

# 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](http://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)

Virginia Casper, Director: 212-875-4703; [vcasper@bankstreet.edu](mailto:vcasper@bankstreet.edu)

**41 Credits**

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

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

### Admissions Requirements

Applicants to the Infant and Family Development and Early Intervention program need to have a strong academic background and to 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 program director or advisor.

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

“Bank Street is one of the most supportive environments to learn. I have learnt so much from my teachers, advisor, conference group and my field work”

Alison, Childhood General Education

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

Virginia Casper, Director: 212-875-4703; [vcasper@bankstreet.edu](mailto:vcasper@bankstreet.edu)

## 54 Credits

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

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

### Admissions Requirements

Applicants to the Infant and Family Development and Early Intervention/Early Childhood Special and General Education program must have a strong background in the liberal arts and sciences, as well as 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.*

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

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

Virginia Casper, Director: 212-875-4703; [vcasper@bankstreet.edu](mailto:vcasper@bankstreet.edu)

## 36 Credits

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

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

### Admissions Requirements

Applicants to the Infant and Family Development and Early Intervention/Early Childhood Special Education program must have valid New York State initial certification at the early childhood level.

### Certification

Graduates with initial certification in Early Childhood General Education 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.*

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

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

Virginia Casper, Director: 212-875-4703; [vcasper@bankstreet.edu](mailto:vcasper@bankstreet.edu)

## 34 Credits

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

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

of both institutions in order to be awarded the Bank Street College master's degree.

### Admissions Requirements

Applicants to the Infant and Family Development and Early Intervention Dual Degree program need to have a strong academic background and experience with infants and toddlers. They must apply to and be accepted into each degree program (at Bank Street and at Hunter) individually.

### 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 program director or advisor.*

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

# 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]

# Early Childhood and Childhood General Education Programs

## 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](http://www.bankstreet.edu).

*“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 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

Applicants to the Early Childhood General Education program must have a strong 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.*

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



# Early Childhood & 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

Applicants to the Early Childhood and Childhood General Education Dual Certification program must have a strong background in the liberal arts and sciences.

### Supervised Fieldwork/Advisement

Students in this program must be student teachers during their year of supervised fieldwork/ advisement.

### Certification

Graduates are eligible for both initial and professional New York State certification in both Early Childhood (birth through grade 2) and Childhood (grades 1 through 6) General Education. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement

**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.*

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

(continued on page 22)



## Early Childhood & Childhood General Education Dual Certification (continued)

| <b>Choose one of the following curriculum pairs:</b> <i>(continued from page 21)</i> |   |             |
|--|---|-------------|
| <b>EDUC 511</b>  | Curriculum Development through Social Studies (Elementary and Middle School)  | <b>3</b>    |
| and <b>EDUC 606</b>  | Blockbuilding and Dramatic Play   | <b>1</b>    |
| OR   |   |             |
| <b>EDUC 513</b>  | Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)  | <b>3</b>    |
| and <b>EDUC 606</b>  | Blockbuilding and Dramatic Play as an Integral Part of the Early Childhood Curriculum   | <b>1</b>    |
| OR   |   |             |
| <b>EDUC 517</b>  | Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)   | <b>3</b>    |
| and <b>EDUC 606</b>  | Blockbuilding and Dramatic Play as an Integral Part of the Early Childhood Curriculum   | <b>1</b>    |
| <b>EDUC 604</b>  | Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings  | <b>2</b>    |
| <b>EDUC 803</b>  | Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]   | <b>2</b>    |
| <b>EDUC 808</b>  | The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording<br>[Prerequisite: EDUC 500 or EDUC 800 or permission of instructor] | <b>3</b>    |
|  | Elective credits as needed to complete the requirements of the program  | <b>0 –1</b> |
| <b>EDUC 958</b>  | Early Childhood and Childhood General Education Supervised Fieldwork/Student Teaching/Advisement  | <b>12</b>   |
| <b>EDUC 990</b>  | Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)  | <b>0</b>    |
|  | Integrative Master’s Project  | <b>0</b>    |
| <b>TOTAL CREDITS</b>   |   | <b>46</b>   |

## 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

Applicants to the Childhood General Education program must have a strong 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.

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

# Early Childhood & 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 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](http://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

Applicants to the Early Childhood Special and General Education Dual Certification program must have a strong 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.

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

\* 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 & 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

Applicants to the Childhood Special and General Education Dual Certification program must have a strong 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.*

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

# Early Childhood Special Education

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

Applicants to the Early Childhood Special Education program must have New York State initial certification in Early Childhood General Education.

### Certification

Those with initial certification in Early Childhood General Education will be qualified 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.*

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



# Childhood Special Education

Diane Newman, Director: 212-875-4547; [dnewman@bankstreet.edu](mailto: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

Applicants to the Childhood Special Education program must have New York State initial certification in Childhood General Education.

### Certification

Those with New York State initial certification in Childhood General Education will be qualified for New York State initial certification in Childhood Special Education, grade 1 through 6, leading to professional certification after completing all New York State requirements. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.*

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



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

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

Applicants to the Early Childhood Special and General Education Dual Certification/Dual Degree with Columbia University School of Social Work program must have a strong

background in the liberal arts and sciences. They must apply to and be accepted into each degree program (at Bank Street and at Columbia) individually.

### 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.*

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

# 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](mailto: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

Applicants to the Childhood Special and General Education Dual Certification/Dual Degree with Columbia University

School of Social Work program must have a strong background in the liberal arts and sciences. They must apply to and be accepted into each degree program (at Bank Street and at Columbia) individually.

### 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.

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

\*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

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

program must have New York State initial certification at the Early Childhood level. They must apply to and be accepted into each degree program (at Bank Street and at Columbia) individually.

### Certification

Those with initial certification in Early Childhood General Education 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.

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

## 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

Applicants to the Childhood Special Education/Dual Degree

with Columbia University School of Social Work program must have New York State initial certification at the Childhood level. They must apply to and be accepted into each degree program (at Bank Street and at Columbia) individually.

#### Certification

Those with initial certification in Childhood General Education will be qualified 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.*

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

# Autism Spectrum Annotation

Marcia Singer, Director: 212-875-4496; msinger@bankstreet.edu

## 12 Credits

### Severe or Multiple Disabilities Annotation

Students in this unique sequence will gain a deeper understanding of autism spectrum disorders and the skills needed to meet the needs of children with those disorders. Through course work and through the practicum, students will develop specific understandings of how to work with these children, how to modify their learning, how to advocate for them in the school setting, and how to work with cultural challenges that may exist in some communities.

### Admissions Requirements

*Certification:* Candidates for the Severe or Multiple Disabilities Annotation need to possess a valid certification in Special Education/Teaching Students with Disabilities.

*Prior master's degree:* This sequence is not a master's degree program. All candidates must have a prior master's degree in education. Bank Street students completing a master's degree leading to certification to teach students with disabilities may apply if they are in good academic standing, have completed their supervised fieldwork/ advisement, have no grades of Incomplete, and will have graduated before beginning the sequence.

*Recommendation:* Candidates teaching in special education or inclusion classrooms and settings must have a recommendation from a supervisor. Those candidates not working in a special education setting need to provide a recommendation from a prior supervisor or from an academic/fieldwork advisor.

### Course Requirements

|                      |  |           |
|----------------------|--|-----------|
| <b>EDUC 600</b>      | Comparative Migration Experiences & Cultural Perspectives of Immigrant Groups  | <b>1</b>  |
| <b>EDUC 810</b>      | Autism Spectrum Disorders & Developmental Disabilities   | <b>2</b>  |
| <b>EDUC 811</b>      | Assistive and Instructional Technology for Children with Autism & Developmental Disorders  | <b>2</b>  |
| <b>EDUC 812</b>      | Advocacy & Collaboration in School & Community   | <b>1</b>  |
| <b>EDUC 813</b>      | Planning & Managing Learning Environments for Students with Autism & Developmental Disorders<br>(Corequisite: EDUC 814)                                      | <b>3</b>  |
| <b>EDUC 814</b>      | Practicum in Assessment & Curriculum Planning for Children with Autism & Developmental Disorders<br>(Corequisite: EDUC 813) (Includes 50 hours of fieldwork) | <b>3</b>  |
| <b>TOTAL CREDITS</b> |  | <b>12</b> |

# 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](http://www.bankstreet.edu).

“Bank Street is more than just a graduate school. It is a community setting where professors place their students at the forefront, encouraging them to think outside the box and to use current research to reevaluate their own beliefs. In using a hands-on approach, graduate students are able to experience classroom activities “through the children’s eyes”, a tool which is priceless for any educator.”

Adriana, Literacy and Childhood General Education



## 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

Applicants to this program need to be fluent in both Spanish

and English. They must also have a strong 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor. Courses marked with an asterisk (\*) are common to all Dual Language/Bilingual programs.*

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



## 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

Applicants to this program need to be fluent in both Spanish

**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. Courses marked with an asterisk (\*) are common to all Dual Language/Bilingual programs.

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

and English. They must also have a strong background in the liberal arts and sciences.

#### Certification

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

# Dual Language/Bilingual Early Childhood Special & 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

Applicants to this program need to be fluent in both Spanish and English. They must also have a strong 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor. Courses marked with an asterisk (\*) are common to all Dual Language/Bilingual programs.

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

# Dual Language/Bilingual Childhood Special & General Education Dual Certification

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

## 58 Credits

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

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

### Admissions Requirements

Applicants to this program need to be fluent in both Spanish and English. They must also have a strong background in the liberal arts and sciences.

### Certification

Graduates are eligible for initial and professional New York State certification in both Childhood General Education and Childhood Special Education, grades 1 through 6, with the bilingual extension. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor. Courses marked with an asterisk (\*) are common to all Dual Language/Bilingual programs.

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

## 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

Applicants to this program need to be fluent in both Spanish and English and have New York State initial certification at the early childhood level.

#### Certification

Individuals with initial certification in Early Childhood General Education will be qualified 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor. Courses marked with an asterisk (\*) are common to all Dual Language/Bilingual programs.

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

# 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

Applicants to this program need to be fluent in both Spanish and English. They must also have valid New York State initial general education certification at the childhood level.

### Certification

Individuals with initial New York State certification in Childhood General Education will be qualified 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor. Courses marked with an asterisk (\*) are common to all Dual Language/Bilingual programs.

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



## 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

Applicants to the Bilingual Extension sequence must

already hold New York State professional teaching certification. Students who choose to take this course sequence need to be fluent in English and Spanish.

#### 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.*

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

“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](http://www.bankstreet.edu).



## Museum Education (noncertification)

Nina Jensen, Director: 212-875-4491; ninajensen@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

Through undergraduate training or work experience, most applicants to the Museum Education program have a strong background in a museum discipline such as anthropology, art history, fine arts, history, or science.

### 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 program director or advisor.

|                      |   |              |
|----------------------|---|--------------|
| <b>EDUC 500</b>      | Child Development   | <b>3</b>     |
| or <b>EDUC 501</b>   | Child Development with a Focus on the Middle School Years   | <b>3</b>     |
| or <b>EDUC 800</b>   | The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]   | <b>3</b>     |
| <b>EDUC 505</b>      | Language Acquisition and Learning in a Linguistically Diverse Society   | <b>2</b>     |
| <b>EDUC 518</b>      | School/Museum Curriculum Development (K – 8)  | <b>3</b>     |
| <b>EDUC 533</b>      | Seminar in Museum Education I   | <b>2</b>     |
| <b>EDUC 535</b>      | Science for Teachers (Grades N – 6)   | <b>2</b>     |
| or <b>EDUC 551</b>   | Science Inquiry for Children in the Natural Environment   | <b>3</b>     |
| or <b>EDUC 552</b>   | Special Study: Integrated Environment of the Hudson River   | <b>3</b>     |
| or <b>EDUC 590</b>   | Arts Workshop for Teachers (Grades N – 6)   | <b>2</b>     |
| or <b>EDUC 591</b>   | Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)   | <b>2</b>     |
| <b>EDUC 510</b>      | Curriculum in Early Childhood Education (Grades N – 3)  | <b>3</b>     |
| or <b>EDUC 511</b>   | Curriculum Development through Social Studies (Elementary and Middle School)  | <b>3</b>     |
| or <b>EDUC 513</b>   | Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)  | <b>3</b>     |
| or <b>EDUC 514</b>   | Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities   | <b>3</b>     |
| or <b>EDUC 517</b>   | Geography in the Social Studies Curriculum (Upper-Elementary and Middle School Years)   | <b>3</b>     |
| <b>EDUC 614</b>      | Exhibition Development and Evaluation   | <b>2</b>     |
| <b>EDUC 616</b>      | Introduction to Research and Evaluation Practice in Museum Education  | <b>2</b>     |
| <b>EDUC 803</b>      | Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of the instructor]   | <b>2</b>     |
| <b>EDUC 808</b>      | The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]  | <b>3</b>     |
| or <b>EDUC 809</b>   | The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording with a Focus on the Upper-Elementary and Middle School Child [Prerequisite: EDUC 501 or EDUC 800 or permission of the instructor] | <b>3</b>     |
| <b>EDUC 815</b>      | Seminar in Museum Education II [Prerequisite: EDUC 533]   | <b>2</b>     |
|                      | Elective credits as needed to complete the requirements of the program  | <b>3 – 4</b> |
| <b>EDUC 982</b>      | Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement   | <b>12</b>    |
|                      | Integrative Master's Project  | <b>0</b>     |
| <b>TOTAL CREDITS</b> |   | <b>42</b>    |

## Museum Education: Childhood

Nina Jensen, Director: 212-875-4491; ninajensen@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

Applicants to the Museum Education: Childhood program

must have a strong background in liberal arts and sciences. Most applicants have majored in anthropology, art history, fine arts, history, or science.

#### Certification

Graduates are eligible for both initial and professional New York State certification in Childhood General Education (grades 1 through 6). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.

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

# 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:

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

**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**—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 classroom 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.

## 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](http://www.bankstreet.edu).

## 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

Applicants to the Reading and Literacy: Clinical Practice program must have a strong academic background.

#### 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 program director or advisor.*

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

# 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

Applicants to the Teaching Literacy and Childhood General Education Dual Certification program must have a strong background in the liberal arts and sciences.

### Certification

Graduates are eligible for initial and professional New York State certification in both Childhood General Education (grades 1 through 6) and in Teaching Literacy (birth through grade 6). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.

|   |  |              |
|---|--|--------------|
| <b>EDUC 500</b>   | Child Development  | <b>3</b>     |
| or <b>EDUC 800</b>  | The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]  | <b>3</b>     |
| <b>EDUC 505</b>   | Language Acquisition and Learning in a Linguistically Diverse Society  | <b>2</b>     |
| <b>EDUC 535</b>   | Science for Teachers (Grades N – 6)  | <b>2</b>     |
| or <b>EDUC 551</b>  | Science Inquiry for Children in the Natural Environment  | <b>3</b>     |
| <b>EDUC 536</b>   | Foundations: The Influence of Culture and Politics on Literacy Theory and Practice   | <b>2</b>     |
| <b>EDUC 540</b>   | Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)  | <b>2</b>     |
| <b>1 of the following reading/literacy and language/literature pairs, to be selected in consultation with instructor:</b> |  |              |
| <b>EDUC 563</b>   | The Teaching of Reading, Writing, and Language Arts (Grades K – 3)   | <b>3</b>     |
| and <b>EDUC 565</b>   | Children's Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)  | <b>3</b>     |
| OR  |  |              |
| <b>EDUC 564</b>   | Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)  | <b>3</b>     |
| and <b>EDUC 568</b>   | Teaching Literacy in the Elementary Grades (Grades 2 – 6)  | <b>3</b>     |
| <b>EDUC 576</b>   | Writing in the Elementary Grades   | <b>2</b>     |
| <b>EDUC 590</b>   | Arts Workshop for Teachers (Grades N – 6)  | <b>2</b>     |
| or <b>EDUC 591</b>  | Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)  | <b>2</b>     |
| <b>EDUC 510</b>   | Curriculum in Early Childhood Education (Grades N – 3)   | <b>3</b>     |
| or <b>EDUC 511</b>  | Curriculum Development through Social Studies (Elementary and Middle School)   | <b>3</b>     |
| or <b>EDUC 513</b>  | Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)   | <b>3</b>     |
| or <b>EDUC 514</b>  | Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities                                    | <b>3</b>     |
| <b>EDUC 803</b>   | Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]  | <b>2</b>     |
| <b>EDUC 808</b>   | 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]     | <b>3</b>     |
| <b>EDUC 860</b>   | Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]  | <b>3</b>     |
| <b>EDUC 862</b>   | Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]  | <b>3</b>     |
| <b>EDUC 867</b>   | 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] | <b>1</b>     |
| <b>EDUC 868</b>   | Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]  | <b>2</b>     |
| <b>EDUC 871</b>   | Writing Case/Progress Reports [Corequisite: EDUC 941 or EDUC 942]  | <b>1</b>     |
|   | Elective credits as needed to complete the requirements of the program   | <b>2 – 4</b> |
| <b>EDUC 942</b>   | Childhood General Education and Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement (2 semesters, concurrent with EDUC 871) [Pre- or corequisite: EDUC 860]     | <b>12</b>    |
| <b>EDUC 990</b>   | Extended Field Experiences with Diverse Leaders (for students completing fieldwork as student teachers)  | <b>0</b>     |
| or <b>EDUC 991</b>  | Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as head or assistant teachers [with some exceptions])    | <b>1</b>     |
|   | Integrative Master's Project   | <b>0</b>     |
| <b>TOTAL CREDITS</b>  |  | <b>55</b>    |

## Teaching Literacy (birth through grade 6): Focus on Classroom Teaching

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 on the elementary level and are hoping to deepen their understanding of the reading and writing process. This specialization will help classroom teachers identify and address children's language issues and difficulties in learning to read and write.

### Admissions Requirements

Applicants to the Teaching Literacy (birth through grade 6): Focus on Classroom Teaching program must have initial New York State certification in classroom teaching.

### 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.

| <b>DEVELOPMENT COURSES: 5 – 6 credits (determined with advisor based on undergraduate work)</b> |  |              |
|---|--|--------------|
| <b>EDUC 500</b>   | Child Development  | <b>3</b>     |
| <b>EDUC 505</b>   | Language Acquisition and Learning in a Linguistically Diverse Society  | <b>2</b>     |
| <b>EDUC 800</b>   | The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]  | <b>3</b>     |
| <b>EDUC 808</b>   | 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]     | <b>3</b>     |
| <b>REQUIRED COURSES</b>   |  |              |
| <b>EDUC 536</b>   | Foundations: The Influence of Culture and Politics on Literacy Theory and Practice   | <b>2</b>     |
| <b>EDUC 563</b>   | The Teaching of Reading, Writing, and Language Arts (Grades K – 3)   | <b>3</b>     |
| <b>EDUC 568</b>   | Teaching Literacy in the Elementary Grades (Grades 2 – 6)  | <b>3</b>     |
| <b>EDUC 576</b>   | Writing in the Elementary Grades   | <b>2</b>     |
| <b>EDUC 807</b>   | Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]   | <b>2</b>     |
| <b>EDUC 860</b>   | Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]  | <b>3</b>     |
| <b>EDUC 862</b>   | Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]  | <b>3</b>     |
| <b>EDUC 867</b>   | 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] | <b>1</b>     |
| <b>EDUC 868</b>   | Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]  | <b>2</b>     |
| <b>EDUC 871</b>   | Writing Case/Progress Reports [Corequisite: EDUC 941 or EDUC 942]  | <b>1</b>     |
| <b>LITERATURE COURSES 3 credits (determined with advisor based on undergraduate work)</b>       |  |              |
| <b>EDUC 564</b>   | Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)  | <b>3</b>     |
| <b>EDUC 565</b>   | Children's Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)  | <b>3</b>     |
| <b>EDUC 573</b>   | Storytelling with Children   | <b>1</b>     |
| <b>EDUC 574</b>   | Folklore in Education  | <b>1</b>     |
| <b>TEED 505N</b>  | Selecting & Evaluating Recently Published Children's Books   | <b>1</b>     |
| <b>SETE 513N</b>  | Bibliotherapy in the Early Childhood Setting   | <b>1</b>     |
|   | Elective credits as needed to complete the requirements of the program   | <b>0 – 1</b> |
| <b>EDUC 941</b>   | Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement (2 semesters, concurrent with EDUC 871) [Pre- or corequisite: EDUC 860]                                     | <b>12</b>    |
|   | Integrative Master's Project   | <b>0</b>     |
|   | <b>TOTAL CREDITS</b>   | <b>40</b>    |



## Teaching Literacy (birth through grade 6): Focus on Clinical Teaching

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

Applicants to the Teaching Literacy (birth through grade 6): Focus on Clinical Teaching program must have initial New York State certification in classroom teaching plus at least two years' 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 two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.

| <b>DEVELOPMENT COURSES: 5 – 6 credits (determined with advisor based on undergraduate work)</b> |  |                      |
|---|--|----------------------|
| <b>EDUC 500</b>   | Child Development  | <b>3</b>             |
| <b>EDUC 505</b>   | Language Acquisition and Learning in a Linguistically Diverse Society  | <b>2</b>             |
| <b>EDUC 800</b>   | The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]  | <b>3</b>             |
| <b>EDUC 808</b>   | 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]     | <b>3</b>             |
| <b>REQUIRED COURSES</b>   |  |                      |
| <b>EDUC 536</b>   | Foundations: The Influence of Culture and Politics on Literacy Theory and Practice   | <b>2</b>             |
| <b>EDUC 563</b><br>or <b>EDUC 568</b>   | The Teaching of Reading, Writing, and Language Arts (Grades K – 3)<br>Teaching Literacy in the Elementary Grades (Grades 2 – 6)  | <b>3</b><br><b>3</b> |
| <b>EDUC 576</b>   | Writing in the Elementary Grades   | <b>2</b>             |
| <b>EDUC 807</b>   | Communication Disorders in School-Age Children [Prerequisite(s): EDUC 505; or EDUC 561 and EDUC 870]   | <b>2</b>             |
| <b>EDUC 860</b>   | Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]  | <b>3</b>             |
| <b>EDUC 862</b>   | Assessment, Diagnosis, and Evaluation of Students with Special Needs [Prerequisite: EDUC 860]  | <b>3</b>             |
| <b>EDUC 867</b>   | 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] | <b>1</b>             |
| <b>EDUC 868</b>   | Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]  | <b>2</b>             |
| <b>EDUC 871</b>   | Writing Case/Progress Reports [Corequisite: EDUC 941 or EDUC 942]  | <b>1</b>             |
| <b>LITERATURE COURSES 3 credits (determined with advisor based on undergraduate work)</b>       |  |                      |
| <b>EDUC 564</b>   | Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)  | <b>3</b>             |
| <b>EDUC 565</b>   | Children's Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)  | <b>3</b>             |
| <b>EDUC 573</b>   | Storytelling with Children   | <b>1</b>             |
| <b>EDUC 574</b>   | Folklore in Education  | <b>1</b>             |
| <b>TEED 505N</b>  | Selecting & Evaluating Recently Published Children's Books   | <b>1</b>             |
| <b>SETE 513N</b>  | Bibliotherapy in the Early Childhood Setting   | <b>1</b>             |
|   | Elective credits as needed to complete the requirements of the program   | <b>0 – 1</b>         |
| <b>EDUC 941</b>   | Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement (2 semesters, concurrent with EDUC 871) [Pre- or corequisite: EDUC 860]                                     | <b>12</b>            |
|   | Integrative Master's Project   | <b>0</b>             |
| <b>TOTAL CREDITS</b>  |  | <b>40</b>            |

## 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

Applicants to the Advanced Literacy Specialization program must have a master's degree in education and New York State certification in classroom teaching.

### Certification

Graduates are eligible for initial and professional New York State certification in Teaching Literacy (birth through grade 6). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence 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 program director or advisor.*

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

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

“Bank Street is a small community that is deeply committed to educating children. At Bank Street, the faculty have many years of valuable experience that they share with the graduate students. In all courses, the focus is on how to best meet the needs of the children you teach; children are seen as individuals. Bank Street courses strike the perfect balance between theory and practice, so you leave the college feeling prepared to teach. Bank Street is a place filled with reflective, caring people who want the best for our children.”

Kathryn, Advanced Literacy Specialization

# Teacher Leader in Mathematics Education (Professional Program)

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” knowledgeable 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.

**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.*

|                    |   |          |
|--------------------|---|----------|
| <b>EDUC 525</b>    | Integrating Technology into the Curriculum to Support Student Learning and Inquiry  | <b>1</b> |
| <b>EDUC 540</b>    | Mathematics for Teachers in Diverse and Inclusive Educational Settings (N – 6)  | <b>2</b> |
| or <b>EDUC 541</b> | Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle School Years | <b>2</b> |
| <b>EDUC 542</b>    | Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator                                     | <b>2</b> |
| <b>EDUC 567</b>    | Teaching Reading and Writing in the Content Areas for Elementary and Middle School Classrooms                                   | <b>3</b> |
| <b>LEAD 514</b>    | Curriculum Development for Mathematics Leaders  | <b>3</b> |
| <b>LEAD 611</b>    | Professional Development for Mathematics Leaders  | <b>3</b> |
| <b>LEAD 661</b>    | Research for Mathematics Leaders I  | <b>1</b> |
| <b>LEAD 662</b>    | Research for Mathematics Leaders II   | <b>1</b> |
| <b>LEAD 840</b>    | Practicum in Mathematics Leadership I   | <b>3</b> |
| <b>LEAD 841</b>    | Practicum in Mathematics Leadership II  | <b>3</b> |
| <b>LEAD 842</b>    | Practicum in Mathematics Leadership III   | <b>0</b> |
| <b>MATH 541</b>    | Integrated Mathematics I  | <b>4</b> |
| <b>MATH 542</b>    | Integrated Mathematics II [Prerequisite: MATH 541]  | <b>4</b> |
| <b>MATH 543</b>    | Integrated Mathematics III [Prerequisite: MATH 542]   | <b>4</b> |
| <b>LEAD 940</b>    | Mathematics Leadership Supervised Fieldwork/Advisement (2 semesters)  | <b>6</b> |
|                    | Integrative Master’s Project  | <b>0</b> |

**TOTAL CREDITS**

**40**

### Admissions Requirements

No specialized preparation in mathematics is required for this program. Applicants typically have at least one full year of teaching experience, but strong applicants in their first year of teaching will be considered. Prerequisite: All candidates must have completed a course in child 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 63) 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.

# Curriculum and Instruction (Professional Program)

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. Many students choose to complete this program in one year.

## Admissions Requirements

Applicants to the Curriculum and Instruction program must have New York State initial 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). Those who hold certification from a state having reciprocity with New York need to apply for New York State certification when applying to this program.

## Certification

Those with New York State initial certification in General Education or in General and Special Education at the early childhood or childhood level will be eligible for a professional certificate in their initial certification area(s) after completing all New York State requirements.

## 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](http://www.bankstreet.edu).

**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.

### FOUNDATIONAL COURSES: minimum of 5 credits

|                 |  |          |
|-----------------|--|----------|
| <b>EDUC 500</b> | Child Development  | <b>3</b> |
| <b>EDUC 505</b> | Language Acquisition and Learning in a Linguistically Diverse Society  | <b>2</b> |
| <b>EDUC 604</b> | Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings   | <b>2</b> |
| <b>EDUC 800</b> | The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]  | <b>3</b> |
| <b>EDUC 808</b> | 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] | <b>3</b> |

### REQUIRED CURRICULUM COURSES: minimum of 3 credits from each area, for a total of 12 credits

#### Social Studies Curriculum (3 – 6 credits)

|                 |   |          |
|-----------------|---|----------|
| <b>EDUC 510</b> | Curriculum in Early Childhood Education (Grades N – 3)  | <b>3</b> |
| <b>EDUC 514</b> | Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities | <b>3</b> |
| <b>EDUC 511</b> | Curriculum Development through Social Studies (Elementary and Middle School)  | <b>3</b> |
| <b>EDUC 513</b> | Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)                                      | <b>3</b> |

#### Science, Math, and Technology Curriculum (3 – 6 credits)

|                 |   |          |
|-----------------|---|----------|
| <b>SCIE 510</b> | Explorations of Nature  | <b>2</b> |
| <b>EDUC 551</b> | Science Inquiry for Children in the Natural Environment                                     | <b>3</b> |
| <b>EDUC 542</b> | Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator | <b>2</b> |
| <b>NSCI 500</b> | Topics in Science   | <b>3</b> |
| <b>EDUC 525</b> | Integrating Technology into the Curriculum to Support Student Learning and Inquiry          | <b>1</b> |

#### English Language Arts (3 – 6 credits)

|                 |   |           |
|-----------------|---|-----------|
| <b>EDUC 564</b> | Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)         | <b>3</b>  |
| <b>EDUC 565</b> | Children's Literature in a Balanced Reading Program (a Focus on Grades 3 – 8) | <b>3</b>  |
|                 | Elective credits as needed to complete the requirements of the program        | <b>3</b>  |
| <b>EDUC 946</b> | Curriculum and Instruction Supervised Fieldwork/Advisement (2 semesters)      | <b>12</b> |

### TOTAL CREDITS

**32**

## Curriculum and Instruction (Professional Program) (continued)

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| <b>Suggested Electives</b> |  |          |
|----------------------------|--|----------|
| <b>EDUC 517</b>            | Geography in the Social Studies Curriculum   | <b>3</b> |
| <b>EDUC 535</b>            | Science for Teachers (Grades N – 6)  | <b>2</b> |
| <b>EDUC 540</b>            | Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)  | <b>2</b> |
| <b>EDUC 573</b>            | Storytelling with Children   | <b>1</b> |
| <b>EDUC 590</b>            | Arts Workshop for Teachers (Grades N – 6)  | <b>2</b> |
| <b>EDUC 591</b>            | Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)                | <b>2</b> |
| <b>EDUC 625</b>            | Process Pedagogy: The Teaching Methods of the National Dance Institute and the Implications for the Teaching/Learning Process  | <b>1</b> |
| <b>EDUC 865</b>            | Children’s Literature for Grades 3 – 6 [Prerequisite: EDUC 564 or permission of instructor]                                    | <b>1</b> |
| <b>EDUC 866</b>            | A Developmental-Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514] | <b>1</b> |

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# Studies in Education Program

Nancy Gropper, Director: 212-875-4477; [ngropper@bankstreet.edu](mailto:ngropper@bankstreet.edu)  
**42 Credits: Master of Science in Education (M.S.Ed.)**  
**36 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 educational 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. This 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.

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

## Supervised Fieldwork/Advisement

During one academic year, while students take courses, they gain appropriate experience and intensive advisory support

through supervised fieldwork/ advisement. Typically, the student will have three placements over an academic year. One placement will be in a school classroom; the other two 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

Applicants to the Studies in Education programs need to have a bachelor's degree and 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](http://www.bankstreet.edu).

## Certification

This program does not lead to certification.

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

|                 |   |           |
|-----------------|---|-----------|
|                 | All students, regardless of special interest or concentration, are required to take at least one course in each of the following areas: development, philosophy of education, curriculum development, and the social context. Other courses are selected according to the student's interests. Course selections must be approved by advisor or program director. | <b>30</b> |
| <b>GSTD 960</b> | Studies in Education Supervised Fieldwork/Student Teaching/Advisement   | <b>12</b> |
|                 | Integrative Master's Project  | <b>0</b>  |
|                 | <b>TOTAL CREDITS</b>  | <b>42</b> |

## Course Requirements (Ed.M.)

|                 |   |           |
|-----------------|---|-----------|
|                 | All students, regardless of special interest or concentration, are required to take at least one course in each of the following areas: development, philosophy of education, curriculum development, and the social context. Other courses are selected according to the student's interests. Course selections must be approved by advisor or program director. | <b>24</b> |
| <b>GSTD 960</b> | Studies in Education Supervised Fieldwork/Student Teaching/Advisement   | <b>12</b> |
|                 | Integrative Master's Project  | <b>0</b>  |
|                 | <b>TOTAL CREDITS</b>  | <b>36</b> |



# Child Life Program

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 chronic or terminal illness, surgery, trauma, injuries and, disabilities. Students learn developmentally meaningful 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 support 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 approved 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 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 complete a total of 560-600

hours in an approved setting by the completion of their internship. To gain this highly competitive position, child life students must apply for a minimum of five internship placements in the tri-state area including at least one internship outside of the New York metropolitan area. 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 trying for two years will not be able to complete the degree.

#### Admission Requirements

Applicants to the Child Life program need to have completed a bachelor's degree and to demonstrate experience working with children with special healthcare needs. They will need to complete 100 hours of volunteer work in a child life setting before matriculating at Bank Street College.

#### 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 child life programs directed by Certified Child Life Specialists, and will be prepared to take the certification examination given by the Child Life Council at selected locations. For more information, contact the Child Life Council at (301) 881-7090 or (800) 252-4515 or <http://www.childlife.org>

#### Integrative Master's Project

Graduates of all programs must complete an Integrative Master's Project. A full description of each option is available at [www.bankstreet.edu](http://www.bankstreet.edu). Hard copies of *A Guide to the Integrative Master's Project* are available in the Registrar's Office, the Graduate Suite, and the Library.

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

## Educational Leadership Programs

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Rima Shore, Department Chair: 212-875-4478;  
rshore@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 needed to succeed as school leaders, including those related to adult development; the sociocultural, historical, and political foundations of school leadership; organizational development; leadership in curriculum and instruction; and the school change process.

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 Technology and the Arts (in collaboration with Parsons The New School for Design and Sarah Lawrence College); Leadership in Mathematics Education; Leadership in Museum Education; Leadership in Community-Based Learning; and School District Leadership. A Special Education Leadership focus is available to qualified candidates.

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.

Educational Leadership programs—with the exception of Leadership in Museum Education and Leadership in Community-Based Learning—fulfill the educational requirements for New York State School Building Leader certification.

### 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](http://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

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# Leadership for Educational Change

Gil Schmerler, Director: 212-875-4709; [ace@bankstreet.edu](mailto: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- to 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

Applicants to the Leadership for Educational Change program

typically have at least two years’ teaching or pupil personnel experience (PreK–12) and have demonstrated leadership capacity in their work.

### 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.

### 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.

### Dual Certification (SBL and SDL) Option

Qualified graduates of this program will also be recommended for School District Leadership (SDL) certification if they successfully complete the five-credit SDL sequence (described on page 66) and if they can document successful completion of a total of 60 graduate credits (including credits earned at Bank Street). 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. Dual Certification candidates will be recommended for both certifications when they successfully complete all requirements for their degree program. To qualify for each certificate, candidates must pass the corresponding New York State Assessment.

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

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

## Leadership for Educational Change (continued)

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

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

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

**Suggested 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.

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

# Principals Institute

Kenneth Grover, Director: 212-961-3360; kgrover@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

Fieldwork is integrated throughout the program, beginning with the first semester’s Introduction to Fieldwork/ advisement. During the second and third semesters, the field experience is intensified through a school-based internship and supervised fieldwork/ advisement. The 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

Applicants to the Principals Institute typically have at least three years of teaching experience (PreK–12) before beginning their course work.

### 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.

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

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

### Course Requirements Ed.M. Degree: 36 Credits

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

# 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.

## Admissions Requirements

Candidates are nominated by a participating school district or BOCES. Before beginning the program, they must have an initial master's degree in education and at least three years of PreK-12 experience as a teacher or provider of pupil personnel services; they must also show promise of 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 who have both at least three years of experience that is equivalent to a teacher, administrator, or pupil personnel provider and a master's degree in a relevant field, and who show 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).

## Course Requirements

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



# Early Childhood Leadership

Denise Prince, Director: 212-875-4585; [dprince@bankstreet.edu](mailto:dprince@bankstreet.edu)

**38 credits**

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

This program is designed for individuals interested in leadership positions in early childhood settings. Because the courses are offered in three consecutive Summer 2 (July) terms, the program is open to persons in the New York metropolitan area and to those who live at a distance. During the program's third summer residency, candidates are required to work together in policy internships and related course work.

### Admissions Requirements

Applicants to the Early Childhood Leadership program typically have worked in an early childhood setting for at least three years.

### 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 practice leadership activities in their work settings

and, with guidance, develop the ability to synthesize theory and practice. If candidates live in close proximity to the College, advisors may make on-site visits; otherwise, advisement is facilitated by means of electronic communication.

### Certification

The program leads to New York State School Building (SBL) Leader 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 66), 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.

### Course Requirements

|                      |   |           |
|----------------------|---|-----------|
| <b>EDUC 500</b>      | Child Development   | <b>3</b>  |
| <b>EDUC 564</b>      | Language, Literature, and Emergent Literacy   | <b>3</b>  |
| <b>LEAD 510</b>      | Leadership in Curriculum and Instruction  | <b>3</b>  |
| <b>LEAD 533</b>      | Foundations of Educational Leadership: Law, History, and Economics                          | <b>1</b>  |
| <b>LEAD 534</b>      | Foundations of Educational Leadership: Adult Development                                    | <b>1</b>  |
| <b>LEAD 535</b>      | Foundations of Educational Leadership: Organizational Development                           | <b>1</b>  |
| <b>LEAD 615</b>      | Processes of Supervision and Professional Development                                       | <b>3</b>  |
| <b>LEAD 620</b>      | Finance and Fundraising for Educational Leaders   | <b>1</b>  |
| <b>LEAD 621</b>      | Fiscal Management for Educational Leaders   | <b>1</b>  |
| <b>LEAD 660</b>      | Research for Educational Change   | <b>3</b>  |
| <b>LEAD 830</b>      | Early Childhood Leadership Practicum in Clinical Supervision [Prerequisite: LEAD 615]       | <b>3</b>  |
| <b>LEAD 831</b>      | Early Childhood Leadership Practicum in Organizational Development [Prerequisite: LEAD 535] | <b>3</b>  |
| <b>LEAD 832</b>      | Policy Issues in the Design of Children's Services [Corequisite: LEAD 833]                  | <b>1</b>  |
| <b>LEAD 833</b>      | Early Childhood Leadership Policy Internship [Corequisite: LEAD 832]                        | <b>3</b>  |
| <b>LEAD 930</b>      | Early Childhood Supervised Fieldwork/Advisement (2 semesters)                               | <b>8</b>  |
|                      | Integrative Master's Project  | <b>0</b>  |
| <b>TOTAL CREDITS</b> |   | <b>38</b> |

# Leadership in Technology and the Arts (with Parsons The New School for Design and Sarah Lawrence College)

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

This program offers two tracks:

- **A Focus in Creative Writing: 42 credits (with 15 credits from Sarah Lawrence College)**
  - **A Focus in the Visual Arts: 42 credits (with 15 credits from Parsons The New School for Design)**
- Master of Science in Education (M.S.Ed.)**

[Candidates also receive a certificate from Parsons The New School for Design or Sarah Lawrence College]

Through this unique program, educators with an interest in creative writing or visual arts prepare for innovative, responsive educational leadership. This blended model allows candidates to take educational leadership courses at Bank Street and studio art courses at the partnership sites. In the Creative Writing track, candidates expand their skills and knowledge in creative writing at Sarah Lawrence College. In the Visual Arts track, candidates refine and expand their art, design, and technology skills and knowledge through studio courses at Parsons. LITA graduates are prepared for positions as public and independent school principals, regional art or language arts supervisors and coaches, technology coordinators, and college instructors. In both the Creative Writing and Visual Arts tracks, the courses are offered in three consecutive Summer 2 (July) residency terms over a 25-month period. The program design is ideal for those who live either in the New York area or at a distance.

### Admissions Requirements

Applicants to the Visual Arts track generally have at least two

years of experience working in art education or in a related field. Applicants to the Creative Writing track are generally experienced elementary, middle school, or high school English, language arts, or humanities teachers.

### Supervised Fieldwork/Advisement

During the two intervening academic years between the three summer residencies, candidates engage in guided fieldwork assignments at their home sites. Through supervised fieldwork/ advisement, candidates practice leadership activities in their work or other suitable settings and, with guidance, develop the ability to synthesize theory and practice. Advisement is continuous throughout the 25 months of the program.

### Certification

The program leads to New York State School Building Leader 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 66), 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.

**Course Requirements** Note: For more details about course scheduling and answers to frequently asked questions, please visit the Web site at [www.bankstreet.edu](http://www.bankstreet.edu).

|   |  |           |
|---|--|-----------|
| <b>LEAD 510</b>   | Leadership in Curriculum and Instruction   | <b>3</b>  |
| <b>LEAD 532</b>   | Foundations of Educational Leadership: Ethics and Philosophy                                     | <b>1</b>  |
| <b>LEAD 533</b>   | Foundations of Educational Leadership: Law, History, and Economics                               | <b>1</b>  |
| <b>LEAD 534</b>   | Foundations of Educational Leadership: Adult Development   | <b>1</b>  |
| <b>LEAD 535</b>   | Foundations of Educational Leadership: Organizational Development                                | <b>1</b>  |
| <b>LEAD 536</b>   | Foundations of Educational Leadership: Culture and Society                                       | <b>1</b>  |
| <b>LEAD 615</b>   | Processes of Supervision and Professional Development  | <b>3</b>  |
| <b>LEAD 620</b>   | Finance and Fundraising for Educational Leaders  | <b>1</b>  |
| <b>LEAD 660</b>   | Research for Educational Change  | <b>3</b>  |
| <b>LEAD 810</b>   | Leadership in Technology and the Arts Practicum in Clinical Supervision [Prerequisite: LEAD 615] | <b>3</b>  |
| <b>LEAD 910</b>   | Leadership in Technology and the Arts Supervised Fieldwork/Advisement (3 semesters)              | <b>9</b>  |
|   | Integrative Master's Project   | <b>0</b>  |
| <b>Creative Writing track courses at Sarah Lawrence College: 15 Credits</b>       |  |           |
| <b>SRLW 7780</b>  | Storytelling in Several Forms  | <b>5</b>  |
| <b>SRLW 7781</b>  | Poetry Workshop and Creative Nonfiction Workshop   | <b>5</b>  |
| <b>SRLW 7782</b>  | Fiction Workshop and Final Project Tutorial  | <b>5</b>  |
| <b>Visual Arts track courses at Parsons The New School for Design: 15 Credits</b> |  |           |
| <b>PARS 7780</b>  | Drawing Concepts   | <b>5</b>  |
| <b>PARS 7781</b>  | Printmaking: Relief and Intaglio Studio Workshop   | <b>5</b>  |
| <b>PARS 7782</b>  | Painting and Theory  | <b>5</b>  |
| <b>TOTAL CREDITS</b>  |  | <b>42</b> |

# 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

Applicants to the Leadership in Mathematics Education program typically have at least three years of teaching experience.

### Prerequisite:

All candidates must have completed a course in child development before graduating from this program.

### Course Requirements

|                      |   |           |
|----------------------|---|-----------|
| <b>EDUC 525</b>      | Integrating Technology into the Curriculum to Support Student Learning and Inquiry  | <b>1</b>  |
| <b>EDUC 540</b>      | Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)   | <b>2</b>  |
| <b>or EDUC 541</b>   | Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle School Years | <b>2</b>  |
| <b>EDUC 542</b>      | Diagnosis of Learning Difficulties and Intervention Techniques for the Mathematics Educator                                     | <b>2</b>  |
| <b>LEAD 510</b>      | Leadership in Curriculum and Instruction  | <b>3</b>  |
| <b>LEAD 514</b>      | Curriculum Development for Mathematics Leaders  | <b>3</b>  |
| <b>LEAD 534</b>      | Foundations of Educational Leadership: Adult Development  | <b>1</b>  |
| <b>LEAD 535</b>      | Foundations of Educational Leadership: Organizational Development   | <b>1</b>  |
| <b>LEAD 611</b>      | Professional Development for Mathematics Leaders  | <b>3</b>  |
| <b>LEAD 661</b>      | Research for Mathematics Leaders I  | <b>1</b>  |
| <b>LEAD 662</b>      | Research for Mathematics Leaders II   | <b>1</b>  |
| <b>LEAD 840</b>      | Practicum in Mathematics Leadership I   | <b>3</b>  |
| <b>LEAD 841</b>      | Practicum in Mathematics Leadership II  | <b>3</b>  |
| <b>LEAD 842</b>      | Practicum in Mathematics Leadership III   | <b>0</b>  |
| <b>MATH 541</b>      | Integrated Mathematics I  | <b>4</b>  |
| <b>MATH 542</b>      | Integrated Mathematics II [Prerequisite: MATH 541]  | <b>4</b>  |
| <b>MATH 543</b>      | Integrated Mathematics III [Prerequisite: MATH 542]   | <b>4</b>  |
| <b>LEAD 940</b>      | Mathematics Leadership Supervised Fieldwork/Advisement (2 semesters)  | <b>6</b>  |
|                      | Integrative Master's Project  | <b>0</b>  |
| <b>TOTAL CREDITS</b> |   | <b>42</b> |

### Supervised Fieldwork/Advisement

This component of the program is completed during the two intervening academic years between the three summer residency 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 66), 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.

\* See also the Professional Program for Teacher Leaders in Mathematics Education (page 51). 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.

# Leadership in Museum Education

TBA, Director: 212-875-4704

**40 credits**

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

This program is designed for professionals who work in or for 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 training. 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.

### Supervised Fieldwork/Advisement

The program integrates course work with the candidates' ongoing professional commitments. Each student is assigned an advisor with many years of 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 the small conference group of people who share the same advisor.

### Certification

The program does not lead to certification.

### Course Requirements

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

# Leadership in Community-Based Learning

Mayra Bloom, Director: 212-875-4523; mbloom@bankstreet.edu  
**30 credits**  
**Master of Science in Education (M.S.Ed.)**

Leadership in Community-Based Learning prepares dedicated, creative, responsible leaders for a wide range of community-based and nonprofit organizations, including afterschool, summer, youth development, tutoring, college prep, arts, social justice, environmental, and other programs designed to enrich and expand opportunities for learners of all ages.

Through this program, candidates gain understanding and knowledge of human development, organizational leadership, curriculum and program development, and the social contexts in which learning takes place.

## Admissions Requirements

Applicants are typically those who have experience in afterschool, youth development, or other community-based organizations.

## Supervised Fieldwork/Advisement

Students benefit from supervised fieldwork and advisement in their own work setting or elsewhere. They participate in regular small-group conferences that provide opportunities for the exchange and analysis of ongoing professional experiences and a forum for integrating theory and practice. The advisor visits each student regularly throughout the fieldwork term.

## Certification

The program does not lead to certification.

**Course Requirements** *Note: Consult program director or advisor for information about specific courses to fulfill the course requirements.*

|                     |   |           |
|---------------------|---|-----------|
|                     | All students in this program are required to complete a minimum number of credits in the following categories:                |           |
|                     | <b>Human Development category:</b> a minimum of 3 credits   | <b>3</b>  |
|                     | <b>Organizational Leadership category:</b> a minimum of 6 credits, of which   |           |
| <b>LEAD 615</b>     | Processes of Supervision and Professional Development (3) <i>is required</i>  | <b>3</b>  |
| and <b>LEAD 518</b> | Leading a Community-Based Initiative (3) <i>is strongly recommended</i>   | <b>3</b>  |
|                     | <b>Social Context category:</b> a minimum of 1 credit   |           |
| <b>LEAD 581</b>     | Community-Based Action Research: Theory and Inquiry Methods for Community Educators (3) <i>is strongly recommended</i>        | <b>1</b>  |
|                     | <b>Curriculum Studies category:</b> a minimum of 3 credits, including at least one of the following courses:                  |           |
| <b>LEAD 510</b>     | Leadership in Curriculum and Instruction (3)  | <b>3</b>  |
| or <b>LEAD 560</b>  | Literacy and Leadership (3)   | <b>3</b>  |
|                     | Elective credits from among courses in the four categories listed above as needed to complete the requirements of the program | <b>10</b> |
| <b>LEAD 515</b>     | Community-Based Leadership Seminar Series   | <b>1</b>  |
| <b>LEAD 985</b>     | Community-Based Leadership Supervised Fieldwork/Advisement (two semesters)  | <b>6</b>  |
|                     | Integrative Master's Project  | <b>0</b>  |
|                     | <b>TOTAL CREDITS</b>  | <b>30</b> |

| Area of Study                             | Suggested Courses (Number of Credits in Parentheses)   |
|---|--|
|   | <i>To be taken as needed to complete the requirements of the program. Select in consultation with, and approval of, advisor.</i> |
| <b>Human Development</b>                  | EDUC 505: Language Acquisition and Learning in a Linguistically Diverse Society (2)  |
|   | EDUC 612: Infancy Institute: Infants, Toddlers, Families: Supporting their Growth (1)  |
|   | EDUC 800: The Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor] (3)        |
|   | EDUC 803: Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor] (2)                          |
| <b>Leadership</b>                         | LEAD 535: Foundations of Educational Leadership: Organizational Development (1)  |
|   | LEAD 601: Team Building and Collaborative Decision Making: Practices of Democratic Schooling (3)                                 |
|   | LEAD 610: Staff Development and the Consultation Process (3)   |
|   | LEAD 620: Finance and Fundraising for Educational Leaders (1)  |
| <b>Curriculum and Program Development</b> | SCIE 510: Explorations of Nature (2)   |
|   | EDUC 576: Writing in the Elementary Grades (2)   |
|   | EDUC 591: Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (N-6) (2)             |
|   | TEED 578N: Multicultural Education Through the Arts (2 or 3)   |
|   | EDUC 609: Classroom Management and Discipline in a Supportive Environment (1)  |
|   | EDUC 525: Integrating Technology into the Curriculum to Support Student Learning and Inquiry (1)                                 |
| <b>Social Context</b>                     | EDUC 600: Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups (1)                                    |
|   | EDUC 530: Foundations of Modern Education (3)  |
|   | EDUC 536: Foundations: The Influence of Culture and Politics on Literacy Theory and Practice (2)                                 |
|   | EDUC 604: Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings (2)                               |
|   | EDUC 812: Advocacy and Collaboration in School and Community (1)   |

## 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 coordinator, and coordinator 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.

### Course Requirements

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

### 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 99). Many of the Continuing Professional Studies courses have weekend formats.

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