*

Adult Development: Implications for Educational Leadership

LEAD 503 3 credits (F, S)

Students will examine the developmental periods of young, middle, and later years in the human life cycle, with a broad multicultural approach to learning and development. Studies and research are reviewed. Emphasis is given to developmental characteristics that have implications for professional growth and development.

Leadership in Curriculum and Instruction

LEAD 510 3 credits (F, S) (O)

This course focuses on the roles and functions of the school leader in the spheres of curriculum and instruction. It covers the principles and processes that inform curriculum development. At the same time, in keeping with the realities faced by today's school building leaders, it focuses intensively on the knowledge and tools needed to be discerning consumers and negotiators of curriculum. Finally, the course explores leadership in curriculum and instruction as a means of inspiring, guiding, and effecting school change.

Exhibition Development for Museum Leaders

LEAD 511 2 credits (2/F)

The course offers insight into exhibitions as learning environments, with an emphasis on how to create meaningful experiences for intergenerational audiences. Course work includes readings in the growing field of museum learning and analysis of different models of development and design, including the team approach. *For Museum Leadership students only.*

School Collaborations for Museum Leaders

LEAD 512 2 credits (2/S)

Because schools continue to be core audiences for museums, it is critical for museum leaders to appreciate fully the differences between the two cultures. The course begins with the history of museum/school collaborations. It emphasizes how to create engaging school programming, including curriculum development and teacher workshops, in collaboration with school faculty and leaders. The course includes a visit to an area museum. *For Museum Leadership students only.*

Museum Programming for Diverse Audiences

LEAD 513 1 credit (2/S)

This course offers the contextual and developmental perspectives needed to engage diverse visitors and learners, including (but not limited to) those with special needs and those whose first language is not English. It explores strategies leaders can use to ensure that every aspect of the museum's environment and programming supports the needs and learning styles of each visitor. *For Museum Leadership students only.*

Curriculum Development for Mathematics Leaders

LEAD 514 3 credits (2/S2)

The goal of this course is to examine the complex factors that go into creating, selecting, and implementing mathematics curricula. The focus of the course is the study of NSF-funded, NCTM-based curricula. Students unearth the interplay among teacher knowledge of mathematics, constructivist-oriented pedagogy, performance assessment, and professional development supports embedded in the curriculum. Students also explore mathematics teaching methodologies of selected historical periods and contrast them with today's accepted principles.

Community-Based Leadership Seminar Series

LEAD 515 1 credit (F)

This series of four seminars provides an overview of the field of community-based learning and includes moderated discussions with experienced leaders from a wide variety of local organizations. Through panel discussions, readings, and participants' own investigations, each seminar addresses an essential question: What is a community? How are people in communities connected? How does change take place in communities? And how do community-based organizations catalyze, harness, and/or support change?

Leading a Community-Based Initiative

LEAD 518 3 credits (TBA)

This course is intended primarily for graduate students in Bank Street's Leadership in Community-Based Learning program. It addresses key issues in leading community-based organizations and initiatives, both conceptual and practical. It places emphasis on the well-being of children, adolescents, and adults, and focuses on the impact of community-level factors on learning and development and on the relationship between schools and community organizations. The course covers many aspects of effective organizational leadership, such as governance, strategic planning, and fiscal management, and then widens the lens to consider system-building efforts that go beyond the scope of a single organization.

Technology & School Change

LEAD 525 1 credit (S)(O)

Examines technology from the standpoint of the school leader. The course examines how new technologies are informing our basic assumptions about schools and learning. At the same time, the course considers key decisions regarding technology that principals must make as they strive to strengthen teaching and learning. Activities and assignments include opportunities to share resources with colleagues, try out unfamiliar resources, and create a beginning technology plan for one's school.

Education Policy, Advocacy, and Law

LEAD 530 3 credits (S)

Education policy is examined in the context of historical, philosophical, economic, sociocultural, political, and legal per-

spectives. Leadership theory and practices that create learning environments responsive to the multicultural constituencies of schools, as well as the laws that sustain them, are analyzed.

Foundations of Educational Leadership:

Ethics and Philosophy

LEAD 532 1 credit (S1, S2)

This course examines a range of educational philosophies as the foundation for understanding the attitudes, behaviors, and vision of leaders. The relationship between philosophical frameworks and effective leadership styles is analyzed for implications for schools as pluralistic, democratic environments.

Foundations of Educational Leadership:

Law, History, and Economics

LEAD 533 1 credit (S)

Current administrative thought and practice are examined in the context of their historical and economic roots. The trends, themes, assumptions, and prominent leaders of the various periods of United States educational history are discussed. The course also focuses on the various ways the economic themes of liberty, equality, and efficiency were treated in these historical periods. An understanding of these historical and economic roots supports the development of appropriate administrative strategies to make schools more responsive learning environments.

Foundations of Educational Leadership:

Adult Development

LEAD 534 1 credit (S, S2)

This course surveys the nature of adult learners, examining patterns of development and the influences upon their own development. As students study materials and share their experiences, they acquire theoretical tools that will aid in their organizational interactions with adults and increase their understanding of their own development.

Foundations of Educational Leadership:

Organizational Development

LEAD 535 1 credit (S2)

This course examines theory, research, and practice concerning organizational development. The course provides opportunities for students to integrate theory and research with administrative practice through the use of such methods as simulation experiences, readings, observations, and interviews.

Foundations of Educational Leadership:

Culture and Society

LEAD 536 1 credit (TBA)

This course explores the social norms, values, and practices that affect schooling in the United States today. Students will develop an expanded analytical perspective and be able to relate this perspective to contemporary issues in school reform and cultural analysis.

**Organizational Development:
Implications for Educational Leadership**

LEAD 537 3 credits (F, S)

This course examines theory, research, and practice related to organizational development. It covers a wide range of issues related to capacity-building, school vision and culture, and problem solving, and focuses on the relationship between school management and instructional leadership. Students have opportunities to integrate theory and research with administrative practice through readings, small-group work, simulation experiences, observations, interviews, protocols, and case studies.

Literacy and Leadership

LEAD 560 3 credits (S1)

This course is designed to support teachers' and administrators' understanding of literacy development as a holistic process. It explores the kinds of instructional strategies and policies that support this process with diverse and inclusive populations of students throughout the grades. A critical dimension of the course will be to identify ways in which teachers can play leadership roles in assessing, designing, implementing, and promoting effective literacy instruction throughout a school. The format of the course includes class and small-group discussions, short lectures, viewing of videotapes depicting "exemplary" literacy practices, and examination of curriculum and assessment materials. All participants will be expected to observe a series of lessons involving literacy instruction in their schools, conduct a series of interviews around the topic of literacy development, and develop a piece of literacy curriculum or a professional development project informed by insights that emerge in these observations and interviews.

Supervising and Supporting Literacy

Instruction in Diverse Settings

LEAD 561 1 credit (S)

This course prepares participants to work with student leaders, new teachers, and colleagues as they plan effective literacy practices. Using a peer coaching/mentor model, participants work with a teacher who would like to learn or refine a literacy practice. Through observation, modeling, coteaching, and preparatory and debriefing conversations, participants observe, record, and analyze the content and processes involved in coaching interactions. These experiences will allow participants to work more effectively with colleagues through regular conversations, discussions, and consultations about learners, literacy theory and practice, assessment, and instruction.

Community-Based Action Research: Theory and Inquiry Methods for Community Educators

LEAD 581 3 credits (TBA)

This course, with its central focus on community-based action research, is designed for educators in social agencies, afterschool, and other out-of-school and informal learning initiatives. The central aim is to deepen and extend partici-

pants' understanding of their own and others' worksites as they jointly seek ways to improve community-education practices. Inquiry projects conducted over time in these educators' community sites will be discussed in class, affording shared opportunities to learn from and with one another in the broader terrain of out-of-school learning. Drawing on multiple data sources and ongoing analysis at their worksites, critical readings, class discussions, relevant videos, and exchanges with guest speakers, participants will discover new ways to improve and sustain community program offerings and outcomes. Emphasizing a guided use of anthropological methods, this course will afford participants new tools and strategies for program inquiry, assessment, and improvement. An introduction to participatory action research and a qualitative approach to program evaluation will be included in the course.

Leadership Communications Seminar

LEAD 600 1 credit (S1)

In this course students explore and practice the writing and speaking skills that will enhance their effectiveness as leaders. Skills covered include communicating effectively with parents, staff, and community organizations; writing vision and mission statements; writing memos; and communicating with central and district administrations.

**Team Building and Collaborative Decision Making:
Practices of Democratic Schooling**

LEAD 601 3 credits (TBA)

This course is designed for principals, teachers, parents, and other school leaders who are interested in practical hands-on experiences in team building, shared decision making, and other collaborative processes relating to effective schooling. This course also provides opportunities for examining the political and ethical underpinnings of democratic practices in schools. Particular emphasis is placed upon developing leaders for small schools and the relationship between leadership and school size, student and staff recruitment, and selection, curriculum, and budget.

School Change: The Transformational Leader

LEAD 603 3 credits (F, S)

Current school reform efforts emphasize vision, shared decision making, professional autonomy, positive school structure, and restructuring. How are these concepts being realized in current practice? What choices and constraints accompany the processes of change and staff empowerment? In this course students examine the concepts which face principals in enhancing the effectiveness of schools, as well as the competencies of planning, joint decision making, problem solving, and negotiation. Course work complements and is tailored to the Principals Institute internship experience.

Development of Educational Policy

LEAD 604 1 credit (F)

This course is designed to provide students with an understanding of policy making at the local, state, and federal levels. Current issues and trends in education as they per-

tain to policy making are addressed. Students examine the forces that influence policy formulation and implementation at these three levels.

Staff Development and the Consultation Process

LEAD 610 3 credits (TBA)

Participants study and practice the concepts of staff development, with initial focus on the processes of growth and change in the adult. The way of enabling individuals to gain professional competencies is seen as a counseling relationship in group and individual interaction situations. New approaches to and models of staff training and development and group training are explored and used.

Professional Development for Mathematics Leaders

LEAD 611 3 credits (2/S2) (O)

This course focuses on theories of professional development and school change. A goal of the course is to enable students to use tools that support school change. Students will come to understand how to shift mathematics teaching from transmission-based pedagogy to creating communities of mathematics learners where students and their teachers engage in deep mathematical discourse. In class, students recreate and participate in professional development work sessions, utilize a rubric for evaluating professional development, and design a guidebook of professional development tools for their future use in schools.

Processes of Supervision and Professional Development

LEAD 615 3 credits (F, S)

Designed for students who are preparing for supervisory roles or who are actively engaged in such roles, this course focuses on the objectives, functions, and evaluation of the supervisory experience within multicultural educational institutions. Organizational, cultural, and human variables that may facilitate or impede effective supervision are identified, and strategies to maximize or minimize their impact are generated. Supervisory attitudes and skills aimed at increasing professional growth in individual and group supervision are synthesized from a variety of supervisory models, with particular attention given to the clinical supervision model.

Museum Management I: Organizational Development

LEAD 616 2 credits (2/F)

Students look at the interrelationship of a museum's mission, strategic planning, and the responsibilities of the board of directors. They learn about the fundamentals of nonprofit management and examine their own institutions in light of best practice. Readings include case studies in institutional change. *For Museum Leadership students only.*

Museum Management II: Marketing and Audience Development

LEAD 617 1 credit (2/S)

This course provides an overview of audience development through the lens of marketing. Students learn to recognize common misconceptions about marketing and to under-

stand and apply strategic concepts in marketing for non-profits. They receive an overview of the marketing planning process and an introduction to the essentials of a marketing plan. These insights are then applied to their own institutions. *For Museum Leadership students only.*

Museum Management III: Professional Development

LEAD 618 1 credit (2/S)

This course covers many of the human resource challenges faced by museum leaders, such as recruitment and hiring, ongoing professional development, team building, conflict resolution, and internal communications. It will also address theories of leadership and approaches to developing a personal leadership style. *For Museum Leadership students only.*

Museum Management IV: Fundraising and Proposal Development

LEAD 619 2 credits (2/S)

Through readings, group discussion, case study analysis, and topical presentations, students explore the theory and practical applications needed to develop a solid financial base for nonprofit arts and cultural institutions. Course work includes developing a realistic grant proposal (including budget) and research into funding possibilities and guidelines. *For Museum Leadership students only.*

Finance and Fundraising for Educational Leaders

LEAD 620 1 credit (TBA)

This course provides teachers and administrators with the basic information and techniques necessary for obtaining grants. Processes for conceptualization and development of programs, identification of funding sources and resources, and the development of strong proposals related to the programmatic needs of the institution are examined and discussed. Students participate in actual proposal writing and review sessions.

Fiscal Management for Educational Leaders

LEAD 621 1 credit (S2)

This introductory course in basic budgeting and expense management will focus on selected topics that help students better understand budget planning processes and preparation, the local impact of the federal education budget, and how budgets may be viewed as a statement of educational priorities. Course activities include practice in preparing operational budgets for a particular school and analyzing a system-wide budget for educational implications.

Museum Management V: Shaping a Vision

LEAD 622 2 credits (2/F)

This course examines the challenges contemporary museums face in striving to grow and maintain attendance, meet the expectations of funders, and serve the pressing needs of diverse communities. Students will analyze where their own institutions are situated within the current cultural landscape and acquire some tools and concepts for taking them in new directions. *For Museum Leadership students only.*

Organizational Theory
LEAD 623 2 credits (2/F)

Today's organizations require more from their leaders and members than hard work and attention to the bottom line. A key challenge is to communicate well in the context of valued priorities, teams, culturally diverse settings, and multiple constituencies. This course helps students to see the "big picture" through readings in organizational theory and change. It also focuses on the skills needed to articulate, analyze, and work collaboratively to solve problems. For Museum Leadership students only.

Law for School Leaders
LEAD 630 3 credits (S1, S2)

The aim of this course is to familiarize both practicing and prospective administrators, supervisors, and school leadership personnel with the basic legal principles governing the structure and operation of school settings and the legal problems encountered in the day-to-day operation of schools. The broad general principles of school governance as determined by statute and case law are emphasized.

Leadership Individual Study
LEAD 650 1/2/3 credits (A)

This course provides an opportunity to investigate a problem or area of interest related to educational leadership under the supervision of a faculty member. Permission of the student's advisor is required.

Leadership Special Study
LEAD 651 1/2/3 credits (A)

A group of students is provided with an opportunity to study an area of interest related to educational leadership under the supervision of a faculty advisor. Offered by special arrangement.

Research for Educational Change
LEAD 660 3 credits (F, S)

This course is designed to enable leaders, teachers, special educators, and others to be effective consumers of research, as well as to plan and carry out research in response to specific educational questions. Stages of the research process are discussed. Students analyze and evaluate research in the areas of leadership, school effectiveness, administration and supervision, teaching, and curriculum reform, and apply the findings to their everyday roles as educational leaders. It is expected that this course will be valuable for those matriculated students who are initiating projects to satisfy the Independent Study requirement. The format consists of lectures and discussions of the stages of the research process. Class members participate in a project involving research design, data collection, and analysis.

Research for Mathematics Leaders I
LEAD 661 1 credit (S2) (O)

This course is designed to increase students' understanding of qualitative research. The course helps students to

develop and implement qualitative research projects. In addition, it will enable students to increase their understanding of the principles of qualitative research, and to read and understand articles reporting research studies.

Research for Mathematics Leaders II
LEAD 662 1 credit (S2) (O)

This course builds upon LEAD 661, furthering students' understanding of qualitative research. *Prerequisite:* LEAD 661.

Research in Museum Settings
LEAD 663 2 credits (2/S)

This course introduces students to the concepts and tools needed to articulate and measure visitor-centered program goals and objectives. Students become acquainted with a variety of research methodologies that can be used for this purpose. Course work includes experience conducting visitor research in the field. *For Museum Leadership students only.*

Leadership Professional Seminar
LEAD 770 3 credits (F, S)

This seminar is designed to develop competencies in research and communication. Participants will be guided in the preparation of a major paper for class presentation and critique. The paper will focus on a policy issue in education and the role of the school or district administrator in relation to that issue. The seminar combines formal class sessions and individual conferences.

Leadership in Technology and the Arts Practicum in Clinical Supervision

LEAD 810 3 credits (F)

This practicum provides an opportunity to explore further the model of clinical supervision through careful evaluation of an ongoing supervisory relationship. *Prerequisite:* LEAD 615.

Child Life Program Development and Administration
LEAD 825 3 credits (S)

This course will introduce students to the skills needed to develop, direct, and manage child life programs in health-care settings. Emphasis will be placed on developing a philosophy of leadership that fosters team collaboration and staff participation. Program planning will be addressed within the context of child development and child life principles. Topics covered will include staff development and supervision, continuous quality improvement, proposal writing, program development, and departmental management skills. *Prerequisite:* EDUC 822; *corequisite:* EDUC 950.

Understanding Quantitative Data: Implications for Educational Leaders

LEAD 827 3 Credits (S2) (O)

The goal of this course is to educate the school leader in the understanding the use of quantitative data for improving instruction in schools. The course will deal with the mathematics of statistics and data collection so that school leaders are better equipped to understand the information

provided to them, ask better questions, make better choices about what data they should collect, and what the data tells about the skills and understandings of the student. In addition we will look into bias in data collection and interpretation, who the players are in the data collection and interpretation, and how to communicate the data so that the school community will understand its implications. The course will use a case study approach. The mathematical ideas will be developed through the use of concrete materials, databases, and tools such as Excel, Google Forms, and a calculator.

Early Childhood Leadership Practicum in Clinical Supervision

LEAD 830 3 credits (F)

This practicum provides an opportunity to explore further the model of clinical supervision through careful evaluation of an ongoing supervisory relationship. *Prerequisite:* LEAD 615.

Early Childhood Leadership Practicum in Organizational Development

LEAD 831 3 credits (F)

This practicum continues the work begun in LEAD 830. Each student implements his or her plan for change while continuing to document and evaluate the process of change. *Prerequisite:* LEAD 535.

Policy Issues in the Design of Children's Services

LEAD 832 1 credit (S)

This seminar is designed for childcare advocates who wish to play a more effective role in the formation of policies regarding childcare services. Conceptions of social policy and the policy formation process are explored in order to provide a context for the consideration of specific policy issues. The current status of and projected changes in the American family structure are examined in relation to fundamental family needs for childcare. Students engage in the critical examination of current knowledge regarding American childcare. *Corequisite:* LEAD 833.

Early Childhood Leadership Policy Internship

LEAD 833 3 credits (S)

As a necessary companion experience to LEAD 832, students are placed in internships in institutions, agencies, and organizations which affect childcare policy on the state and federal levels, either indirectly through advocacy or directly through implementation. *Corequisite:* LEAD 832.

Practicum in Mathematics Leadership I

LEAD 840 3 credits (F, S2)

This seminar consists of a small group of students who meet with a member of the faculty. The focus is on students' current fieldwork and the related leadership issues. Students are responsible for assigned readings, papers, and discussions dealing with staff development, adult development, the school change process, and the role of the leader in designing curriculum.

Practicum in Mathematics Leadership II

LEAD 841 3 credits (F, S2)

This seminar consists of a small group of students who meet with a member of the faculty. The focus is on students' current fieldwork and the related leadership issues. Students are responsible for assigned readings, papers, and discussions dealing with staff development, adult development, the school change process, and the role of the leader in designing curriculum.

Practicum in Mathematics Leadership III

LEAD 842 0 credits (S2)

This seminar consists of a small group of students who meet with a member of the faculty. The focus is on students' current fieldwork and the related leadership issues. Students are responsible for assigned readings, papers, and discussions dealing with staff development, adult development, the school change process, and the role of the leader in designing curriculum.

Museum Leadership Institutes I and II

LEAD 850 and LEAD 851 2 credits each (2/S1)

These intensive one-week institutes during each academic year of the program include class sessions on conceptions of leadership and analysis of contemporary issues in museum education through site visits to the participants' institutions. *For Museum Leadership students only.*

Leading a School District I

LEAD 861 1 credit (F)

This course focuses on the key constituencies in a district and the different relationships that exist among them. It includes understanding the district's vision, how it was developed, and how it is sustained. The course also examines a district's demographic and achievement data.

Leading a School District II

LEAD 862 1 credit (F, S)

This course looks at the varied roles and responsibilities of the superintendent/district leader and ties them to the challenges of creating and sustaining dynamic, humane, effective learning communities. It emphasizes the ways that district leaders' decisions—in such spheres as instructional policy, planning, fiscal and human resources, facilities, legal and equity issues, accountability, and external relationships—affect schools' capacity to engage students and strengthen achievement.

Leading a School District III

LEAD 863 1 credit (F)

This course focuses on how human and financial resources are allocated in a district to support the instructional program and the goals of the superintendent and school board.

Leading a School District IV

LEAD 864 1 credit (S)

This course focuses on examining a district's budget from multiple points of view: theoretical, conceptual, and practical. Participants will become familiar with all phases of

the budget process, from its inception to its implementation throughout a district. Content will be closely aligned, whenever possible, with the “real world” budgets currently in place in districts.

Special Education Leadership: The District Perspective

LEAD 870 1 credit (S, 2/S2)

Strong leadership at the district level is essential if schools are to become positive and successful learning environments for diverse learners, including children with disabilities and those at risk of failure. This course covers issues that enhance or create obstacles for inclusive schools and communities. Issues of equity are evident in most school districts and challenge educators to transform educational environments and processes to meet diverse needs. The course will address the issue of “achievement gaps” as well as links between social class and achievement in schools.

Special Education Leadership I: Implementation of IDEA

LEAD 871 3 credits (S1, S2)

This course provides an overview of IDEA and its implications for leading, teaching, and learning in schools and districts. Students will explore leadership challenges in creating and sustaining learning environments that support progress toward less restrictive educational alternatives and access to the general education curriculum for linguistically and culturally diverse students with disabilities. Topics include special education law and advocacy, study of the continuum of services and models of inclusion, accountability, data-based decision making, and implications for curricular design and adaptation and professional development.

Special Education Leadership II:

Leading Inclusive Communities of Learners

LEAD 872 3 credits (TBA)

This course focuses on systemic issues of special education leadership. Students will explore program management and service delivery with a view toward creating inclusive learning communities. Topics include curriculum planning and instruction, literacy and numeracy skills development, policies and procedures related to behavioral issues, management of resources and facilities, and professional development.

Effective Management in an Educational Context

LEAD 875 3 credits (TBA)

This course is designed for students in educational leadership programs. It examines various management topics applicable to school and district leadership. Some of the topics discussed are: globalization, marketing, labor relations, coaching, power, influence, communication, and other practical skills. It aims to give students an understanding of these topics, provide opportunities to practice relevant skills, and develop habits of good leadership and management. Students will be exposed to the theories and practices proposed by well-known authors in the field of leadership and management. Students will have opportunities to practice what they learn in class through realistic assign-

ments and classroom activities. These will include the use of various protocols including case studies.

Leadership for Educational Change Supervised Fieldwork/Advisement

LEAD 900 12 credits/6 credits per semester (F, S)

Students exercise and/or practice leadership in their own school settings or in supervised placements with expert leaders, with considerable on-site support from both their Bank Street advisor and their site supervisor. Promoting collaboration among colleagues, supporting effective curriculum and instructional practice, and fostering constructive school change are emphasized in the internship. Students work closely with their advisor and conference group peers in integrating theory and practice.

Future School Leaders Academy Supervised Fieldwork/Advisement

LEAD 906 6 credits/1.5 credits per semester (F, S)

This course, for Future School Leaders Academy students, is designed to meet New York State certification requirements for building and district leadership internship experiences. Students develop internship program plans each semester, linked to each semester’s theme and national leadership preparation standards. Students are supervised on site by their internship supervisor/mentor and their advisor; they also participate in learning walks to other schools each semester. Three times a semester, students meet with their advisors in conference groups. Students document and reflect on their leadership development experiences by preparing a comprehensive portfolio, presented at the end of the two-year program.

School District Leadership Supervised Fieldwork/Advisement

LEAD 908 6 credits (F, S)

Fieldwork in an appropriate setting with supervision and advisement.

Leadership in Technology and the Arts Supervised Fieldwork/Advisement (3 semesters)

LEAD 910 9 credits/3 credits per semester (F, S)

Fieldwork in an appropriate setting with supervision and advisement.

Principals Institute Supervised Fieldwork/Advisement

LEAD 912 8 credits/2 credits per semester (F, S, S2)

This course is designed to meet New York State certification requirements for School Building Leadership (SBL) internship experiences. By combining a field placement and ongoing advisement, the course integrates theory and practice. The internship is aligned with national ISLLC Standards and the New York City School Leadership Competencies, with an emphasis on instructional leadership. Interns work with a site supervisor as well as their Bank Street advisor, and are given substantial school-based responsibilities that increase over time in amount and complexity and involve direct interaction

and involvement with staff, students, parents, and community leaders. They put into practice competencies developed in courses and conference groups, including communication, research, and analytic skills. Through these experiences, they develop the capacity to develop and support a positive school culture, build teams and enlist collaboration, and plan and sustain change efforts. Students in advisement participate in biweekly small-group conference sessions with their advisors over the 18 months of the program. Students also serve in a summer internship at a different educational level or in a site whose student population differs from the population at their usual work site.

Practicum in Urban School Leadership

LEAD 913 1 credit (F, S)

Principals Institute interns continue to engage in focused leadership experiences in their own schools and/or other sites, with an emphasis on research-based strategies for turning around low-performing urban schools. Interns will refine their ongoing leadership work based on the ISLLC Standards and the New York City School Leadership Competencies and will participate in monthly conference group sessions with their advisors. At the end of this course, each candidate presents a comprehensive portfolio of his or her internship experiences. This portfolio meets the program's Integrative Master's Project requirement.

Early Childhood Leadership Supervised Fieldwork/Advisement

LEAD 930 8 credits/4 credits per semester (F, S)

Students explore a variety of theories and methods of analysis as applied to organizations and their members. Each student prepares an in-depth analysis of his or her work setting, focusing on organizational structure and behavior.

Mathematics Leadership Supervised Fieldwork/Advisement

LEAD 940 6 credits/3 credits per semester (S)

Fieldwork in an appropriate setting with supervision and advisement.

Museum Leadership Supervised Fieldwork/Advisement

LEAD 950 8 credits/2 credits per semester (F, S)

Fieldwork in an appropriate setting with supervision and advisement.

Museum Leadership Seminar I: Theories and Issues in Museum Learning

LEAD 951 1 credit (2/F)

This initial leadership seminar provides an overview of the key themes of the program's first year. It asks students to draw upon both current research in the field and their own experiences as museum visitors in order to construct and articulate their own philosophies of museum learning. In the process, students examine their own assumptions about learning and teaching. The insights offered in this course are intended to provide a conceptual framework for students'

program participation and ongoing professional growth. *For Museum Leadership students only.*

Museum Leadership Seminar II: Current Ideas in Interpretation and Education

LEAD 952 1 credit (2/S)
This seminar is usually taken in the second semester of the first year of study. This is an experiential course that typically takes place outside of the classroom in NYC cultural institutions. The particular experiences reflect the most innovative offerings and approaches, as well as students' interests and preferences. Most recently, the course has incorporated workshops and performances at the Lincoln Center Institute for the Arts in Education and the Metropolitan Museum of Art. *For Museum Leadership students only.*

Museum Leadership Seminar III: History and Philosophy of American Museums

LEAD 953 1 credit (2/F)
This seminar looks at the history of museums and other cultural organizations, including the ideas of early innovators such as John Cotton Dana, contemporary commentators such as Stephen Weil, and many others. *For Museum Leadership students only.*

Museum Leadership Seminar IV: Selected Topics in Community, Culture, and Policy

LEAD 954 1 credit (2/S)
This seminar uses case studies and other materials to analyze trends in the field, in particular issues related to community, civic engagement, and diversity. It looks at the national and local policy contexts in which these trends emerge. *For Museum Leadership students only.*

Community-Based Leadership Supervised Fieldwork/Advisement

LEAD 985 6 credits/3 credits per semester (F, S)
The supervised fieldwork experience, which integrates theory and practice, combines field placements, conference group meetings, and individual advisement. Working with a Bank Street advisor and a site mentor, candidates increasingly take on leadership responsibilities at a primary internship site—typically a community-based organization with an educational mission. This may be the site where the candidate is currently employed. By taking on a range of leadership roles and responsibilities, the candidate gains new insight into the organization's mission/vision, theory of change, educational approach and strategies, outreach initiatives, governance, operations, development efforts, and resource management. Candidates also spend time at one or more additional sites that differ in focus, approach, or scale from the primary internship site. This aim is to support the candidate's transformation from staff member to leader.

Integrated Mathematics I

MATH 541 3 credits (S2) (O)
This course (along with MATH 542 and MATH 543) involves

students in the process of integrating mathematics. This process enables teachers to deepen their understanding of the relationship among the various mathematical disciplines, thereby making this insight available for children and other teachers. Using concrete materials and examples, the following basic topics are dealt with: elementary number theory, algebra, groups, and transformational geometry.

Integrated Mathematics II **MATH 542 3 credits (S₂) (O)**

This course deals with a variety of functions and their graphs, including the use of graphs in discrete mathematics, and examines the concepts of continuity and limits. The course includes combinatorics, probability and statistics, and non-Euclidean geometry. *Prerequisite: MATH 541.*

Integrated Mathematics III **MATH 543 3 credits (S₂) (O)**

This course continues the work with graphing begun in MATH 542. It uses the material in MATH 541 and MATH 542 to consider topics in analysis and discrete mathematics and contrasts these ways of approaching mathematics and the applications of each. *Prerequisite: MATH 542.*

Offered at Parsons The New School for Design

Drawing Concepts **PARS 7780 5 Credits (S₂)**

Approximately one-half of our class will be utilized drawing from the figure, costumed and nude. A variety of pose lengths will be explored, stressing the entire figure and the ability to see the entire picture plane. In addition, we will draw furniture, cityscapes, still lifes, and interiors to experience and examine how 3-D space is delineated and represented on a 2-D surface. Art historical approaches, pre-Renaissance, a bit of perspective, and modern examples will be looked at to see how drawing describes and defines the picture plane. Everything we look at in this class, we will draw. We will experience drawing as a tool for understanding and problem solving. Sketchbooks will be required. *For Leadership in Technology and the Arts (with Parsons The New School for Design) students only.*

Offered at Sarah Lawrence College

Fiction Workshop and Final Project Tutorial **SRLW 7782 5 credits (S₂)**

This course has two parts: a six-session Fiction Workshop and a six-session Final Project Tutorial. A different instructor will teach each workshop. The Fiction Workshop explores the process by which life is transformed into fiction. It examines the craft of fiction through close reading of selected stories and participants' own writing. The course considers the question of authorial intentionality and explores a variety of narrative strategies. The Final Project Tutorial challenges students to develop further one piece of writing done during the three years of the program, or assemble several pieces of

work into a coherent whole. *For Leadership in Technology and the Arts (with Sarah Lawrence College) students only.*

State Mandated Trainings

State Mandated Training on School Violence Prevention **STMD 100 0 credits (A) (O)**

This workshop includes training in effective classroom management techniques, identifying the warning signs of violent and other troubling behavior, and intervention techniques for resolving violent incidents in the school. (Offered only to matriculated students.)

State Mandated Training in Child Abuse **Identification and Reporting**

STMD 105 0 credits (A) (O)

All adults working with children under eighteen years of age are required by NY State law to report suspected child abuse and neglect. This course will help you learn to identify symptoms of child abuse and neglect and will provide you with information about the required procedures for reporting abuse. (Offered only to matriculated students.)

State Mandated Training: Dignity for All Students **STMD 110 0 credits (A) (O)**

Anyone graduating and applying for certification after the summer must complete six hours of training on the social patterns of harassment, bullying and discrimination. This workshop includes training in identifying indicators, early warning signs, prevention and intervention techniques, and how to interact with families of victims and aggressors. (Offered only to matriculated students.)

Continuing Professional Studies

Short-Format Graduate Courses

Continuing Professional Studies courses are designed for teachers, administrators, artists-in-residence in the schools, childcare staff, parents, and others working with children and youth. These courses (1 day–4 days) explore an array of topics in Early Childhood, Childhood, and Middle School Education, Special Education, and Educational Leadership. Each year, Continuing Professional Studies serves more than 1,400 students. Courses are offered in a weekend format during the school year and in a weekday format during the summer. New courses start each week.

Open, continuing registration is held on a space-available basis online at www.bankstreet.edu/cps/register, by mail, by fax, or in person in the Continuing Professional Studies office. Courses can be taken for graduate credit or for continuing education units (CEUs). Students registered for credit can earn one graduate credit in a weekend or two credits in two weekends. Readings and a paper are required for credit. Graduate school tuition is charged (\$1,416 per credit for the 2014–2015 school year).

Continuing Professional Studies courses may be used to meet a wide variety of degree, licensing, and certification goals. Call 212-875-4649 for more information. Those students who wish to apply for admission to Bank Street degree programs should do so by the time they have completed three credits. Students already matriculated in degree programs must have written permission from their advisors prior to registration in a Continuing Professional Studies course.

The following is a list of face-to-face courses for credit and online offerings. Not all courses are given every semester; see notations below. Additional not-for-credit workshops are offered throughout the year. A catalog with descriptions and schedules of courses and workshops is published three times a year. Please visit www.bankstreet.edu for current information.

Art with Young Children
TEED 501N 1 credit (S)

Behavior Management Strategies for the Classroom Teacher
SETE 508N 1 credit (F, S2)

Bibliotherapy in the Early Childhood Setting
SETE 513N 1 credit (S2)

Bookmaking: A Workshop
TEED 576N 1 credit (S, S2)

Building Computational Fluency: Multiplication and Division
TEED 346N 1 credit (S2)

Constructing a Democratic Classroom: Focus on Routines, Rules, and Transitions
TEED 656N 1 credit (S2)

Creative Movement in the Early Childhood Curriculum
TEED 561N 1 credit (S)

Critical Literacy for English Language Learners and Children with Exceptional Needs (Grades K-6)
SETE 518N 1 credit (S2)

Differentiated Math Instruction
SETE 516N 1 credit (S)

Early Childhood Assessment
SETE517N 1 credit (S2)

Early Numbers, Addition, and Subtraction
TEED 650N 1 credit (S2)

The Essential Orton-Gillingham
SPED 585N 2 credits (F, S, S2)

Experiments in Art: The Artistic Process
ARTS 500N 2 credits (S2)

Fractions, Decimals, and Percents: Looking at Models, Big Ideas, Strategies, and Contexts
TEED 652N 1 credit (Alternating F and S2)

Integrating Movement for Children with Special Needs
SPED 504N 1 credit (F)

Mentoring: A New and Promising Form of Professional Development
LEAD 530N 1 credit (F)

Multicultural Education through the Arts
TEED 578N 1 credit (F)
(Pending approval of the College's Curriculum Committee)

Plant-Based Learning: Gardening Projects in the Classroom
TEED 649N 1 credit (S)

Play as a Tool of Early Intervention
SPED 550N 1 credit (S2)

The Power of Connection in the Reading/Writing Curriculum
TEED 546N 1 credit
(Not offered in 2013-2014)

Reaching Young Children Who Need More Time to Master the Reading Process (K - 3)
TEED 565N 1 credit (S, S2)

The Reggio Emilia Approach: Interpreting Theory and Practice for Schools in the US
TEED 654N 1 credit (F, S2)

Research Skills: A Classroom Approach
TEED 554N 1 credit (S)

Selecting and Evaluating Recently Published Children's Books (PreK - 4)
TEED 505N 1 credit (S2)

Using the Supportive Play Model: Individual Intervention in Early Childhood Practice
SETE 511N 1 credit (S)

Words That Move Us: Teaching Language Arts Kinesthetically
TEED 593N 1 credit (F, S)

Writing Winning Grant Proposals
LEAD 529N 1 credit (S)
Study Abroad

More details available on
<http://www.bnkst.edu/cps/study-abroad/>

**Cultural Explorations in Morocco:
Implications for Educators in Multicultural Settings**
TEED 651N 1 or 2 credits (Study Abroad, S)

**The Delicate Connection of People and the
Biology of the Rainforest**
TEED 648N 2 or 3 credits (Study Abroad, S2)

Online Workshops and Courses

View our current schedule of online offerings at
<http://bankstreet.edu/cps/courses/online-courses/>

**Beyond Google and Wikipedia: Effective Use of the
Internet for Student Research Projects (Grades 5 – 8)**
TEWS 699N (S2)

**Creating Meaningful Learning through
Early Childhood Social Studies**
TEWS 719N (S)

Differentiated Instruction Day by Day
TEWS 723N (S)

Differentiated Instruction in Your First Years in Teaching
TEWS 722N (S2)

**Enhancing Writing Instruction with Evidence-Based
Strategies (Grades 2 – 8)**
TEWS 703N (S)

Explicit Strategies for Reading Comprehension
TEWS 716N (S)

Making the Most of Learning Walks
TEWS 724N (S)

Mathematics and the Young Child (Birth – 5 Years)
TEWS 706N (S2)

Multiple Approaches to Teaching Decoding
TEWS 721N (S2)

**Play Techniques for Early Childhood Settings
(Birth – Grade 2)**
EDUC 823N 1 credit (S2)

Setting Norms & Managing Difficult Behaviors
TEWS 717N (F)

**Social Studies as the Center of Upper Elementary
Curriculum**
TEWS 720N (S2)

**State Mandated Training in Child Abuse Identification
and Reporting**
TEWS 500N (F, S, S2)

State Mandated Training on School Violence Prevention
TEWS 501N (F, S, S2)

State Mandated Training: Dignity for All Students
TEWS 502N (F, S, S2)

Teaching Big Math Concepts in the Early Primary Grades
TEWS 718N (F)

“My thoughts and ideas on education transformed from the abstract to the concrete at Bank Street. I have found a supportive community with my instructors and peers. This has helped to strengthen my practice as well as my spirit. Bank Street has done more than make me a better educator; it’s helping to shape me into the best version of myself.”

Kate, Museum Education

Services and Policies



Admissions

Amy Greenstein, *Director*
Jesse Nguyen, *Associate Director*
Melissa Nathanson, *Assistant Director*
LaVerne Pratt, *Administrative Assistant*

Office of Graduate Admissions: 212-875-4404
gradadmissions@bankstreet.edu
Located on the first floor on the east side of the Lobby

The Graduate School welcomes applications from individuals who have strong academic records and who have experience and interest in education or related fields. We believe that professions in education require intelligent, reflective, flexible, and creative individuals with strong ethical standards. Those interested in applying are encouraged to visit the College. Prospective students can learn about Bank Street at one of the Open Houses held periodically throughout the year, as well as through individual appointments with admissions counselors or program directors. Admissions and financial aid materials are available by mail, on our Web site (www.bankstreet.edu), or in the Office of Graduate Admissions.

Criteria For Admissions

The criteria described here apply to applicants for all graduate degree programs. Applicants should consult specific program descriptions in this catalog for additional requirements and prerequisites.

- Bank Street College seeks applicants with a GPA of 3.0 (B average) or higher who demonstrate the preparation needed for successfully completing graduate courses and a culminating master's degree project and for making positive contributions in their professional lives.
- We seek applicants who demonstrate sensitivity to others, flexibility, self-awareness, and a willingness and capacity to engage in self-reflection.
- We seek applicants who demonstrate clear evidence of positive interpersonal skills and relationships with both children and adults.
- We seek applicants who demonstrate evidence of healthy motivation and commitment to learning and to children.

Applicants for a Master of Science in Education degree or for a Master of Science degree must have a bachelor's degree from a regionally accredited college or university. Undergraduates who are in the process of completing degrees are welcome to apply for admission to these programs, but full acceptance into a master's degree program will be contingent upon completion of a baccalaureate degree.

For many of our programs leading to an initial New York State Certification, applicants must meet breadth and depth distribution requirements in the liberal arts and sciences.

Applicants are expected to have breadth across the liberal arts curriculum, as well as an undergraduate concentration (ten courses or thirty credits) in one of the liberal arts or sciences. See website for specific course requirements www.bankstreet.edu/graduateschool/student-resources/missing-prerequisites/. Some programs require that applicants have a prior certification in a related classroom certification area (see the section on New York State certification on page 119).

Students missing an undergraduate course requirement must successfully complete any undergraduate or graduate level course in the subject(s) required, as outlined in the acceptance letter within one year of enrolling at Bank Street. See page 113 for details about potential transfer of these credits, provided they are taken at the graduate level.

Applicants for the advanced Master of Education (Ed. M.) in Special Education, Advanced Literacy Specialization, Studies in Education, Leadership for Educational Change, Principals Institute, or Future School Leaders Academy must have a prior master's degree in education. See specific program descriptions for more information.

Applicants should send completed application forms and all supporting materials to:
The Office of Graduate Admissions
Bank Street College of Education
610 West 112th Street
New York, NY 10025

The Application Process

Application Requirements and Deadlines

Admissions applications may be submitted at any time and are evaluated in the order in which they are completed. An application is considered complete upon receipt of the following:

- the completed application form
- the nonrefundable application fee (\$65), payable to Bank Street College
- three letters of reference
- reflective essays and autobiography
- official transcripts of all prior work in higher education
- résumé

Some programs may have additional requirements. Please see program pages for more information.

Although we evaluate applications throughout the year, there are three priority deadlines:

For spring 2015 enrollment:

Submit completed applications by November 1, 2014.

For fall 2015 enrollment:

Submit completed applications by February 1, 2015.

For summer 2015 residency program enrollment:

Submit completed applications by April 1, 2015.

Financial Aid Deadline

Applicants who wish to be considered for Bank Street scholarships should complete and submit the FAFSA (Free Application for Federal Student Aid) by April 15th (see page 102).

If, after initial review of the application, the Admissions Committee wishes to proceed in considering an applicant, a faculty member from the appropriate program will contact the applicant to schedule an admissions interview. Applicants to most programs are also asked to come to the College to respond to essay questions asked by the program. This program essay, usually written at the College, must be completed before the admissions interview. At the discretion of the program, applicants who live at a distance from the College may be able to arrange to have an interview by phone instead of in person. Arrangements will similarly be made for completing the program essay.

Admissions Decisions

Admissions decisions are made throughout the year. Generally, applicants are notified about the admissions decision within four to eight weeks after the application is complete. For those applicants who meet the priority deadlines, the Office of Graduate Admissions will reach an admissions decision prior to registration for the next academic term.

Provisional Acceptance

Occasionally, applicants are admitted to Bank Street on a provisional basis. This means that the applicant is accepted

to a degree program, but with the proviso that he or she meet specific conditions as indicated in the letter of acceptance.

One such proviso is that the official basis of admission transcript (such as the official final undergraduate transcript) must be received by the Office of Graduate Admissions before the end of the student's first term. If it is not, the student may not be able to continue to register for classes.

Application Requirements for International Students

Students from countries other than the United States are welcome at Bank Street. International students must meet the admissions criteria listed above; they must also provide a comprehensive course-by-course translation report to certify that their course of study is the equivalent of a bachelor's degree in the U.S. We accept certified transcript evaluations from World Education Services and Education Evaluators International. All documents in languages other than English must be accompanied by certified English translations. International students must also complete an "Application for Form I-20." This document, which can be obtained from the Office of Graduate Admissions, affirms that a student has the financial resources to attend Bank Street. Unfortunately, financial aid is not available for our international students.

All students whose first language is not English or who have taken their prior education in a non-English-speaking university must demonstrate proficiency in English by attaining a score of at least 100 on the TOEFL Internet-based test (iBT), 600 on the TOEFL paper-based test (pBT), 250 on the TOEFL computer-based test (cBT) or 7.0 on the IELTS. For more information, prospective students should visit the TOEFL Web site at www.ets.org/toefl.

Students without permanent residency status or work authorization in the United States are generally not eligible for professional teacher certification in New York State, though they may be eligible for time-limited certifications such as initial teacher certification.

Financial Aid

Lou Palefsky, *Director*
Adrienne King, *Associate Director*
Kaisha Lopez, *Financial Aid Counselor*

Office of Financial Aid: 212-875-4408
finaid@bankstreet.edu
Located on the sixth floor in Room 639

The Office of Financial Aid understands that graduate students are investing in their careers and their future goals. Our financial aid professionals provide applicants and students with information and counseling about how they can finance the next steps in their education. Financial aid awards may take the form of scholarships (not to be repaid), federal loans (to be repaid), and/or federal work-study opportunities. Bank Street participates in the William D. Ford Federal Direct Loan Program which enables our students to borrow directly from the U.S. Department of Education, rather than from a lending institution such as a bank.

Eligibility for Financial Aid

All students, continuing and prospective, apply for financial aid by completing and filing the Free Application for Federal Student Aid (FAFSA) in order to be considered for all forms of financial aid (scholarships, loans, and/or work-study). Eligibility for most of our scholarships is based on need as determined by federal guidelines. If and when any scholarships that are not need-based become available, applications are posted on the Web site. **In order to receive any type of financial aid, a student must be admitted into a degree-granting program and all credits/courses taken must be part of the degree requirements.**

Timeline

All students, continuing and prospective, are encouraged to begin the financial aid application process early each year, preferably as soon as federal taxes are completed. To be considered for Bank Street College scholarships, the FAFSA must be completed and submitted to the federal processor by April 15 prior to the fiscal year (July through the following June) for which the student is seeking support.

New Graduate School candidates who missed the priority deadline should complete and file the FAFSA as soon as possible to be considered for possible aid.

The financial aid application process must be repeated for each academic year. Both part-time and full-time students are eligible to apply for financial aid.

New Students

We urge prospective students who think they might seek financial aid to file the FAFSA early in their process of applying to a graduate school program at Bank Street; applicants should follow the priority timeline given above, if possible. New students will be considered for financial aid once

they have received formal admission to the College. Applicants who begin their application process after the priority timeline will be eligible for loans and may be eligible for scholarships pending the availability of funds. All financial aid materials and information are available in the Office of Financial Aid (Room 639) or may be found using links provided on our Web site. When applying for aid using the FAFSA form, you will be asked for the Title IV Code, which for Bank Street College is Go2669.

Receiving Financial Aid

The Office of Financial Aid sends an Estimated Financial Aid Award Notice to eligible students who have been accepted into a graduate program. An Award Notice indicates the combination of unsubsidized loan(s), scholarship(s), and all other awards for which the student is eligible. In addition, a Disclosure Statement is sent to the student from the U.S. Department of Education Loan Origination Center, confirming the amounts of unsubsidized loans requested by the student for the relevant fiscal year (e.g., Summer 2—Summer 1).

Financial aid awards from scholarships, grants, and loans are applied first to institutional charges (tuition and fees). Any excess funds are refunded to students to meet other educational expenses.

First-time borrowers at Bank Street College must complete online Entrance Counseling for Borrowers in order to be eligible to receive loan funds. Students applying to receive aid in subsequent years must demonstrate continued financial need and good academic standing, including satisfactory progress toward their degree.

All students should remain in contact with the Office of Financial Aid in order to receive the most current information about financial aid awards. For further detailed/updated information please visit our Web site at www.bankstreet.edu/graduate-school/student-resources/financial-aid.

Scholarships/Fellowships/Stipends

All applications for financial aid are reviewed for eligibility for these funds, and separate applications are not required for these awards. The exceptions to this policy are the Bank Street Incentive Scholarship, the Wallace Foundation Scholarship, the Neuberger Scholarship, the Spiegler Scholarship, the Peter Greeman Scholarship, the Cathy Bose Math Leadership Scholarship, and the William Randolph Hearst Diversity Scholarship Program which require a separate

application through the Office of Admissions. In general, applications for financial aid are reviewed for eligibility using the general criteria of:

- Enrollment as a matriculated student
- At least half-time enrollment
- Demonstration of need as indicated through the FAFSA processing

Subject to annual funding, the following financial aid awards are provided through the generosity of the many supporters of Bank Street College and may be based upon criteria designated by the donor:

Acorn Scholarship

This scholarship is available to students in the Early Childhood Special Education program who are doing supervised fieldwork in a New York City public school.

African–American Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being African American and thus a member of a federally recognized U.S. ethnic minority group.

Alumni Opportunity Fund Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group. The scholarship is made possible by the generosity of Bank Street College alumni.

Bank Street College Scholarship

This scholarship is available to students who meet the general eligibility criteria stated above. Bank Street Scholarships are applied to tuition only; students should expect to provide additional funds for tuition/fee balances.

Bank Street Incentive Scholarship

This scholarship is available to highly promising applicants to Bank Street College who demonstrate an exceptional commitment to children and to education. Applicants must demonstrate academic accomplishment, commitment to service, and a vision for working with children. This scholarship is intended to encourage students from underrepresented racial and ethnic groups to become outstanding educators.

Cathy Bose Math Leadership Scholarship

This scholarship is available to students in the Leadership in Mathematics Education program.

Lucy Burrows Scholarship

This scholarship is available to mature women who meet the general eligibility criteria stated above and who are career changers.

Ruth Saltzman Deutsch Scholarship

This scholarship is available to students in the Early Childhood Special Education program who are doing supervised fieldwork in a New York City public school.

Joyce and David Dinkins Endowed Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group.

Diversity Fund

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group.

Harry Doehla Scholarship

This scholarship is available to students who meet the general eligibility criteria stated above.

Myra Ferguson Scholarship

This scholarship is available to students in either a Special Education or Child Life program.

Glickenhau Foundation Scholarship

This scholarship is available to students who meet the general eligibility criteria stated above.

Goldberg-Ruberman Scholarship

This scholarship is available to students who meet the general eligibility criteria stated above.

Peter Greeman Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federal recognized U.S. ethnic minority group. Recipients must demonstrate a clear commitment to teach in a New York City public school or in a public district located in an urban area within 30 miles of the borders of New York City. Recipients must be accepted into a program leading to certification to teach and must be a resident of New York City, or live within 50 miles of New York City. Upon graduation, recipients must commit to teaching in a high-needs public school in New York City, or in a public school district located in an urban area within 30 miles of the borders of New York City for at least two (2) years.

Hearst Minority Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens, who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group, and who plan to reside in the United States after graduation.

William Randolph Hearst Diversity Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens, who identify themselves on the admission application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority. This scholarship is intended to encourage students from underrepresented racial and ethnic groups to become outstanding educators. A separate application through the Office of Admissions is required.

Iscol Scholarship

This scholarship is available to students who have a commitment to public schools through teaching or related activities and who will continue that commitment in city schools after graduation.

Augusta Kappner Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens, who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group, and who plan to reside in the United States after graduation.

Elaine Katz Memorial Fund Scholarship

This scholarship is available to mature women who are career changers, who meet the general eligibility criteria stated above, and who are in an Early Childhood Education program.

H. Thomas Langbert Scholarship

This scholarship is available to students in a Museum Education program.

Linda Levine Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens, who identify themselves on the admission application and the financial aid questionnaire as being a member of a federal recognized U.S. ethnic minority group.

Minority Assistant Fellowship/Bank Street School for Children

This scholarship is available to students who are U.S. citizens or eligible noncitizens, who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group, and who are accepted as an assistant teacher at the Bank Street School for Children.

Minority Education Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group.

Neuberger Scholarship

This scholarship is available to students in the Leadership in Mathematics Education program.

Charlotte W. Newcombe Foundation Scholarship

This scholarship is available to mature women who are career changers.

Priscilla E. Pemberton Memorial Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being African American and thus a member of a federally recognized U.S. ethnic minority group.

Elsbeth Pfeiffer Scholarship

This scholarship is available to students in the Child Life program who also meet the general eligibility criteria stated above.

Russ Rosenfield Literacy Scholarship

This scholarship is available to students who are specializing in literacy or in the teaching of reading. The award is to be applied exclusively to the purchase of textbooks.

Rust Family Scholarship Fund

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group. Recipients must demonstrate a clear commitment to teach in underserved, high-needs schools.

Joan Shapiro Scholar's Initiative

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group.

Spiegler Scholarship

This scholarship is available to students in the Leadership in Mathematics Education program.

Starr Foundation Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group.

Stone Foundation Scholarship

This scholarship is available to students who meet the general eligibility criteria stated above.

Straus Infancy Scholarship

This scholarship is available to students who are in an

Infant and Family Development and Early Intervention program.

Tree Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens, who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group, and who will have a commitment to city schools after graduation.

Waisman Family Endowment

This scholarship is available to students in a Museum Leadership program.

Wallace Foundation Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group. Recipients must demonstrate a clear commitment to teach in a New York City public school and must be accepted into a program leading to certification to teach. Recipients must sign a commitment to teach in urban schools for three years following graduation from Bank Street College.

Weisberg Graduate Endowed Scholarship

This scholarship is available to students who meet the general eligibility criteria stated above.

Yellow Ribbon Program

Bank Street College is participating in The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program). This program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher education (degree-granting institutions) in the United States to voluntarily enter into an agreement with the VA to fund tuition expenses that exceed the annual maximum cap for private institutions. Bank Street will contribute up to \$12,000 of those tuition expenses that exceed the above per academic year, and the VA will match the amount contributed by the institution. For additional information, visit http://gibill.va.gov/benefits/post-911-gi-bill/yellow_ribbon_program.html.

Federal Loans

Federal educational loans play an important role in each student's financial aid package. As Bank Street College scholarships are first applied to tuition, students should expect to provide additional funds for tuition/fee balances and living expenses, usually by borrowing funds through the William D. Ford Federal Direct Loan Program, which is an unsubsidized loan program. The Office of Financial Aid reviews each student's eligibility for the William D. Ford Federal Direct Loan Program. Students may borrow funds to offset the total cost of their education, which includes tuition, fees, books, and living expenses.

Students must be registered for a half-time minimum of 5 credits (or the equivalent) during the Fall or Spring semester to be eligible to receive a Direct Loan for that semester. Students enrolling in either the Summer 1 or Summer 2 term must be registered for a half-time minimum of 2 credits to be eligible to receive a Direct Loan. **Eligibility for any type of financial aid will only cover those credits/courses that are part of the degree requirements.**

As with all financial aid programs, students requesting loans must be in good academic standing, including making satisfactory progress toward their degree. As with other financial aid, students must complete and file the Free Application for Federal Student Aid (FAFSA). Students may apply for a Direct Loan throughout the year; the April 15 deadline does not apply to the Federal Direct Loan Program.

The William D. Ford Federal Direct Loan (Direct Loan) is an unsubsidized loan. Repayment of the principal is deferred until six months after a student ceases to be enrolled at least half-time (5 credits or the equivalent in the Fall or Spring; 2 credits in Summer 1 or Summer 2). An unsubsidized loan begins to accrue interest as soon as the funds are disbursed to the student's account at Bank Street College. The FAFSA information and the number of credits taken each semester determine eligibility.

The maximum amount a student may borrow from the Direct Loan Program is \$20,500 per fiscal year (or the student's individual cost of education, whichever is less). The unsubsidized loan has a variable interest rate determined every year starting with the summer 2 semester. An approximate 1% processing fee is withheld from the loan proceeds prior to disbursement to the student.

Students who are first-time borrowers at Bank Street College must complete Online Entrance Counseling for Borrowers in order to be eligible to receive loan funds. An Exit Interview is required of all borrowers prior to graduation or when the student falls below half-time status. Students not able to complete Exit Interviews online should contact the Office of Financial Aid.

Other Loan Options

Students who need to borrow funds to bridge the gap between the financial aid awarded and their cost of attendance can choose the Federal Direct Graduate PLUS (Grad PLUS) Loan.

Federal Direct Graduate PLUS (Grad PLUS) Loans. Matriculated graduate students may be eligible to borrow funds from the Federal Direct Grad PLUS Loan Program. The Grad PLUS loan has a variable interest rate determined every year starting with the Summer 2 semester and all of the federal student loan benefits of the William D. Ford Federal Direct Loan Program during the life of the loan. Unlike the Direct Loan, the Grad PLUS loan requires a credit approval and

charges an approximate 4% origination fee. This loan is available for students who meet the following criteria:

- Student is a matriculated student at the Graduate School;
- Student is at least half-time in attendance; and
- Student has a financial aid package/award that does not meet the full cost of attendance for the semester(s) for which the student is/will be enrolled. The Grad PLUS loan may be borrowed in lieu of an alternative/private educational loan. For more detailed information please refer to our Web site at www.bankstreet.edu.

TEACH Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant is a merit-based Federal Title IV program designed to encourage highly qualified teachers to serve in low-income schools in high-need fields. The TEACH Grant Program will provide up to \$4,000.00 per year (for up to \$8,000.00 total for graduate studies) in grants to students who plan to teach a high-need subject area full-time in schools that serve students from low-income families. Students who are enrolled in their second postbaccalaureate program are not eligible for the TEACH Grant.

TEACH Grant recipients agree to teach for at least four years within eight years of finishing their teacher preparation program.

If the student does not complete the four-year teaching obligation, the grant will convert to an unsubsidized loan, which the student will have to repay with interest calculated back to the date the funds were disbursed. The field the student teaches in must be a high-need field in the state where the student teaches in order to satisfy the service requirement.

As with all financial aid programs, students applying for the TEACH Grant must be in good academic standing, including making satisfactory progress toward their degree. Students must also maintain at least a 3.25 cumulative GPA. (For first-year graduate students, their undergraduate cumulative GPA will be used.)

Students must complete and file (as with other financial aid) the Free Application for Federal Student Aid (FAFSA); be enrolled in course work, or plan to complete course work, toward a career in teaching in a high-need subject area; complete TEACH Grant counseling; and sign a TEACH Grant Agreement to serve each year he or she receives a TEACH Grant. Students should submit the application for the TEACH Grant (which can be downloaded from the Web site below) to the Office of Financial Aid.

For more detailed information, please refer to our Web site at: www.bankstreet.edu.

Federal Work-Study Program

The Federal Work-Study (FWS) program enables students to meet part of their educational expenses by working in

various positions on campus and in community-service locations approved by the College. Matriculated students who are enrolled at least half-time (5 credits in the Fall or Spring semesters, or 2 credits in either the Summer 1 or Summer 2 term) and are interested in FWS positions must submit a written request for consideration to the Office of Financial Aid. The current compensation for FWS positions is \$20 per hour. After the FWS award has been received, students should contact the Office of Human Resources (9th Floor) for available FWS assignments.

Other Aid Sources

In order to support the maximum number of students with financial need, the Office of Financial Aid encourages matriculated students to explore other financial aid opportunities. To this end, the Office of Financial Aid maintains a small library of external financial aid resources, both printed and electronic. A listing of electronic sources of financial aid information can also be found on the Bank Street College Web site at www.bankstreet.edu/external-scholarships/.

Students may be employed as research/project assistants or in other offices within the College. Students who are interested in part-time employment are encouraged to review job announcements in the Office of Human Resources on the 9th floor.

Private tutoring position listings are available to matriculated students in the Office of Career Services (Room 108).

Title IV Loan (Employees) School Code of Conduct

Bank Street College of Education, as a participant in federal loan programs, is required to develop, administer, and enforce a financial aid code of conduct applicable to the College's officers, employees, and agents. The code of conduct requirements are set forth in the Higher Education Opportunity Act (HEOA) signed into law on August 14, 2008. Bank Street College of Education's Code of Conduct Related to Student Loan Activities fulfills these requirements and applies to certain transactions and activities related to student lending and financial aid matters. Furthermore, Bank Street College of Education also adheres to the Student Lending, Accountability, Transparency and Enforcement (SLATE) Act under New York State law, which applies not only to the College's officers, employees, and trustees, but also to the College's agents and contractors.

In addition, the financial aid professional at Bank Street College of Education is expected to always maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in any manner in student financial aid, regardless of whether such entities are involved in a government-sponsored, -subsidized, or -regulated activity. Revenue Sharing Prohibition—Bank Street College of Education employees are prohibited from receiving anything of value from any lending institution in exchange for any advantage sought by the lending institution.

Gift and Trip Prohibition—Bank Street College of Education employees are prohibited from taking anything of more than nominal value from any lending institution. This includes a prohibition on trips paid for by lenders for financial aid officers and other college officials.

Advisory Board Compensation Rules—Bank Street College of Education employees are prohibited from receiving anything of value for serving on the advisory board of any lending institution.

Staffing Assistance/Call-Center Prohibition—Bank Street College of Education employees are prohibited from accepting from any lender any assistance with call-center staffing or financial aid office staffing, except that a lender may provide professional development training, educational counseling materials (as long as the materials identify the lender that assisted in preparing the materials), or staffing services on a short-term, nonrecurring basis during emergencies or disasters.

Consulting/Contracting Arrangement Prohibition—Bank Street College of Education employees are prohibited from accepting from any lender or affiliate of any lender any fee, payment, or other financial benefit as compensation for any type of consulting arrangement or other contract to provide services to a lender or on behalf of a lender relating to education loans.

Assigning of Lender to First-Time Borrower Prohibition—Bank Street College of Education Office of Financial Aid will not, for any first-time borrowers, assign, through award packaging or other methods, the borrower's loan to a particular lender or refuse to certify, or delay certification of, any loan based on the borrower's selection of a particular lender or guaranty agency.

Preferred Lender Lists—If Bank Street College of Education uses a preferred lender list, the following standards shall be observed and maintained:

1. A preferred lender list, if offered, will be based solely on the best interests of the students who may use the list, without regard to the financial interests of Bank Street College of Education.
2. A preferred lender list, if offered, will have at least three (3) or more unaffiliated lenders.
3. A preferred lender list, if offered, will clearly and fully disclose the criteria and process used by Bank Street College of Education to select the lenders on the list. Students will be told that they have the right and ability to select the lender of their choice regardless of the preferred lender list.
4. Lenders listed on a preferred lender list, if offered, must first disclose if they have any agreement to sell their loans to another lender. No lender will be listed if the lender bargains to be on the list with respect to a certain type of loan by providing benefits to Bank Street College of

Education with respect to another type of loan.

5. A preferred lender list, if offered, will provide comparative information on borrower benefits offered by all lenders, including, but not limited to, lenders' interest rates and loan terms and conditions.
6. Bank Street College of Education will endeavor to select lenders with the best borrower benefits, including, but not limited to, lenders' interest rates and loan terms and conditions, for its preferred lender list, if offered.
7. Bank Street College of Education will annually update its preferred lender list, if offered.
8. Bank Street College of Education will not be involved with any lender who undertakes philanthropic activities in exchange for federal student loan applications, volume, or placement on a school's preferred lender list.

Incentive Compensation

Bank Street College of Education under statutory language will not provide a commission, bonus, or other incentive payment based in any part, directly or indirectly, on success in securing enrollments or financial aid to any person or entity engaged in any student recruiting or admission activities or in making decisions regarding awarding Title IV funds.

In addition, Bank Street College of Education is prohibited from making adjustments to compensation for any employee engaged in any student recruiting or admission activities or in making decisions regarding awarding financial aid.

An annual adjustment in a calendar year is acceptable if the institution (Bank Street College of Education) can document that said adjustment is not based upon enrollments.

Multiple adjustments in a calendar year are considered to have been made based upon success in securing enrollments or awarding financial aid if those adjustments create compensation based in any part, directly or indirectly, on securing enrollment or awarding financial aid.

Bank Street College of Education, its contractors, and other entities may make acceptable compensation in the form of profit-sharing payments so long as such payments are not provided to any person who is engaged in student recruitment or admission activity or in making decisions regarding the award of Title IV funds.

Commission, bonus, or other incentive payment is defined as a sum of money or something of value, other than a fixed salary or wages, paid or given to a person or entity for services rendered.

Enrollment is defined as admission or matriculation of a student into an eligible institution.

Securing enrollment or the award of financial aid is defined as activities a person/entity engages in at any point in time through completion of an educational program for the

purpose of admission or matriculation of students for any period of time or the award of financial aid to students.

Entity/person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid means any institution or organization that undertakes the recruiting or the admitting of students or that makes decisions about and awards Title IV funds, any person who undertakes recruiting or admitting of students or who makes decisions about and awards Title IV funds, and any higher-level employee with responsibility for recruitment or admission of students or for making decisions about awarding Title IV funds.

Misrepresentation

Bank Street College of Education is prohibited under federal regulations from making any false, erroneous, or misleading statement directly or indirectly to a student, prospective student, member of the public, accrediting agency, state agency, or the Department of Education.

Misleading statements include any statement that has the likelihood or tendency to deceive or confuse. A statement is any communication made in writing, visually, orally, or through other means. This includes student testimonials given under duress or because such testimonial was required to participate in a program.

Federal regulations further provide that substantial misrepresentation is any misrepresentation on which the person to whom it was made could reasonably be expected to rely, or has reasonably relied, to that person's detriment.

The regulations regarding misrepresentation describe misrepresentation with respect to:

- Nature of the education program
- Nature of financial charges
- Employability of graduates
- Relationship with the Department of Education. A Title IV eligible school may not describe its participation in a way that suggests approval or endorsement by the Department of Education of the quality of its educational programs.

Registration

Sandra Sclafani, Registrar
Ann Cox, Associate Registrar/Certification Officer
Meghan Chvirko, Assistant Registrar
Bettina Tillman, Administrative Assistant

Registrar's Office: 212-875-4406
registrar@bankstreet.edu
Located on the first floor at the end of the corridor to the west of the Lobby

Matriculated students register for classes via the College's Web registration system during the official Web registration period prior to each term. Matriculated students will be notified via email of their specific appointment time to register within the Web registration period. Web appointments are generated by proximity to graduation—those students closest to graduating receive the earliest appointments.

Students must be given academic clearance on the Web by their advisor or program director in order to register for a new term. Any outstanding debts to the College or books/fines owed to the Library must also be cleared before students are permitted to register for new classes.

Matriculated students should consult the full Web registration Policies and Instructions, available on the Registrar's page of the College's general Web site, www.bankstreet.edu, and also on the Web site where Web registration takes place, my.bankstreet.edu.

New students, who have yet to matriculate and are registering for the first time, may register for classes via the College's Web registration system during the official Web registration period prior to each term. New students are sent email invitations with their specific appointment times to register within the Web registration period. Students who miss the Web registration period must register in person at the College or at the In-Person Registration times scheduled prior to each term. These times are available on the Web.

At the close of each semester's registration cycle, newly matriculated students who have registered will be given a Bank Street email address. Students are expected to use this email address for all Bank Street correspondence, and this address will be used for all notifications sent to students from Bank Street.

Nonmatriculated students must register at one of the college's In-Person Registration days scheduled prior to each term. Faculty and staff will be available to discuss course options suited to individuals' interests and needs.

All students should consult the Academic Calendar and the Course Schedule, both of which are available on the Student Services page of the College's general Web site, www.bankstreet.edu, for schedule and calendar updates.

A deferred payment plan is available for the fall and spring

semesters. Financial aid may be used toward payment for any term for matriculated students.

Tuition and Fees

Tuition and fees are subject to change during the academic year.

Application fee (nonrefundable)	\$ 65
Tuition for each course credit	\$1,416
Tuition for Supervised Fieldwork/ Advisement per credit	\$1,416
Program Reservation Fee (nonrefundable):	\$250
Registration fees per term (nonrefundable):	
3 credits or fewer	\$ 50
4 credits or more	\$100
Late registration fee	\$ 25
Transcript request	\$ 7
Each copy added to request	\$ 2
Add/Drop fee	\$ 15
Institutional Assessment Fee (nonrefundable)	\$150
Integrative Master's Project fee*	\$750
Independent Study extension fee <i>(Students who do not complete the Independent Study within one year will be charged an additional \$100.)</i>	\$100
Technical Assistance fee for selected Independent Studies and Portfolios <i>(Optional, see Guide to Integrative Master's Project.)</i>	\$150
New York State Internship Certification fee per semester (if enrolled in SF/W/A)	\$100
New York State Internship Certification fee per semester (if not enrolled in SF/W/A)	\$500
Removal of grade of Incomplete	\$ 25
ID card replacement fee	\$ 10
Diploma replacement fee	\$ 25
Returned check fee	\$ 20

*Fee is charged each time a student enrolls in this activity.

Payment of Tuition and Fees

Students may pay tuition and fees by any of the methods described below.

Fall and Spring Semesters

Full Payment. Tuition and fees may be paid in full at the time of registration with cash, check, money order, VISA or MasterCard, evidence of financial aid, or valid courtesy course voucher.

Deferred Payment Plan. Total tuition and fees may be paid in four equal installments as indicated on the Payment

Agreement form completed at registration. Deferred payments are only allowed for fall and spring semesters. There is no finance charge when payments are received in the College's Business Office according to the following schedule, but there is a \$20 processing fee each term.

Due	Fall Semester 2014	Spring Semester 2015
25%	At registration	At registration
25%	October 1	January 29
25%	October 31	February 27
25%	November 18	March 27

A finance charge of 1.33% per month (16% annual rate) will be imposed on any payment, or portion thereof, not received in the College's Business Office (Room 712) by the due date. A \$20 fee will be assessed on all returned checks. Invoices that include details of all charges will be mailed regularly by the College. When student accounts become past due, they are referred to a collection agency and students are then billed for the cost of the collection service. In addition, delinquent accounts are routinely reported to the credit bureau.

Summer Sessions

Full Payment. A student pays the full amount of tuition and fees at registration with cash, check, money order, VISA or MasterCard, evidence of financial aid, or valid courtesy course voucher.

There is no deferred payment plan available for summer sessions. (An exception to this is made for the first year of summer degree programs, for which a deferred payment plan is available. Contact the appropriate program director for details.)

Estimated Expenses

Tuition costs vary according to the time and number of credits required for program completion. During the 2014–2015 fiscal year, tuition is \$1,416 per credit or \$63,720 for a typical 45-credit program. Since Bank Street College does not provide room and board, it is suggested that students moving to New York City allow themselves ample time and funds for finding housing (see Housing, page 122). Living expenses (including room, board, transportation, and medical care) will be different for each student. Bank Street's Financial Aid budget indicates that the following costs can be expected for the 2014–2015 nine-month academic period:

Tuition (18 credits)	\$25,488
Books and Fees	\$ 1,100
Living Expenses	\$16,200

Late Registration, Add/Drop, and Withdrawal from Courses

The academic calendar specifies the dates for Late Registration, Add/Drop periods, and deadlines to withdraw from courses each term. Students who wish to add a course, or

change from one section to another of the same course, must do so before the second class session. It is the policy of the College that any class must be officially dropped through the Registrar's Office prior to its second meeting in order for a full tuition refund to apply. Registration fees are nonrefundable.

After the Add/Drop period, students can no longer drop a course from their records. However, up until the midpoint of each term (see Academic Calendar for specific dates), they may request a grade of Withdrawal from a course or courses. This option retains the course on the student's transcript and records a grade of Withdrawal (WD). The form to be filed for course withdrawal is available in the Registrar's Office.

After a student has registered, he or she has committed to a place in the course(s) and/or Supervised Fieldwork/ advisement indicated on the student's course confirmation. Students are accountable for the completion of this work unless a request to drop or withdraw from the course(s) is submitted to the Registrar's Office in writing, using the appropriate form. Students who have registered for a course, and then stop attending it without either formally dropping it or requesting a grade of Withdrawal, will receive a failing grade of No Pass (NP) and will be held responsible for the full cost of the course.

Refund Policy/Liability for Tuition and Fees

Upon registering, students become liable for the full cost of the courses and supervised fieldwork for which they have registered. When students drop or withdraw from courses, requests for tuition refunds are considered according to the date that the request is received in the Registrar's Office. Students should note that they remain fully liable for any portion of the cost of courses and supervised fieldwork that is not refunded and that registration fees are nonrefundable. Liability is the same for students who opt for the deferred payment plan as it is for those who pay in full at registration.

In the fall and spring semesters, refunds for 2- to 6-credit classes will be made according to the following schedule:

Date of Drop or Withdrawal	Refund	Remaining Liability
Prior to the 2nd session	100% of tuition	registration fees
Prior to the 3rd session	50% of tuition	50% of tuition plus registration fees
Prior to the 4th session	25% of tuition	75% of tuition plus registration fees
After the 4th session	No refund	100% of tuition plus registration fees

In the summer terms, a modified refund schedule, which is

specified on the College Web site, is implemented. In each term, refunds for 1-credit courses and courses that meet in unusual calendar configurations will be handled individually. Refunds for blended and fully online courses will follow a special refund schedule which is specified on the College Web site each term.

Students wishing to appeal the refund policy must send their request in writing to the Refund Policy Committee (RPC). The Committee will review students' requests and gather information from all involved parties. The RPC will make a decision and share it with the student. The decision of the Refund Policy Committee is final.

Title IV recipients attending Bank Street College may be eligible to receive a refund amount calculated according to the following formula: the portion of the period completed divided by the length of the payment period (if greater than 60% assume 100%) multiplied by Title IV Aid disbursed including the amount of awarded Title IV Aid that could have been disbursed if the student had established eligibility for the funds prior to withdrawing. Unearned amounts allocable to Title IV HEA programs will be returned in the following order: (1) William D. Ford Federal Direct Unsubsidized Loans and (2) Perkins Loans.

Course Cancellation

The College reserves the right to cancel a course for which there is insufficient registration. Tuition and registration fees will be refunded in full to any student who has registered and paid for a course that is subsequently canceled.

Graduate School Policies

Matriculated Enrollment

Confirming Enrollment/Beginning Matriculation

When students are admitted into a program, they are asked to pay a program reservation fee of \$250.

Accepted students become matriculated students by registering for courses. Once a student matriculates, he or she has five years to complete the program. For leave of absence information, see page 112.

Deferring Enrollment

Individuals who have been accepted into a program, but who wish to postpone their enrollment, should contact the Office of Graduate Admissions and their program director to request a deferment of up to one year. It is also important to notify the Office of Graduate Admissions and your program director if you plan to change the year in which you expect to do supervised fieldwork/ advisement. The College cannot guarantee a place in supervised fieldwork/ advisement for any student who has not kept the Office of Graduate Admissions informed of changes in plans. The College will assume that accepted students who do not register for classes and

who have not asked for a deferment are not going to pursue their programs, and they will be removed from our active files.

Status Changes for Matriculated Students

Withdrawal and Readmission

If matriculated students choose to withdraw formally from their graduate program before completing a degree, they should fill out a Withdrawal from College form available in the Registrar's Office. They are then no longer considered active matriculated students. If students have withdrawn and subsequently wish to return to their program, they must contact the Office of Graduate Admissions and complete a process of readmission. They may be asked to provide updated material to the Office of Graduate Admissions and/or the chair of the department. They may also be required to take more credits than are normally required for the completion of their program. Readmission is not guaranteed.

Matriculated students who need to interrupt their studies, but who expect to resume their work toward the degree, should contact the Registrar's Office and follow procedures to take a leave of absence (see page 112).

Transferring between Programs

On occasion, students wish to transfer from one program to another within the College. Students who wish to change their degree program must obtain a Change of Degree Program Application from the Office of Graduate Admissions. The change must be approved both by the director of the original program and by the director of the program the student wishes to enter. In most cases, changes of degree program can only occur prior to the year of supervised fieldwork/ advisement. Students transferring from one program to another may also need to take additional course work to fulfill all the requirements for the degree in the program to which they have transferred.

Upon admission, students declare their intention regarding their supervised fieldwork setting. If, prior to fieldwork enrollment, a student's fieldwork role changes (e.g., from student teacher to assistant teacher), he or she must notify the Office of Graduate Admissions and the faculty contact person identified in the admissions letter.

Enrollment for Nondegree Graduate Study

Individuals holding bachelor's degrees from regionally or nationally accredited colleges and universities are welcome to register as nonmatriculated students at Open Registration. Students who wish to apply to Bank Street graduate degree programs are encouraged to do so by the time they have completed six credits. Following this guideline helps ensure that students planning to enter a degree program are taking appropriate courses for the anticipated degree. The College reserves the right to withhold registration privileges from students who are attempting more than nine credits without entering a degree program.

All students, including those not enrolled in degree programs, are required to remain in good academic and professional standing in order to continue taking courses.

Students hoping to enter degree programs must follow the admissions procedures. For those applicants who have taken courses at Bank Street, course grades and instructor evaluations will be taken into consideration as part of the admissions process. Credits earned as a nonmatriculated student will only be counted toward a degree if they have been taken within eight years prior to the date of matriculation. Enrollment in courses does not guarantee admission to a graduate program.

Medical Requirement for Enrollment: Matriculated and Nonmatriculated Students

All students (nonmatriculated as well as matriculated) who enroll for six (6) or more credits in any term are required to comply with New York State immunization requirements. These requirements specify that prior to attending class, students must provide proof of immunity to measles, mumps, and rubella, and also to meningitis. (Those students born prior to January 1, 1957, need only provide meningitis information.) To document their immunity, students must submit the Bank Street Student Immunization Report or equivalent documentation to the Registrar's Office.

Attendance

Once enrolled, students are expected to attend all classes, fieldwork placements, and conference groups. Participation is viewed as an essential aspect of a student's course work. If a student is absent due to illness or other emergency, he or she must inform the instructor and/or advisor, who may determine how the student can complete missed work. If a student is in supervised fieldwork, it is the student's responsibility to notify the school or agency where he or she is placed of any absences. The College respects individuals' observances of religious holidays. When students anticipate absences for religious reasons, they are responsible for informing instructors and advisors of this at the beginning of the term. They are also responsible for working with faculty to develop alternative means of fulfilling missed course and field assignments.

Enrollment Status/Timetable for Completing Degree Requirements

Once a student is matriculated, continuous enrollment is expected. Students may study on a full-time (nine credits or more) or part-time basis, after consulting with an advisor or program director regarding appropriate course load. The length of time students take to complete their degrees varies depending on individual circumstances; however, all students are expected to complete the degree requirements for the M.S., M.S.Ed., or Ed.M. within five years of matriculation. After five years, if a student has not completed the requirements, he or she must apply to the Committee on Academic Standing for permission to continue work-

ing toward a degree. The Committee determines whether or not additional time will be granted. Additional course work may be required to ensure that a student's study is sufficiently current to warrant the awarding of a degree. In some instances, the Committee may require that a student reactivate his or her record by applying for readmission.

Interruptions in Study

Leave of Absence

Sometimes it becomes necessary for students to interrupt their study. In these instances, students should request a formal leave of absence by completing a Leave of Absence form, available from the Registrar's Office. As already discussed, normally students have five years to complete all degree requirements. A leave of absence extends this matriculation period by the length of time for which the leave is granted. It is therefore in the student's interest to apply for a leave of absence when he or she will not be in attendance for a semester or for a year.

Each request for a leave of absence is reviewed by the Registrar's Office, and the student is then notified in writing of the approval or denial of the leave. Obtaining written approval from the student's program director is part of the process.

Leaves of absence may be granted for up to one year. If a leave is granted, a date for the student's anticipated return to the program must be established and recorded. Students who find that they need more than the one-year maximum leave of absence, and who therefore do not return to the College after that year, will be contacted by the College and granted a six-month grace period to decide whether to resume their studies or withdraw from the College. Students who do not respond to the College's inquiries as to their status will at this point be automatically withdrawn from the College. If, at a later time, a student who has withdrawn (or been withdrawn) wishes to return, he or she must apply through the Office of Graduate Admissions for readmission to the College. When students resume matriculation, they may be required to complete more course work than is normally required for the completion of their program.

Medical Leave of Absence

Students who are unable to continue courses and/or supervised fieldwork for medical reasons should write directly to the registrar requesting a medical leave of absence. Generally, students are required to apply for a medical leave during the term in which the illness begins. The student's letter should be accompanied (or followed) by a letter that provides supporting documentation of the illness from the attending health practitioner. The Registrar's Office will review the request and notify the student in writing of the approval or denial of the medical leave. The registrar will also inform the student's department chair, program director, and advisor. The registrar will also process a withdrawal from affected course and/or fieldwork currently in progress, and refund applicable tuition paid for the term (not registration fees).

If granted, the medical leave of absence extends the student's matriculation period by the length of time for which the leave is in effect. When students are ready and able to resume matriculation, they should contact the Registrar's Office. They may be required to complete more course work than is normally required for their program, depending on the duration of the medical leave.

Transfer Credit from Other Graduate Study

Matriculated students may file a request to transfer in up to six (6) graduate credits, provided they meet the following requirements:

- course(s) were taken at an accredited academic institution;
- grade of B or better was awarded;
- credits have not been applied to any prior degree; and
- credits were completed within eight years prior to student's matriculation at Bank Street.

It is the responsibility of the student to initiate any request for transfer credit, which should occur during the first semester the student is matriculated. To be granted transfer credit, a student must secure written approval from an advisor or program director and from the department chairperson, indicating that the course(s) is (are) acceptable substitutes for Bank Street College offerings toward the degree. Courses being transferred in lieu of a required course must also be approved by a Bank Street instructor in that discipline. Any petition for an exception to the transfer credit policy should be addressed to the appropriate department chair. He or she will review the request and consult with the associate dean for academic affairs. The decision of the associate dean is final. A Transfer Credit Request form is available from the Registrar's Office.

If a student takes a graduate course at another institution in order to satisfy an undergraduate deficiency (see page 100), he or she may also transfer in those graduate credits as elective credits toward his or her Bank Street degree. Students should take these additional courses as soon as possible upon matriculation.

The transfer of such credit will be subject to the usual review for approval by the appropriate academic department at Bank Street, as well as to the general policies of the College for transfer credit. Undergraduate courses are never accepted as transfer credit.

Waiving or Substituting a Course

Advisors are able to make recommendations about course waivers or course substitutions required for a student's degree. To request a course waiver or a course substitution, a student should consult with his or her advisor or program director. To be eligible for a waiver, a student must have taken either a comparable graduate level course at another institution or at least three (3) undergraduate courses in the appropriate subject area. Part of the process of securing

a waiver is a consultation with a representative of the discipline from which the student is asking to be exempted.

If a course waiver is approved by the chair, the student must submit a Recommendation for Waiver of Course Requirement form, available from the Registrar's Office. Students will not be granted any credits for waived courses.

Individual Study

Students may arrange special individual study work with faculty members in areas of mutual interest. Both the student's academic advisor and the faculty member with whom the student intends to work must approve the Individual Study. The faculty member will individually guide the student's work. Together the faculty member and the student determine the number of credits for the proposed work (1, 2, or 3). To register for an Individual Study, the student must complete an Individual Study Form as well as a Registration Form, submit them during the regularly scheduled registration period, and pay the tuition per credit.

Graduation Policies and Practices

As candidates work to complete their degrees, they should be mindful of—and adhere to—the Graduation Application deadlines posted on www.bankstreet.edu. Candidates for graduation must file a Graduation Application in order to initiate the review of their records. Forms and a timeline are available from the registrar. Students are responsible for the completion of all requirements pertaining to their degrees.

The month in which a student completes his or her degree requirements is the month indicated on the student's official transcript and diploma as that student's "date of graduation." All financial obligations must be fulfilled before a degree is conferred or a diploma or certificate is issued, and diplomas and transcripts will be withheld from any student who has an outstanding balance. Degrees are conferred by the President of the College at an annual ceremony in May.

Code of Conduct and Professional and Academic Standards

In addition to the three academic standards (GPA, Satisfactory Academic Progress, and Satisfactory Work in SFW/A), all students must comply with the College's Code of Conduct and meet Professional Standards appropriate to the educational community. Failure to comply can be grounds for dismissal. Appeals should be directed to the dean of the Graduate School within fifteen business days of the date of the dismissal letter.

Bank Street endeavors to hold its students to high academic and professional standards and to prepare them to be effective, highly skilled practitioners. The courses, whether offered face-to-face or online, and fieldwork experiences are designed to challenge students' intellectual and creative abilities and to encourage students' personal and professional growth. Students are expected to meet the require-

ments specified for each course and to work closely with their advisor to establish and meet goals set for supervised fieldwork/ advisement.

The evaluation process is designed to enable each student to become aware of his or her development as a professional in the field of education, as well as to provide an assessment of his or her academic and supervised fieldwork. As a result, communication between faculty and students is essential and encouraged. The evaluations are designed to reflect students' academic and professional understanding, behavior, and competencies. Faculty may confer about students they share, and may review student records at any time.

In order to maintain good professional standing, students are expected to observe the College's Code of Conduct and demonstrate the academic and personal qualities necessary for completion of graduate studies leading to Bank Street degrees or for study on a nonmatriculated basis.

Code of Conduct

Bank Street College of Education prepares teachers, administrators, supervisors, museum educators, and child life professionals. The Graduate School makes every attempt to admit students whose values and behavior reflect the humanistic and reflective values of the institution. All members of the academic community are expected to behave in ways that are consistent with thoughtful understanding of the needs and interests of others.

The Code of Conduct and a due process procedure are meant to ensure the protection of students and their rights. Accordingly, Bank Street College of Education construes the following acts to be violations of the Graduate School Code of Conduct:

- Acts that recklessly or intentionally endanger mental or physical health;
- Acts that are harmful to others, including intentional obstruction of others' rights, sexual assault, abuse, discrimination, or harassment;
- Willful destruction of College property;
- Appropriating College property;
- Disturbing the peace;
- Violations involving illegal possession, use, or sale of alcohol or drugs;
- Language indicative of strong disregard of a group; and
- Inappropriate or punitive actions toward children or adults, including verbal or physical abuse.

If a member of the College community observes any of these violations occurring face-to-face or online, s/he is expected to report them in writing to the dean of the Graduate School. The statement should specify the allegations and the person(s) involved, and provide a brief description of the circumstances. The dean will respond with the formation of an Individual Review Committee (a description of which can be found on page 115), which will be convened as soon as possible, but in no case more than thirty days after the writ-

ten complaint is received. Violations of the Code of Conduct may result in suspension, expulsion, or other appropriate disciplinary action in addition to any penalty pursuant to the penal law. Violations for illegal drug or alcohol use may result in loss of financial aid. (For more information about violations of the Code of Conduct and about what constitutes sexual harassment, see the Student Handbook.)

Professional Standards

In the Graduate School, instances may arise in which one or more faculty members judge that a student lacks the academic and/or personal qualities necessary for continuing course work or completion of studies leading to a degree or program of study, or for continuing course work on a nonmatriculated basis. The College reserves the right to dismiss the student or suspend his/her enrollment in supervised fieldwork/ advisement and/or course work for nonacademic as well as academic performance reasons. The problem may be one of plagiarism, verbal or physical abuse, excessive absences, inappropriate classroom or fieldwork setting behavior, violations of the Code of Conduct, or other questions regarding a student's professional conduct that may occur in any professional context including the online environment. The faculty or staff reports such problems to the associate dean of academic affairs (or in his/her absence, the associate dean of administration), who will review the circumstances with colleagues and the student and take action. One outcome may be that a student is asked to discontinue his/her studies. If the student is dismissed, s/he has the right to request that the dean of the Graduate School convene an Individual Review Committee (IRC) to review the case. This appeal must be made in writing to the dean of the Graduate School within fifteen business days of the date of the dismissal letter. The IRC reviews the circumstances and allegations and makes a recommendation to the dean of the Graduate School. The dean of the Graduate School makes the final decision concerning student dismissal, reinstatement, or possible disciplinary action.

Plagiarism

Students at Bank Street are expected to adhere to high standards of academic integrity. Students should be aware of the definition of plagiarism (see below); all violations will be taken seriously and may result in consequences as serious as expulsion.

Plagiarism is the use of another person's ideas, words, or theories as one's own—or without citation—in an academic submission. All scholarship must rest on honest academic effort:

- All work submitted must be original
- Any reference to another person's work (including ideas, theories, or concepts) must be cited explicitly
- Work presented as actual experience cannot be invented or fabricated

APA Citation Guidelines:

- All sources cited in a paper must be included in the refer-

ence list at the end. Conversely, only sources cited in the paper should be included in the reference list.

- When a direct quotation is cited within the body of a paper, quotation marks must be used, and the author's name, year of publication, and page number must be included.
- When paraphrasing another's work, one must cite the original source, giving credit to the original author. When paraphrasing, page numbers are not necessary, but the author's name and year of publication are required.
- Electronic resources must be cited as well. Material found on the Internet is subject to copyright laws. See *The Writer's Handbook* for examples of citations of electronic resources.

Since academic honesty is a central institutional value to Bank Street College of Education, any direct or indirect infringement of this value by means of plagiarism is taken seriously. In an instance where an instructor suspects that the work submitted by a student is entirely or partially plagiarized, the following steps will be followed:

Step 1: The instructor will report the suspected academic violation, with appropriate evidence, to the associate dean for academic affairs.

Step 2: The associate dean will confer with the instructor to review the evidence and make a determination as to whether the incident warrants further investigation. The associate dean may make a determination at this point that no further action need be taken.

Step 3: If the associate dean determines that further action is warranted, s/he will meet with the student as well as the instructor and the advisor, program director, and chair to discuss the allegation and to provide the student with an opportunity to describe his/her process of research and writing of the material in question.

Step 4: Following a review of the evidence and deliberation described in Step 3, the associate dean will make one of the follow determinations:

Option 1: The student may be required to redo the paper or complete an additional assignment. Should this process extend beyond the final session of the course, the student may request a grade of Incomplete. In this case, all policies and procedures related to a course grade of Incomplete shall apply. Students may appeal this decision to the Committee on Academic Standing.

Option 2: The student may be given a grade of No Pass (NP). In this case, all policies and procedures related to a course grade of NP shall apply. Students may appeal this decision to the Committee on Academic Standing.

Option 3: The associate dean may determine that the student's behavior has violated the Professional Standards of

the College and that the student should be dismissed from his/her academic program. The associate dean will provide notification of this decision, in writing, to the student and the registrar of the College. The student may appeal this decision by requesting that the dean convene an Individual Review Committee following procedures described in the *Student Handbook*.

Individual Review Committee

When an Individual Review Committee (IRC) is convened, it is generally composed of three faculty members. The dean appoints the IRC, selects a date for a review of the case, and informs the individual whose conduct is the subject of the IRC to expect to hear from the Committee. An IRC will be convened within thirty days after a written report alleging a violation of the Code of Conduct, or within thirty days after a request from a student to convene an IRC.

It is the task of the IRC to read the report, meet with the individual(s) who wrote it, and meet with the person alleged to have violated the Code of Conduct or Professional Standards expectations. The person accused may bring another person to the meeting with the IRC. The IRC then decides whether the Code of Conduct or Professional Standards expectations have been violated. At the conclusion of their deliberations, the IRC meets with the dean to report its findings; the dean then makes and implements the final decision about violation and disciplinary action. The dean will notify the affected individual within five working days from the date s/he meets with the IRC to discuss findings.

Satisfactory Academic Achievement

There are three academic standards to which every student must adhere in order to remain in good academic standing and to maintain eligibility for financial aid programs:

- Students must achieve and maintain a minimum of a B (3.0) cumulative grade point average.
- Students whose cumulative grade point average falls below 3.0 will be placed on academic probation.
- Students must comply with the Graduate School's standard of satisfactory academic progress. This means that students must progress toward their degrees at a pace sufficient to complete all degree requirements within a five-year time frame.
- Students must maintain satisfactory work in the supervised fieldwork setting, as assessed by the advisor. For additional information and policies concerning satisfactory performance in fieldwork see page 117.

Students who do not remain in good academic standing may be placed on probation and/or be subject to academic dismissal.

Grade Point Average and Academic Probations

All students must achieve a cumulative grade point average of at least 3.0 in order to graduate. After each grading period, the Registrar's Office reviews students' records to determine each student's academic standing. Any student

whose cumulative grade point average falls below 3.0 will be placed on probation and will be required to meet with the program director to develop a written plan to restore good academic standing. The plan must be signed by the student and the program director and filed in the Registrar's Office. Minimally, the plan must meet the following criteria:

- In the next term the student enrolls (following placement on probation) he or she must complete all courses in progress (i.e., receive no grades of Incomplete) and achieve at least a B (3.0) average for that term. Due to the timing of the grading periods, students may already be registered for the next term when they are notified that they are being placed on probation. Consequently, their plans to restore good academic standing may require that students make adjustments to their course loads, including dropping or withdrawing from courses for which they have already enrolled. The College's standard policy on refunds will apply.
- At the completion of the probationary term, the chairperson of the student's department will review the outcomes of the plan with the program director. If the student has successfully addressed the points in the plan, he or she may be permitted to continue to enroll with a subsequent written and signed plan in place each term until the cumulative grade point average of 3.0 is achieved. During this period, the student must achieve at least a 3.0 average each term and complete all courses in progress (i.e., receive no grades of Incomplete). Once a cumulative grade point average of 3.0 has been achieved, the student must maintain it. If the plan has not been followed successfully in the initial or subsequent terms of probation, or if a cumulative 3.0 average is not maintained once restored, the student is subject to academic dismissal.

Satisfactory Academic Progress toward the Degree (SAP)

Students must make satisfactory progress toward their degree in order to be considered in good academic standing and to maintain eligibility for financial aid programs. Students must earn a minimum number of credits per year at a pace sufficient to complete all degree requirements within five years. To be making satisfactory academic progress, students must earn credits toward their degree according to the following schedule:

<i>30– to 46–Credit Programs (minimum credits earned)</i>					
Year:	1 *	2	3	4	5
Credits:	4	13	25	35	36–46

<i>47– to 58–Credit Programs (minimum credits earned)</i>					
Year:	1 *	2	3	4	5
Credits:	4	13	25	46	47–58

*Because the year is measured July 1 through June 30, a student who first takes a class as a matriculated student in either the Spring or the Summer 1 term would only be required to complete one credit rather than four credits during those terms.

A student's complete academic record will be reviewed annually (generally in July) to see if s/he is meeting each of the

above standards of progress. All courses successfully completed count toward progress, and all terms are counted regardless of whether financial aid was received.

In measuring satisfactory academic progress, certain courses and situations will be treated in the following ways:

1. Withdrawals

Withdrawals recorded on the student's permanent record will not count toward credits completed/earned and could adversely affect the student's ability to meet the satisfactory progress standards. Changes to the student's enrollment record caused by retroactive "nonpunitive" administrative withdrawal activity can result in the student having to repay the financial aid that s/he received that semester/term.

2. Incomplete Grades

The student's cumulative record of credits includes any course in which the student receives a grade of Incomplete. A course in which a student has received a grade of Incomplete cannot be counted in the student's completed/earned credits until s/he has received a successful completion grade. A grade of Incomplete could keep a student from achieving satisfactory academic progress. Within a semester/term, the recording of a successful completion grade that brings the student's accumulated credits up to the satisfactory progress standard will restore the student's eligibility for financial aid for this and subsequent semesters/terms within the academic year.

3. Repeated Courses

Successfully completed courses will be counted toward completed/earned credits.

4. Waiving a Course Requirement

Courses waived due to sufficient formal academic study in an area are not counted as completed/earned credits.

Treatment of Nonstandard Situations

1. Readmitted Students

Upon readmission after a period of nonenrollment, the student will be eligible for financial aid for terms in the academic year of readmission and will be measured for continued eligibility against the appropriate year's satisfactory progress standards.

2. Transfer Students

A transfer student will be treated as a new student for measuring satisfactory academic progress; transfer credits accepted toward the degree will be counted as credits completed/earned.

3. Second-Degree Students

A student enrolled for a second degree will be treated as a new student for measuring satisfactory academic progress; the credits accepted toward the second degree will be counted as credits completed/earned.

4. Change of Major/Change of Degree

If the student seeks and gets approval to change a major/program within the same degree or certificate program, or if the student changes his/her educational objective and begins pursuing a different degree without having earned the first degree, s/he must complete the new academic program within the maximum time frame allowed (five years) from when s/he began the original program, unless an exception is granted by the Satisfactory Academic Progress Committee.

SAP Appeal/Probation

If a student falls beneath the standards required for his/her degree, then he or she may appeal to the Satisfactory Academic Progress Committee (SAP Committee) to regain good standing and eligibility to receive financial aid, if applicable. The appeal will be evaluated for mitigating circumstances resulting from events such as personal illness, injury, personal tragedy, or changes in academic program. Also assessed will be the student's capability for improving his/her academic record to again meet the standard of satisfactory academic progress. If a student is in poor academic standing because s/he is not completing sufficient credits to be making satisfactory progress toward the degree, then a requirement of the appeal will be that s/he must establish a plan with the advisor/program director for earning additional credits or completing the course work that the student has attempted but not finished. The student may be ineligible to register for additional credits until the specified plan has been implemented successfully. If the appeal is granted, the student will be given a one-year probationary period to improve his/her academic record to meet the standards of satisfactory progress. There is no limit on the number of times a student may follow this appeal procedure.

SAP Reinstatement

If the student chooses not to appeal, or if the appeal is denied, then the student may regain eligibility for financial aid by taking an official Leave of Absence from Bank Street College for at least one year. Upon readmittance, the student may receive assistance for the terms of the academic year of readmittance and will be measured against the standard of satisfactory progress at the end of the annual review for continued eligibility.

Satisfactory Work in Supervised Fieldwork/Advisement (SFW/A)

The College reserves the right to determine when (and whether) a student may begin SFW/A. For most programs students begin fieldwork in the fall, and normally receive the grade of IP (In Progress) for the first semester of SFW/A; at the end of the next semester, the grade for both semesters of SFW/A is converted to P (Pass) or NP (No Pass). If, however, the student does not achieve satisfactory work in the SFW/A setting in the first term, the advisor may award a grade of NP. Whenever a grade of NP is awarded for supervised fieldwork, the student is academically dismissed. If a student wishes to appeal his or her dismissal due to a

grade of NP in SFW/A, a written letter of appeal should be made to the dean of the Graduate School within 60 days of the date of the letter of dismissal. The dean will convene an Individual Review Committee (see page 115), which will review the circumstances and report its findings to the dean. The dean makes the final decision concerning student dismissal or reinstatement.

The College also reserves the right to end a student's fieldwork experience during a term if, in the advisor's assessment, the student's performance is deemed inadequate and/or inappropriate in the setting. In some instances, after two semesters of fieldwork, it is the assessment of the advisor that additional fieldwork is required. Credit for completion of the fieldwork year may be withheld until the additional term of fieldwork is successfully completed.

Grading Policy

Grades are defined as follows (*NV denotes Neutral Value*):

		Value in Calculation of Grade Point Average
A	Excellent (<i>no A+ may be awarded</i>)	4.0
A-	Very Good	3.8
B+	Good	3.5
B	Acceptable achievement; minimum grade for good academic standing	3.0
B-	Below minimum for good academic standing	2.8
C+	Fair	2.5
C	Poor	2.0
C-	Very poor	1.8
NP	No Pass	0.0
ENR	Currently Enrolled (<i>appears prior to grade entry for the term</i>)	NV
P	Pass: Awarded (only) for Supervised Fieldwork/ Student Teaching/Advisement; selected seminars and practica; museum leadership courses; and selected one-credit courses	NV
IN	Incomplete (<i>An IN can become an NC [No Credit]</i>); see below	NV
IA	IMP Attempted: IMP work attempted, but has not been sufficiently completed.	NV
IP	In Progress: Recorded at the end of the first semester of selected full-year courses and for year-long SFW/A. The IP grade is changed after completion of the full year's work to a Pass or No Pass	NV
NC	No Credit: If Incomplete work is not submitted by the required due date, the Incomplete grade is converted to a No Credit grade	NV
TR	Transfer Credit: Credit earned at another institution and applied to Bank Street College degree	NV
WD	Withdrawal: This grade must be requested by the student and the request must be submitted by a specific deadline which is no later than the midpoint of each term (<i>see Academic Calendar for pertinent dates</i>)	NV

WDA	Administrative Withdrawal: This grade may be awarded in special circumstances at the discretion of the Administration of the Graduate School.	NV
WV	Waived: Indicates that student does not have to take the designated course to meet degree requirements	NV
AT	Attended: Awarded (only) for Continuing Professional Studies courses taken not-for-credit and for the NYS internship	NV
NT	Not Attended: awarded (only) for Continuing Professional Studies courses taken not-for-credit; for the NYS internship; and for IMP work not attempted	NV
Z	No grade submitted by the instructor. <i>(This is a temporary indicator only. It is replaced by an actual grade when grades are submitted.)</i>	

Auditing courses is not permitted, and there is no grade of Audit offered by the Graduate School.

Students are expected to complete the work for a course by the end of the term in which it is taken. If, however, a student finds that he or she is unable to finish assignments within the term, he or she may request a grade of Incomplete (IN) and additional time to complete the course work. Incompletes are granted at the discretion of the instructor and are only considered if the student has done satisfactory work up to that point. If a grade of Incomplete is granted, the student and instructor must agree on a final due date for submission of the outstanding work and complete an Incomplete Grade Request form. To receive credit for the course, the student must complete all requirements by the date set. Extensions are limited to June 1st of the following year for a fall semester course, or January 1st of the following year for a spring or summer course. If the work is not completed by the due date, the grade is changed to NC (No Credit). In exceptional circumstances, a student may petition the Committee on Academic Standing for additional time to make up incomplete work. The Committee, in consultation with the course instructor involved, will decide whether any additional time—not to exceed the subsequent semester—will be granted.

Students should bear in mind that excessive incompletes may interfere with satisfactory progress toward their degree and jeopardize their academic standing (see Satisfactory Academic Progress toward the Degree, above).

Grade Reports/Transcripts

Student grades are posted on my.bankstreet.edu approximately one month after the end of each semester. Requests for official or student copies of transcripts are generally processed within three to five working days after receipt of a written request, which must include an original signature. There is a \$7 fee for each transcript requested. If students request more than one copy at a time, the charge is \$7 for the first copy and \$2 for each additional copy. The cost is the same for official and student copies. Transcript requests

may take slightly longer to fulfill during registration periods. For full instructions on how to order a transcript, visit www.bankstreet.edu or call 212-875-4406.

Release of Transcripts/Access to Students' Records

Bank Street complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, also known as the Buckley Amendment. The act is designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act. The policy and procedures used by the institution to comply with the provisions of the Act are available in the Registrar's Office. The Registrar's Office also maintains a Directory of Records that lists all education records maintained on students by this institution. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Registrar's Office. For additional information concerning FERPA, please see the Appendix, page 135.

Institutional Test Score Annual Report for the Academic Year 2012–2013

Institutional pass rates are a key measure of the performance of teacher preparation programs in Title II of the Higher Education Act. Institutions must report pass rates on teacher assessments for all graduates and all other enrolled students.

During the 2012-2013 year (7/1/12-6/30/13), 572 students took the Liberal Arts and Sciences (LAST) exam, and 566 passed it, for a 98% pass rate. 506 students took the Assessment of Teaching Skills-Written (ATS-W), and 496 were reported as passing, for a 98% pass rate. 470 students took the multi-subject Content Specialty Test (CST), and 464 were reported as passing, for a 98% pass rate.

Academic Grievance Procedures

Faculty members in the Graduate School work very closely and effectively with their students. Occasionally, differences occur between graduate student and advisor or course instructor about course grades or evaluation of supervised fieldwork/advisement. Students are encouraged to resolve such problems directly with the individual advisor or instructor.

If the difficulty cannot be resolved in this way, the following formal grievance procedure should be followed:

- The student discusses the problem with the program director or chair of the department (if discussed with the program director, the program director informs the chair).
- The program director or chair discusses the issue with the faculty member involved (and with the student's advisor, if appropriate). The director or chair prepares documentation and notifies the student in writing of his or her recommendation.

- If the student deems the problem still unresolved, the student may write a report and submit it to the chair of the Committee on Academic Standing, along with any pertinent information. This report must be submitted by June 1st of the following year for a fall semester course or by January 1st of the following year for a spring or summer term course.
- The Committee on Academic Standing reviews the report and the issue with the student (and an outside person if desired) and, either together or separately, with the faculty member.
- The Committee on Academic Standing makes a decision and shares it with the student, the faculty member, the program director, the department chair, and the dean of the Graduate School. The decision of the Committee on Academic Standing is final.
- Once a degree is awarded and posted to a student's record, the student's academic transcript cannot be amended or changed, with one exception: after the degree is posted, should a student wish to appeal a grade earned in the final semester, the student will have 30 days from the degree grant date to file an appeal with the Committee on Academic Standing.

Other Student Complaints

Difficulties with program structures, schedules, or other issues should first be discussed informally with the student's advisor or program director. If unresolved, they should then be communicated in writing to the student's program director with copies to the department chair and the associate dean for academic affairs. Written responses documenting the complaint and its resolution will be shared with the student within 30 days, and records will be maintained by the associate dean for academic affairs who will also create an annual summary of these formal complaints and the responses to them.

Student Handbook

A handbook for all students is available from the Graduate School Office, the Registrar's Office, or faculty advisors.

Designed to complement the catalog, it contains additional details about the academic programs, student services, and student life, and information regarding due process, the Code of Conduct, and grievance procedures. It is the responsibility of every student to obtain a copy of the *Student Handbook* and to be knowledgeable about its contents.

Campus Drug and Alcohol Policy

In accordance with the federal legislation known as the "Drug Free Schools and Communities Act Amendments of 1989," Bank Street College of Education established the following policy:

Bank Street College prohibits the unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs and/or alcohol by employees and students on School property or while conducting College business. This policy

includes School activities taking place on or off Bank Street property, including driving to and from College-related activities. Alcoholic beverages may be served at Bank Street College events/activities on or off School premises, but are not to be served to anyone under twenty-one (21) years of age. A security guard is on duty during all campus events.

Campus Security

Dan Benchimol, *Director of Security*
212-875-4497

The College publishes and distributes an annual security report, which contains safety tips, emergency procedures, and campus crime statistics. This publication is available from the Director of Security, the Registrar's Office, and the Graduate School Office (Room 603); it is also excerpted in this catalog (page 136). The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. General information about campus crime statistics may be found on the United States Department of Education's Web site: <http://ope.ed.gov/security/>.

New York State Certification

Many of Bank Street's degree-granting programs are registered with the New York State Department of Education as programs that enable graduates to qualify for New York State initial and/or professional certification in teaching or in school building leadership. When a student graduates from a Bank Street certification program and applies for New York certification, the College recommends that student for State certification and, in effect, vouches for the student's having met the State's academic requirements.

International students or permanent residents (holders of Green Cards) should check the New York State Department of Education's Web site for detailed, updated information regarding citizenship requirements for certification: www.nysed.gov.

Students certified in Canada or in states listed under the Interstate Agreement of Qualification of Educational Personnel may qualify for Enhanced Reciprocity. Students accepted into New York State Certification programs should begin the process of working toward certification early in their master's degree program. This process includes the following requirements:

1. Testing:

- successful completion of the New York State Certification Exams (www.nystce.nesinc.com)

2. Training (free to matriculated students):

- successful completion of two clock hours of training in the identification and reporting of suspected child abuse or maltreatment

- successful completion of two clock hours in school violence intervention and prevention
- successful completion of six clock hours in harassment, bullying, and discrimination prevention training.

3. Fingerprint Clearance

- Visit www.bankstreet.edu

Internship Certificate Credential

Bank Street College offers the New York State Internship Certification Credential. This is an opportunity for graduate students who are seeking teaching positions to obtain New York State certification prior to graduation if they meet the eligibility requirements set for them by the State. The Internship Certificate Credential is a temporary New York

State teacher certification that allows a graduate student who has completed at least one-half of the credits required for the master's degree program to teach in a New York City public school. Students must be matriculated in a program that leads to certification and be in good standing. They must also have a written job offer from a particular school for a job in the same certification area as the degree program in which they are enrolled. The Internship Certificate Credential is limited to a particular school and lasts up to two years. Bank Street faculty serve as mentors to graduate students teaching under the Internship Certificate Credential.

Visit www.bankstreet.edu for details on the requirements and procedures for New York State certification.

Career Services

Susan Levine, *Director*

212-875-4657; slevine@bankstreet.edu

Located in the Office of Admissions on the first floor on the east side of the Lobby.

The Career Services Office serves as a resource and information center. Career Services are provided to alumni and to students matriculated in degree programs. Students are encouraged to take advantage of the variety of services the office has to offer at the beginning of their matriculation at the College.

Résumé and interview skills workshops are offered individually and for small groups throughout the year. Students are encouraged to meet with the Director to discuss strategies to be used during the job search process, such as how to organize a job search, networking, and researching schools, institutions, and agencies. In addition, the career services office hosts the following annual events: a Job Search Support Day, which provides information on the job search process, and two Job Fairs with representatives from New York City public, charter, and independent schools. Career Services also cosponsors job-related events with the Alumni Office.

Career Services recently launched a new online system, CareerConnect, which will help automate numerous functions found within the career services office and it will enhance the services offered to our students, alumni and employers. With this new site, students and alumni can easily and efficiently maintain an online personal calendar, manage multiple résumés, cover letters, and other employment related documents, search for and apply for job opportunities online, view and RSVP for career events, and much more!

Bank Street graduates are innovative professional teachers and leaders who make wonderful contributions to the schools within which they work. Our alumni are in demand, and are the reason Bank Street has the fine reputation it does.

College Services

Office for Students with Disabilities

Olga Romero, *Coordinator*

212-875-4468; olgar@banstreet.edu

Bank Street College encourages students with visible or hidden disabilities to self-identify and to provide us with further information as soon as possible after admission to the College so that they may receive the reasonable accommodations to which they are entitled.

Nonmatriculated students who need accommodations should identify themselves as soon as they contemplate

taking a course. For further information on your rights and what the Office for Students with Disabilities offers, please visit our Web page located within Graduate School Student Services.

Bank Street College does not discriminate against qualified individuals with disabilities in the recruitment and admission of graduate students, as a matter of policy and as specified by applicable laws and regulations.

Library and Archives

Kristin Freda, *Director*

212-875-4458; kfreda@bankstreet.edu

The Bank Street Library contains a wide range of materials that support instruction and independent research: books, eBooks, journals, online databases, Graduate School theses and portfolios, audiovisual materials, and more. Copies of required textbooks, arranged by call number, as well as files of reserve readings, are available at the Circulation Desk for use in the Library. In addition, many faculty make use of the Library's electronic reserve system, which provides class readings online. If there are books or articles not held on site, library staff can request an Interlibrary Loan on behalf of the student.

The Children's collection of materials contains picture books, easy-to-read books, nonfiction, biographies, fiction, and young adult novels. The collection also contains many DVDs and books on CD. The Children's Librarian provides instruction to the School for Children classes and is available to assist children and adults with research and book selection.

The Bank Street College Archives contain the institutional records of the Bank Street College of Education as well as historical materials related to the College. The collection documents the history and evolution of the College from 1916 to the present.

Librarians help students and faculty identify and locate pertinent information, teaching them to conduct searches using the online catalog and databases. Librarians also offer research classes for students, which include a library tour and an introduction to research using the databases and catalog. A schedule of research class offerings each semester can be found on the library's Web site (<http://www.bankstreet.edu/library>). Individual sessions are also available during reference hours with or without an appointment. The Library houses 24 PC and Macintosh computer workstations, each equipped with Microsoft Office and which are available for word processing, email, and Internet access. Three copiers are available for printing, copying, and scanning. Ethernet and wireless connections are also available.

Library policies, including circulation rules, are available on the Library's Web site: <http://www.bankstreet.edu/library>

Council of Students (COS)

Amy Kline, *COS Advisor*

212-875-4442; akline@bankstreet.edu

COS (pronounced cuz) is the Bank Street College graduate student organization. Members meet regularly to work on issues pertaining to the quality of student life at Bank Street. The primary goal is to provide students with the opportunity to participate in and promote productive dialogues among the student body, within the Bank Street community, and beyond.

COS sponsors and organizes educational and professional development activities for students, as well as social events. COS's annual survey to students seeks to better understand and respond to student needs, while providing students with an additional voice.

The COS Web page lists upcoming events and happenings and provides information about getting involved and how to contact a COS representative.

Student Associate Trustee

One graduate student each year is selected to serve as the Student Associate Trustee, and is expected to attend the quarterly meetings of the Bank Street College of Education Board of Trustees. He or she will provide a student perspective when pertinent issues are in front of the Board. The student trustee also gathers and shares information from and for the graduate student body by reporting to and hearing from students. In addition, he or she will work with COS, the accreditation coordinator and senior administrator, and the dean of the Graduate School.

The student trustee is appointed by the board of trustees to a one-year term. Nominations are solicited in the spring for the following academic year. Qualifications: Applicants must be in good standing, with a minimum of one year of study remaining at Bank Street. They should be interested in issues of governance and in advocacy on behalf of fellow students. Excellent speaking and organizational skills are essential. Applicants cannot be in staff positions at Bank Street.

Bookstore

Andrew Laties, *Manager*

212-875-4551; alaties@bankstreet.edu

The Bank Street Bookstore, located at the corner of Broadway and 112th Street, offers two floors of books, games, and toys for children, families, and educators. Professional books are on the second floor. All books required in courses may be ordered online at <http://bankstreet.textbookx.com>.

The Bookstore is open Monday through Sunday from 8:00 am to 10:00 pm (call for holiday hours). The Bookstore's address is 2879 Broadway, New York, NY 10025; the telephone numbers are: 212-678-1654 and 800-724-1486 (toll-free).

Visit the Bookstore's Web site: www.bankstreetbooks.com.

Housing

Bank Street College does not maintain dormitory facilities. Notice of available apartments to rent or share is distributed by the Office of Graduate Admissions. Other resources for obtaining housing are local realtors, Web pages, newspapers, and various "Y" organizations. For further information and a detailed list of these resources, call the Office of Graduate Admissions at 212-875-4404.

Application for housing may be made to International House, a graduate student residence facility within walking distance of the College at 500 Riverside Drive, New York, NY, 10027-3916. Contracts run from September through midMay and may be renewed for the summer. For more information and/or an application, call 212-316-8400, or visit <http://www.ihouse-nyc.org>. Students enrolling for summer courses may also pursue housing options at International House.

Information Technology

David Sturm, *Interim Chief Information Officer / Vice President of Information Technology*

212-875-4512, dsturm@bankstreet.edu

The Information Technology (IT) department works to support all members of Bank Street College's community by providing robust, secure, up-to-date, and accessible technology. Details about our support services and contact information can be found below.

Help Desk

212-875-4642 or helpdesk@bankstreet.edu

The Help Desk staff, located in Room 703, are available for technical support for College hardware, software, Internet access, and telephone equipment.

Computer Labs

The computer labs located on the 7th floor and C-Level of the main building provide students with access to Mac computers and a wide variety of software applications on both the Mac and Windows operating systems. The labs are frequently scheduled for classes, so check the calendar for drop-in hours. The 7th floor Lab is reserved for drop-in student use Monday through Friday, 3:00-5:00 pm.

The two Mac labs, located on the 7th floor and C-Level, are open:

- Monday-Thursday, 9:00 am-10:00 pm;
- Friday, 9:00 am-4:00 pm;
- Saturday, 9:00 am-5:00 pm.

A cluster of PCs in the library are available:

- Monday-Thursday, 9:00 am-9:45 pm;
- Friday, 9:00 am-5:00 pm;
- Saturday 10:00 am-6:00 pm.

"Appropriate Use Guidelines," found on Bank Street's Web

site under Information Technology, must be followed when using any Bank Street computing resources.

Cafeteria

The Bank Street Cafeteria is located on the C-Level of the main building and is open to the College community. The cafeteria offers a wide selection of wholesome foods. The Cafeteria is open from noon to 7:00 pm, Monday through Thursday, and from noon to 3:00 pm on Friday. Catering services are also available.

Business Office Services

Timothy Meyer, *Bursar*

212-875-4771; tmeyer@bankstreet.edu

Indira Mookhram, *Student Accounts Administrator*

212-875-4620; imookhram@bankstreet.edu

Mattie Campbell, *Accounting Clerk*

212-875-4624; mattie@bankstreet.edu

The Business Office is located on the 7th floor in Room 712. It is the responsibility of the College's Business Office to collect tuition and fees and to maintain students' financial accounts. In addition, Business Office staff work with the Office of Financial Aid and the Registrar's Office in the administration of student loans and scholarships.

Centers, Institutional Collaborations, and Special Initiatives

The Graduate School oversees a number of special projects. Many faculty work as staff developers, consultants, evaluators, and researchers on these and other projects.

Bank Street College/Lincoln Center Institute Collaborative

Cathleen Wiggins, *Coordinator*
212-875-4529; cwiggins@bankstreet.edu

The Bank Street College/Lincoln Center Institute Collaborative is designed to enhance the learning of all children through an exploration of ways to use the arts in the preparation of new teachers. The Partnership connects the Lincoln Center Institute with the graduate faculty of Bank Street College through a series of experiential workshops and performances of music, dance, opera, and the visual arts. The goal is to help future teachers understand how experiential investigations of the arts can engage children in learning about the arts and support their development of a wide range of critical, analytic, and expressive skills.

This collaboration is based on the belief that the infusion of the arts into teacher education programs yields professionals capable of important shifts in perception and creativity. In effect, drawing on the arts affords greater variety in curricula and learning. This connection has enabled us to pair “teaching-artists-in-residence” with various faculty members and groups of Bank Street students. Integration of the arts into the teacher’s repertoire supports learning across the disciplines. Together we explore selected performances of theatre, dance, and music and consider how to use the insights gained and sustain the enthusiasm and depth of understanding for both students and teachers, and those who work with them.

Bank Street Online Education

Steve Goss, *Director*
212-875-4595; sgoss@bankstreet.edu

Bank Street Online Education is an institutional unit dedicated to the advancement of online teaching and learning at the college. Its mission is to support the Bank Street community’s efforts to promote innovative teaching strategies and technologies to enrich the learning of our graduate students and their students, which will in turn provide the institution with long-term opportunities to extend its reach.

Bank Street Online is dedicated to offering online courses that reflect Bank Street’s understanding of teaching and learning. What does it mean to teach in an online environment using a Bank Street approach? It means courses that include:

- A sense of community and social presence

- Opportunities for authentic collaborative inquiry
- Constructivist experiences and discovery rather than simple information delivery

It is important that Bank Street graduate students engaged in an online learning environment recognize and experience themselves as part of a community of learners as they explore the course content online.

Information for courses that are either fully online or blended (courses featuring both online and face-to-face sessions) can be found in the schedule of classes. Students who would like to find out more about online courses that are right for them should make an appointment to speak with their program director or advisor.

For technical support, students should contact the Bank Street Help Desk at (212) 875-4642 or helpdesk@bankstreet.edu. Students enrolled in online courses are expected to meet the same high professional and academic standards and adhere to the same high standards for academic integrity as for those enrolled in face-to-face courses.

Infancy Institute

Infants, Toddlers, Families: Supporting Their Growth

Marjorie Brickley, *Director*
212-875-4721; mbrickley@bankstreet.edu

Designed to meet the needs of those who work in varied settings with infants, toddlers, and families, the three-day Infancy Institute, usually offered in late June, provides a high-quality, individualized experience. Past programs have included a nationally known keynote speaker, a visit to an infant/toddler program, choices among numerous workshops, and seminars on such topics as attachment, infant/toddler development, activities for toddlers, sensory integration, early intervention, staff development, and working with families.

International Initiatives and Partnerships

Virginia Casper, *Director*
212-875-4703; vcasper@bankstreet.edu

The goal of this initiative is to grow and bring greater coherence to our long-standing international work while enriching the opportunities in which both graduate students and faculty may teach and learn across a broader geographical landscape.

This work has ambitious goals and a strong theoretical foundation rooted in developmental-interaction as a way to think about education in a global and rapidly changing world. The first of three primary areas of the work entail educational capacity building, such as professional development in under-resourced or newly democratic countries to create stronger infrastructures for specific schools and educational systems.

The second area is a Teach Abroad program in which graduate students who have finished their Supervised Fieldwork/Advisement can spend a summer or semester teaching in another country. The focus of the 2014–2015 academic year is on countries in Africa, but other sites are possible. Finally, we work in the private sector as well, helping to develop Bank Street “sister” schools world-wide, providing curricular and other technical assistance with on going monitoring and evaluation. As with all Bank Street work, this initiative promises to move beyond simple knowledge transfer and aspires toward collaborative engagement.

Kerlin Science Institute

Jenny Ingber, *Director*

212–875–4510; kerlin@bankstreet.edu

The goal of the Kerlin Science Institute is to strengthen the teaching of natural and environmental sciences by helping teachers think of science not merely as an established body of knowledge but also as an active process of inquiry. Institute participants take an intensive, inquiry-based science course in the summer term and then conduct their own investigations of their science teaching practice and their students’ science learning in three more courses over the following three terms (one fall semester, one spring semester, and the following summer term). They learn about advanced scientific topics through their own investigations in courses designed to strengthen the knowledge of science teachers, while demonstrating the inquiry-based learning they can use in their classrooms.

The Institute is part of the Sally Kerlin Endowment for the Teaching of Natural and Environmental Sciences (established in 2002). School for Children faculty and Graduate School students, along with science teachers from area schools, are welcome to participate. Named for the late Sally Kerlin, a Bank Street alumna and life trustee of the College, the gift celebrates the Kerlin family’s long relationship with Bank Street College. Mrs. Kerlin’s daughter, granddaughter, and niece are also graduates.

Language Series

Luisa Costa, *Coordinator*

212–875–4689; lcosta@bankstreet.edu

The goals of the series are to promote an in-depth discussion about language development and methodology with a focus on applications for school and home across the ages; to support the professional growth of all classroom educators—including dual language, bilingual, ESL, special education, and monolingual teachers; and to foster the exchange of ideas and to provide opportunities for network-

ing among teachers, parents, and leaders across schools. Each year, participants have the opportunity to engage with experts and practitioners in the field and to brainstorm with other educators

Online Communities of Practice

Marvin Cohen, *Project Director*

212–875–4711; mcohen@bankstreet.edu

With generous funding from the Booth Ferris Foundation, Bank Street is developing online Communities of Practice for progressive educators using low-cost or no-cost social media platforms.

Bank Street Communities of Practice bring together Bank Street alumni and other progressive educators who share values and a progressive approach to teaching. Members are self-selected educators who are interested in a specific topic related to teaching and learning. As community members, they agree to learn, share, and create knowledge about the topic they are studying. Current members are alumni and educators from NYC public schools. In our first year, we formed two communities for educators who were eager to learn together about teaching non-fiction literacy studies or mathematics.

This coming year, communities focused on teaching K-8 science and another on mathematics will be launched. If you are interested in more information about the project, in joining a Bank Street Community of Practice, or in starting a school-based community with Bank-Street trained facilitators, please contact Marvin Cohen, who is the project director for this work, at mcohen@bankstreet.edu.

Tiorati Science Program for Schools

Jenny Ingber, *Director*

212–875–4510; jingber@bankstreet.edu

The Tiorati Science Program for Schools is a collaborative venture between Bank Street and the Palisades Interstate Park Commission. At the laboratory and classroom facility in Bear Mountain/Harriman State Park, New York, elementary school teachers, graduate students, and children investigate the natural world of wooded slopes, lakes, streams, meadows, and marshes around the Tiorati classroom. The Tiorati Science Program for Schools offers the opportunity for teachers to bring their students to Tiorati and, with Tiorati staff assistance, design children’s work in nature studies, including studies of local parks and living organisms in the classroom. We integrate across the curriculum, paying particular attention to the Common Core State Standards and the science curriculum.

“While at Bank Street, what stood out to me was the level of support that all students received from their professors. The amount and quality of the support received is just outstanding, and something that I will never forget. [They] are wonderful people who are dedicated to your learning and growth as you become a professional and an expert in the field.”

Jessica, Child Life

Faculty, Staff, and Administration



Faculty, Staff, and Administration

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Assistant Director of Admissions and
Director of Financial Aid
Marcia Roesch
Director of Admissions
Ronnie Sampson
Visitor Guide and Admissions Assistant
Gabrielle Shatan
School Psychologist, Lower and
Middle School
Cookie Shapiro
Summer Camp Director
Mitch Saskin
School Psychologist, Upper School
Robin Taylor
School Nurse
Anshu Wahi
Director of Diversity and Community
Kelvin Ward
Executive Administrative Assistant/Registrar

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Office of Innovation, Policy, and Research

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Julia Dodson
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Alyssa Lyons
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Hallie Wright
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VISTA National Service Training

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MFA, Goddard College

Library

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MILS, Pratt Institute
Jennifer Brown
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Jackie DeQuinzio
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Maureen Garvey
MSc, City University, London, UK
Peter Hare
MILS, Pratt Institute; MA, Victoria University of Wellington, New Zealand
Lindsey Wyckoff
MLS, Simmons College

Appendix

Notification of Rights Under FERPA for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

Students should submit to the registrar written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the College has contracted as its agent (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility for the college.

- Upon request, the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Directory information may be released without the student's consent. The information includes: name, local address, home address, email address, local telephone number, home phone number, photograph, major, and status (including current enrollment, dates of attendance, full-time/parttime, withdrawn). Students have the right to withhold the release of directory information by completing a Request for Nondisclosure of Directory Information form in the Registrar's Office.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Bank Street to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Non-Discrimination Policy

Bank Street College of Education has a historical and philosophical commitment to encourage diversity in our student body, staff, faculty and programs. In addition, we abide by all applicable federal, state and local laws that prohibit discrimination on the basis of race, color, national or ethnic origin, religion, age, sex (including sexual harassment), sexual orientation, marital status, handicap or disability in admitting students to its programs. Applicable non-discriminatory practices also apply to administering educational policies, scholarships and loan programs, and other programs or activities generally made available to students at the College.

Campus Safety

The safety and well-being of our students, faculty, staff, and visitors are of the highest priority. The Bank Street campus generally has been a safe and secure environment. Achieving this status and improving and/or maintaining it has required and will continue to require the cooperation of all members of the College community. All members of the College community are expected to wear ID cards (provided by the College) inside the building; visitors will obtain guest badges upon entering the building.

In accordance with Chapter 597 of the New York State Laws of 2003, we include the following campus crime reporting and statistics:

Criminal Offense Report Summary*

	2011	2012	2013
Murder	0	0	0
Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary**	7	1	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0

Violations Report*

Liquor Law	0	0	0
Drug Abuse violations	0	0	0
Weapons possession	0	0	0

* Detailed reports are on file in the Physical Plant Department at 603 West 111 Street, Apt. 1E, buzzer #30.

** Burglary includes theft. All incidents reported in the schools fall into the theft category.