

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)

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mbrickley@bankstreet.edu

Alanna Navitski, Interim Co-Director: 212-875-4752;
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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

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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

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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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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 (CUSW)
- Early Childhood or Childhood Special Education/Dual Degree with CUSW [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;
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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.