

Infant and Parent Development and Early Intervention Programs

Overview

The Infant and Parent 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 and 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 provisional or initial certification), a dual degree program with Hunter School of Social Work, and a noncertification program.

All students in the Infant and Parent 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 parents. 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. Working 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 must complete a Directed Essay OR an Independent Study OR a Portfolio. See page 13 for a full description.

“ Bank Street does an excellent job of working with the individual student, supporting one’s interests and goals in a nurturing and supportive environment. ”

Emily, Infant and Parent Development
and Early Intervention

Infant and Parent Development and Early Intervention (noncertification)

Carla Poole, Director: 212-875-4523

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 Parent 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

EDUC 500 or EDUC 800	Child Development Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor] <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	3 3
EDUC 519	Educating Infants and Toddlers: Environments	3
EDUC 520	Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	3
EDUC 613	Understanding and Working with Parents of Young Normal and Exceptional Children <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	2
EDUC 801	The World of the Infant: the First Year of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 802	The World of Toddlers and Twos: the Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 891	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	3
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues About the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894; corequisite: EDUC 891 or EDUC 893]	2
	Elective credits as needed to complete the requirements of the program	1
EDUC 954	Infant and Parent Development and Early Intervention Supervised Fieldwork/Student Teaching/Advisement	12
TOTAL CREDITS		41

“ The Bank Street classroom is like no other. Learning is cultivated with hands-on experiences and is enriched by theory applicable to practice. The Bank Street degree offers ongoing support, valuable self-reflection, and a multitude of opportunities; it is the best place an educator can be! ”

William, Infant and Parent Development and Early Intervention

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

Carla Poole, Director: 212-875-4523

57 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 Parent 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 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

EDUC 500 or EDUC 800	Child Development Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor] <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	3 3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 519 or EDUC 520	Educating Infants and Toddlers: Environments Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	3 3
EDUC 530 or EDUC 531	Foundations of Modern Education Principles and Problems in Elementary and Early Childhood Education	3 3
EDUC 535	Science for Teachers (Grades N – 6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6) <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
EDUC 590 or EDUC 591	Arts Workshop for Teachers (Grades N – 6) Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6) <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2 2
EDUC 613	Understanding and Working with Parents of Young Normal and Exceptional Children <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	2
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 801	The World of the Infant: the First Year of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 802	The World of Toddlers and Twos: the Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 891	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	3
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues About the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894; corequisite: EDUC 891 or EDUC 893]	2
EDUC 954	Infant and Parent Development and Early Intervention Supervised Fieldwork/Student Teaching/Advisement	12

TOTAL CREDITS

57

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

Carla Poole, Director: 212-875-4523

36 Credits

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

This program in Early Childhood Special Education with a focus on Infant and Parent Development and Early Intervention is designed for individuals who currently hold provisional or 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 Parent Development and Early Intervention/Early Childhood Special Education program must have valid New York State provisional certification in general education or initial certification at the Early Childhood level.

Certification

Those with provisional New York State certification in nursery through 6th grade, or 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

EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 519	Educating Infant and Toddlers: Environments	3
EDUC 520	Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	3
EDUC 613	Understanding and Working with Parents of Young Normal and Exceptional Children	2
EDUC 801	The World of the Infant: the First Year of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 802	The World of the Toddler: the Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 891	Practicum in Infant and Toddler Assessment [Prerequisites: EDUC 801 and EDUC 802]	3
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 894	Early Childhood Practicum I: Observing a Child Through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
	Electives as needed to fulfill the requirements of the program	2
EDUC 953	Infant and Parent Development and Early Intervention/Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
TOTAL CREDITS		36

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

Carla Poole, Director: 212-875-4523

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 Parent Development and Early Intervention Dual Degree program need to have a strong academic background and experience with infants and toddlers. They must be 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

EDUC 500 or EDUC 800	Child Development Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor] <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	3 3
EDUC 519 or EDUC 520	Educating Infants and Toddlers: Environments Educating Infants and Toddlers: Programs and Activities and Emergent Literacy	3 3
EDUC 613	Understanding and Working with Parents of Young Normal and Exceptional Children <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	2
EDUC 801	The World of the Infant: the First Year of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 802	The World of Toddlers and Twos: the Second and Third Years of Life [Prerequisite: EDUC 500 or EDUC 800]	3
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor] <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	3
EDUC 891	Practicum in Developmental Assessment of Infants and Toddlers [Prerequisites: EDUC 801 and EDUC 802]	3
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 954	Infant and Parent Development and Early Intervention Supervised Fieldwork/Student Teaching/Advisement	12
TOTAL CREDITS		34

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 catalogue.

Graduate students may choose:

- Early Childhood and/or Childhood General Education
- 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
- Early Childhood or Childhood Special Education/Dual Degree with Columbia University [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. (A program leading to general education certification at the Middle School level is also available; see page 34.)

Graduate students in the Early Childhood (birth through grade 2) programs 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) programs 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 graduate students in the General Education programs learn 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 their 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, s/he will student teach with placements at various age levels within the certification range. Working 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(s) within the certification range.* This requirement might be met, for example, through 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 a Directed Essay OR an Independent Study OR a Portfolio. See page 13 for a full description.

**An exception will be made for those with Transitional B certification.*

“ The education I received from Bank Street is one that I refer to constantly as a means of understanding my role as a teacher, the struggles my students have, ways of reaching my students, and how to reach out to parents and other faculty members. The experiences I shared with fellow educators at Bank Street have encouraged me to reflect on life experiences inside and outside of the classroom and to connect those experiences to become a better educator and listener. ”

Ruth, Early Childhood and Childhood General Education

Early Childhood General Education

Stan Chu, Director: 212-875-4499

(for prospective interns or assistant teachers)

Michele Morales, Director: 212-875-4588

(for those who will be student teachers)

Diana-Elena Matsoukas, Director: 212-875-4616

(for those in head teacher positions)

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 nursery school 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 Listings

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

Early Childhood and Childhood General Education Dual Certification

Michele Morales, Director: 212-875-4588

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 pre-school through grade 6. Note that this program is restricted to student teachers only, 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.

Certification

Graduates are eligible for both initial and professional New York State certification in both early childhood (birth through grade 2) and 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.

Supervised Fieldwork/Advisement

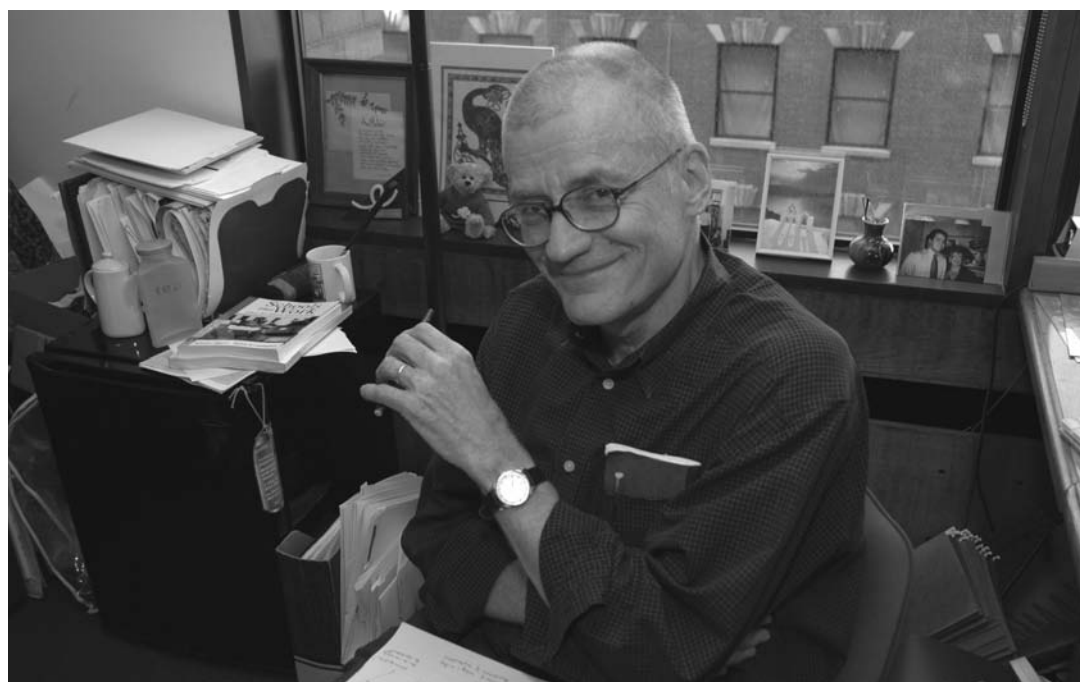
Students in this program must be student teachers during their year of supervised fieldwork/advisement.

Course Requirements

EDUC 500 or EDUC 800	Child Development Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor] [Approved for Human Relations credit by the New York City Department of Education.]	3 3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
Choose one of the following curriculum pairs:		
EDUC 510 and EDUC 866	Curriculum in Early Childhood Education (Grades N – 3) A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	3 1
OR		
EDUC 514 and EDUC 866	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	3 1
OR		
EDUC 511 and EDUC 606	Curriculum Development Through Social Studies (Elementary and Middle School) Blockbuilding and Dramatic Play	3 1
OR		
EDUC 513 and EDUC 606	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6) Blockbuilding and Dramatic Play	3 1
OR		
EDUC 517 and EDUC 606	Geography in the Social Studies Curriculum (Upper-Elementary and Middle School) Blockbuilding and Dramatic Play	3 1
EDUC 530 or EDUC 531	Foundations of Modern Education Principles and Problems in Elementary and Early Childhood Education	3 3
EDUC 535 or EDUC 551	Science for Teachers (Grades N – 6) Science Inquiry for Children in the Natural Environment	2 3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6) [The New York State Department of Education accepts one (1) credit of this course as a special education credit.]	2
Choose one of the Following Reading and Literacy Pairs:		
EDUC 563 and EDUC 867	The Teaching of Reading, Writing, and Language Arts (Grades K – 3) 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]	3 1
OR		
EDUC 568 and TEED546N	Teaching Literacy in the Elementary Grades (Grades 2 – 6) The Power of Connection in the Reading/Writing Curriculum	3 1

Early Childhood and Childhood General Education Dual Certification (continued)

Choose one of the following language and literature pairs:		
EDUC 564	Language, Literature and Emergent Literacy (A Focus on Grades N – 3)	3
and EDUC 865	Children’s Literature for Grades 3 – 8 [Prerequisite: EDUC 564 or permission of instructor]	1
OR		
EDUC 565	Children’s Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
and EDUC 864	Emergent Literacy and Selection of Literature for Young Children [Prerequisite: EDUC 565]	1
OR		
EDUC 565	Children’s Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
and TEED505N	Selecting and Evaluating Recently Published Children’s Books (Pre-K – 4)	1
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6) [The New York State Department of Education accepts one (1) credit of this course as special education credit.]	2
EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings [Approved for Human Relations credit by the New York City Department of Education.] [The New York State Department of Education accepts one (1) credit of this course as special education credit.]	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor] [The New York State Department of Education accepts one (1) credit of this course as special education credit.]	3
Elective credits as needed to complete the requirements of the program		0 – 1
EDUC 958	Early Childhood and Childhood Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for general teacher education students completing fieldwork as student teachers)	0
TOTAL CREDITS		46



Childhood General Education

Stan Chu, Director: 212-875-4499
(for prospective interns or assistant teachers)
 Michele Morales, Director: 212-875-4588
(for those who will be student teachers)
 Diana-Elena Matsoukas, Director: 212-875-4616
(for those in head teacher positions)

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

EDUC 500 or EDUC 800	Child Development Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 permission of instructor] <i>[Approved for Human Relations credit by the New York State Department of Education.]</i>	3 3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 510 or EDUC 511 or EDUC 513 or EDUC 517	Curriculum in Early Childhood Education (Grades Nursery - 3) Curriculum Development through Social Studies (Elementary and Middle School) Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6) Geography in the Social Studies Curriculum (Elementary and Middle School)	3 3 3 3
EDUC 530 or EDUC 531	Foundations of Modern Education Principles and Problems in Elementary and Early Childhood Education	3 3
EDUC 535 or EDUC 551	Science for Teachers (Grades N – 6) Science Inquiry for Children in the Natural Environment	2 3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6) <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2
EDUC 563 or EDUC 568	The Teaching of Reading, Writing, and Language Arts (Grades K – 3) Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3 3
EDUC 564 or EDUC 565	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3) Children's Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3 3
EDUC 590 or EDUC 591	Arts Workshop for Teachers (Grades N – 6) Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6) <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2 2
EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings <i>[Approved for Human Relations credit by the New York City Department of Education.] [The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor] <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	3
	Elective credits as needed to complete the requirements of the program	1 – 3
EDUC 956	Childhood Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990 or EDUC 991	Extended Field Experiences with Diverse Learners (for general teacher education students completing fieldwork as student teachers) Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for general teacher education students completing fieldwork as working teachers, interns or assistants [with some exceptions])	0 1
TOTAL CREDITS		45

Early Childhood and Childhood Special Education Programs (including Dual Certification Programs in Special and General Education)

Overview

The Graduate School offers a wide range of programs leading to certification in special education. Whether a student hopes to be especially well-prepared as an early childhood (birth through grade 2) or elementary (grades 1 through 6) classroom teacher who can recognize and meet the needs of all students, wishes to work with very young children and their families in early intervention settings, or hopes to meet the needs of middle school students who have significant learning difficulties, 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 students' 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 seeking 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

Students new to teacher preparation who are seeking dual certification in special education and general education will need to demonstrate academic backgrounds 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 program in Middle School Special and General Education is also available; see page 35.) 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 provisional or initial certification in early childhood and/or childhood general education may apply to one of our Special Education (only) master's degree programs. Students 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 trans-disciplinary teams in a variety of settings. Students 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 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. Working 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(s) 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 a Directed Essay OR an Independent Study OR a Portfolio. See page 13 for a full description.

Early Childhood Special and General Education Dual Certification †

Judy Lesch, Director: 212-875-4548

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 – 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 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

EDUC 500 or EDUC 800	Child Development Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3 3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 530 or EDUC 531	Foundations of Modern Education Principles and Problems in Elementary and Early Childhood Education	3 3
EDUC 535 or EDUC 551	Science for Teachers (Grades N – 6)* Science Inquiry for Children in the Natural Environment*	2 3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
EDUC 590 or EDUC 591	Arts Workshop for Teachers (Grades N – 6) Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6) [The NY State Dept. of Education accepts one credit of this course as special education credit.]	2 2
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 629	Education of Children with Autism Spectrum Disorders: Assessment and Intervention	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500, EDUC 501, EDUC 800 or permission of instructor]	2
EDUC 823	Play Therapy [Prerequisite: EDUC 803]	1
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; Pre- or corequisite: EDUC 505]	2
EDUC 880	Insights from Occupational Therapy: Understanding Children’s Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisites: EDUC 892 and EDUC 894]	2
EDUC 894	Early Childhood Practicum I: Observing a Child Through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues About the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894; corequisite: EDUC 891 or EDUC 893]	2
	Elective credits as needed to complete the requirements of the program	0 – 3
EDUC 963	Early Childhood Special and General Education Supervised Fieldwork/Advisement	12
EDUC 990 or EDUC 992	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers) Summer Supervised Fieldwork/Advisement for EC/SE Working Teachers and Assistant Teachers	0 3
	TOTAL CREDITS	54

† Pending program approval by the New York State Department of Education.

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

Childhood Special and General Education Dual Certification

Andrea (Penny) Spencer, Director: 212-875-4602

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, inclusive, 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

EDUC 500 or EDUC 800	Child Development Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor] <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	3 3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 - 6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 530 or EDUC 531	Foundations of Modern Education Principles and Problems in Elementary and Early Childhood Education	3 3
EDUC 535 or EDUC 551	Science for Teachers (Grades N - 6) Science Inquiry for Children in the Natural Environment	2 3
EDUC 540 or EDUC 542	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N - 6) <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i> Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2 2
EDUC 563 or EDUC 568	The Teaching of Reading, Writing, and Language Arts (Grades K - 3) Teaching Literacy in the Elementary Grades (Grades 2 - 6)	3 3
EDUC 590 or EDUC 591	Arts Workshop for Teachers (Grades N - 6) Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N - 6) <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2 2
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and up) <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Issues [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite: EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863 or EDUC 873	Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisite: EDUC 860] Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803 and EDUC 860 and Supervised Fieldwork/Advisement; pre- or corequisite: EDUC 862]	3 3
	Elective credits as needed to complete the requirements of the program	0 - 1
EDUC 964	Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12
TOTAL CREDITS		52

Early Childhood Special Education

Judy Lesch, Director: 212-875-4548

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 provisional or 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, pre-school 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 a valid New York State provisional certification in general education or initial certification in general education at the Early Childhood level.

Certification

Those with provisional New York State certification in nursery through 6th grade, or 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

EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 603	Assistive Technology in the Early Childhood Classroom: Developing Visual Tools and Strategies, the Boardmaker™ Example	1
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 629	Education of Children with Autism Spectrum Disorders: Assessment and Intervention	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 823	Play Therapy [Prerequisite: EDUC 803]	1
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisites: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 880	Insights from Occupational Therapy: Understanding Children's Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisites: EDUC 892 and EDUC 894]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues About the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894; corequisite: EDUC 891 or EDUC 893]	2
	Elective credits as needed to complete the requirements of the program.	3 – 6
EDUC 970	Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
EDUC 990 or EDUC 992	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers) Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Working Teachers and Assistant Teachers	0 3
TOTAL CREDITS		36

Childhood Special Education (grades 1 through 6)

Andrea (Penny) Spencer, Director: 212-875-4602

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 provisional or initial New York State certification in general education at the Childhood or Elementary level. This master's degree 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 a valid New York State provisional certification in general education nursery through 6th grade, or an initial certification in Childhood General Education.

Certification

Individuals with New York State provisional certification nursery through 6th grade, or 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 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

EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 576 or EDUC 868	Writing in Elementary Grades Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2 2
or SPED 585 N	Orton-Gillingham and Beyond: A Multisensory Approach to Reading, Spelling and Handwriting	2
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and up) [Approved for Human Relations credit by the New York City Department of Education]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of the instructor]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisites: EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863 or EDUC 873	Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisite: EDUC 860] Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803 and EDUC 860 and Supervised Fieldwork/Advisement; pre- or corequisite: EDUC 862]	3 3
	Elective credits as needed to complete the requirements of the program	4
EDUC 971	Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
TOTAL CREDITS		36

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

Judy Lesch, Director: 212-875-4548

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.). Students must apply both to Bank Street College and to Columbia University School of Social Work. 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 be 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 catalogue 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

EDUC 500 or EDUC 800	Child Development Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor] <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	3 3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 530 or EDUC 531	Foundations of Modern Education Principles and Problems in Elementary and Early Childhood Education	3 3
EDUC 535 or EDUC 551	Science for Teachers (Grades N – 6) Science Inquiry for Children in the Natural Environment	2 3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6) <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
EDUC 590 or EDUC 591	Arts Workshop for Teachers (Grades N – 6) Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6) <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2 2
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 629 or EDUC 880	Education of Children with Autism Spectrum Disorders: Assessment and Intervention Insights from Occupational Therapy: Understanding Children’s Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1 1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisite: EDUC 892 or EDUC 894]	2
	Elective credits as needed to complete the requirements of the program	0 – 4
EDUC 963	Early Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990 or EDUC 992	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers) Summer Supervised Fieldwork/Advisement for EC/SE Working Teachers and Assistant Teachers	0 3
TOTAL CREDITS		46

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

Andrea (Penny) Spencer, Director: 212-875-4602

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.). Applicants must apply both to Bank Street College and to Columbia University School of Social Work. 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.

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 catalogue for more 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

EDUC 500	Child Development	3
or EDUC 800	Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor] [Approved for Human Relations credit by the New York City Department of Education.]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535*	Science for Teachers (Grades N – 6)*	2
or EDUC 551*	Science Inquiry for Children in the Natural Environment*	3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6) [The New York State Department of Education accepts one (1) credit of this course as special education credit.]	2
or EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
or EDUC 568	or Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6) [The New York State Department of Education accepts one (1) credit of this course as special education credit.]	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite: EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
	Elective credits as needed to complete the requirements of the program	0 – 3
EDUC 964	Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990*	Extended Field Experiences with Diverse Learners (for students in fieldwork as student teachers)*	0
or EDUC 873*	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems (for students who complete fieldwork as head or assistant teachers) [Prerequisites: EDUC 803, EDUC 860, and Supervised Fieldwork; pre- or corequisite: EDUC 862]*	3
TOTAL CREDITS		43 – 46*

*The range of credits is due to the need for working 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

Judy Lesch, Director: 212-875-4548

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.) Applicants must apply both to Bank Street College and to Columbia University School of Social Work. 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 valid New York State provisional certification in general education or initial certification at the Early Childhood level.

Certification

Those with provisional New York State certification in nursery through 6th grade, or 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

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

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

Andrea (Penny) Spencer, Director: 212-875-4602

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.) Applicants must apply both to Bank Street College and to Columbia University School of Social Work. 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 valid New York State provisional certification in general education or initial certification at the Childhood level.

Certification

Those with provisional New York State certification in nursery through 6th grade, or 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

EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 576 or EDUC 868	Writing in Elementary Grades Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2 2
or SPED 585 N	Orton-Gillingham and Beyond: A Multisensory Approach to Reading, Spelling and Handwriting	2
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and up) [Approved for Human Relations credit by the New York City Department of Education]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisites: EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863 or EDUC 873	Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisite: EDUC 860] Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803, EDUC 860, and Supervised Fieldwork/Student Teaching/Advisement; pre- or corequisite: EDUC 862]	3 3
	Elective credits as needed to complete the requirements of the program	4
EDUC 971	Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
TOTAL CREDITS		36

Middle School Education Programs

Overview

The Middle School Education programs are designed for teachers and prospective teachers who wish to work with children and young adolescents in grades 5 through 9. These programs provide teachers of adolescents with an understanding of the dynamics of early adolescent development, an examination of the school structures that best support cognitive and emotional growth, courses that are rich in curriculum, and direct experience with young adolescent students.

All graduate students in the Middle School programs share some common course work and focus on understanding the developmental needs of young adolescents. Through the course work, graduate students come to understand appropriate and effective middle school curriculum in literacy, mathematics, science, and social studies. Students use their understanding of developmental issues to inform the curriculum they develop across all subject areas, as well as in their areas of specialization.

Students can choose to earn general education certification, special and general education dual certification, or special education certification (if they already hold general education certification). Students can also choose to earn

dual degrees in education and social work from Bank Street College and Columbia University School of Social Work, respectively. For details, see the program descriptions on the following pages.

Supervised Fieldwork/Advisement

During one academic year, while students take courses, they gain teaching experience and intensive advisory support through supervised fieldwork/advisement. If they are not currently working in a middle school or junior high setting, they will do their student teaching with placements both at the 5th or 6th grade level and at the 7th, 8th or 9th grade level. Working teachers and assistant teachers who stay with a particular grade in the middle school 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 age(s) within the certification range. This requirement might be met, for example, through 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 a Directed Essay OR an Independent Study OR a Portfolio. See page 13 for a full description.

“ Bank Street has prompted me to consider how best to integrate progressive pedagogy with my personal needs and ideas. This is the beginning of a lifelong process. Bank Street promises prospective teachers no easy or immediate results, but it does provide the support and direction to start one on a path to becoming an excellent teacher. ”

Samuel, Middle School General Education

Middle School General Education

Sue Ruskin-Mayher, Director: 212-875-4780

45 Credits

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

The program emphasizes understanding the dynamics of adolescent development and the design of interdisciplinary curricula. Applicants with and without classroom experience are eligible to apply. Please note the admissions requirements, including undergraduate depth in a subject taught at the middle school level.

Admissions Requirements

Applicants to the Middle School General Education program need to have a strong background in the liberal arts and sciences and to have previously majored in a subject

that is taught at the middle school level: English, a foreign language, mathematics, social studies (history), biology or earth science.

Certification

Graduates of the Middle School General Education program will be eligible for New York State certification both as generalists qualified to teach all subjects in grades 5 and 6, and as specialists for grades 5 through 9, to teach one of the following: English, social studies, a foreign language, mathematics, biology, or earth science, as determined by their undergraduate major. 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

EDUC 501	Child Development and Variations with a Focus on Middle Childhood (Grades 5-9)	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 506	Issues in the Physical Development of the Early Adolescent	1
EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
EDUC 530	Foundations of Modern Education	3
EDUC 534	Introduction to the Middle School	2
EDUC 541	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper Elementary and Middle School Years [<i>The New York State Department of Education accepts one (1) credit of this course as special education credit.</i>]	2
EDUC 552	Special Study: Integrated Environment of the Hudson River	3
EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
EDUC 567	Teaching Reading and Writing in the Content Areas for Elementary and Middle School Classrooms	3
EDUC 570	Writing Workshop for Middle Schools	1
EDUC 607	Group Processes in Early Adolescence	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 809	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 instructor] [<i>The New York State Department of Education accepts one (1) credit of this course as special education credit.</i>]	3
	Elective credits as needed to complete the requirements of the program	0 – 1
EDUC 957	Middle School Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for general teacher education students completing fieldwork as student teachers)	0
or EDUC 991	Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for general teacher education students completing fieldwork as working teachers, interns or assistants [with some exceptions])	1
TOTAL CREDITS		45

Middle School Special and General Education Dual Certification

Kathleen (K.K.) Zutter, Director: 212-875-4474

55 Credits

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

This program prepares teachers and prospective teachers to work with a wide range of learners in general, inclusion, or special education settings. An individual entering the program needs to have prior depth in a subject taught at the middle school level.

Admissions Requirements

Applicants to the Middle School Special and General Education Dual Certification program need to have a strong background in the liberal arts and sciences and to have previously majored in a subject that is taught at the middle school level: English, a foreign language, mathe-

tics, social studies (history), biology or earth science.

Certification

Graduates of the Middle School Special and General Education Dual Certification program will be eligible for New York State certification both as generalists, qualified to teach all subjects in grades 5 and 6, and as specialists for grades 5 through 9, to teach one of the following: English, social studies, a foreign language, mathematics, biology, or earth science, as determined by their undergraduate major. They will also be eligible for certification in middle school special education. 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

EDUC 501	Child Development and Variations with a Focus on Middle Childhood (Grades 5 – 9)	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 506	Issues in the Physical Development of the Early Adolescent	1
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 530	Foundations of Modern Education	3
EDUC 534	Introduction to the Middle School	2
EDUC 541	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper Elementary and Middle School Years [<i>The New York State Department of Education accepts one (1) credit of this course as special education credit.</i>]	2
or EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 552	Special Study: Integrated Environment of the Hudson River	3
EDUC 565	Children’s Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
EDUC 567	Teaching Reading and Writing in the Content Areas for Elementary and Middle School Classrooms	3
EDUC 570	Writing Workshop for Middle Schools	1
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs [<i>Approved for Human Relations credit by the New York City Department of Education.</i>]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Issues [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863	Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisite: EDUC 860]	3
or EDUC 873	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803; EDUC 860; and Supervised Fieldwork/Advisement; pre- or corequisite: EDUC 862]	3
EDUC 965	Middle School Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12

TOTAL CREDITS

55

Middle School Special Education

Kathleen (K.K.) Zutter, Director: 212-875-4474

36 Credits

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

This program in Middle School Special Education is designed for individuals who currently hold provisional or initial New York State certification in general education at the Middle Childhood level. The program provides middle school educators with the broad preparation they need to work with adolescents.

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

Admissions Requirements

Applicants to the Middle School Special Education program must have valid New York State provisional certification in general education or initial certification at the Middle Childhood level.

Certification

Those with provisional New York State certification in grades 5 through 9, or with initial certification in Middle Childhood General Education, will be qualified for New York State initial certification in Middle Childhood Special Education, grades 5 through 9, 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

EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 506	Issues in the Physical Development of the Early Adolescent	1
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 570	Writing Workshop for Middle Schools	1
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and up) [<i>Approved for Human Relations Credit by the New York City Department of Education</i>]	3
EDUC 803	Developmental Variations [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Issues [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisites: EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863 or EDUC 873	Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisite: EDUC 860] or Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803, EDUC 860, and Supervised Fieldwork/Student Teaching/Advisement; pre- or corequisite: EDUC 862]	3
	Elective credits as needed to complete the requirements of the program	2
EDUC 972	Middle School Special Education Supervised Fieldwork/Student Teaching/Advisement	6
TOTAL CREDITS		36

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

Kathleen (K.K.) Zutter, Director: 212-875-4474

47 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.). Applicants must apply both to Bank Street College and to Columbia University School of Social Work. The Columbia University portion of the dual degree program is at least 48 credits.

While doing supervised fieldwork/advisement at Bank Street, students in this program must be placed as student teachers.

Admissions Requirements

Applicants to the Middle School Special and General Education Dual Certification/Dual Degree with Columbia University School of Social Work program need

to have a strong background in the liberal arts and sciences and to have previously majored in a subject that is taught at the middle school level: English, a foreign language, mathematics, social studies (history), biology or earth science.

Certification

Graduates of this program will be eligible for New York State certification both as generalists qualified to teach all subjects in grades 5 and 6, and as specialists for grades 5 through 9, to teach one of the following: English, social studies, a foreign language, mathematics, biology, or earth science, as determined by their undergraduate major. They will also be eligible for certification in middle school special education. See the Columbia University School of Social Work catalogue 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

EDUC 501	Child Development and Variations with a Focus on Middle Childhood (Grades 5 – 9)	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 506	Issues in the Physical Development of the Early Adolescent	1
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1-6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 530	Foundations of Modern Education	3
EDUC 534	Introduction to the Middle School	2
EDUC 541	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper Elementary and Middle School Years [The New York State Department of Education accepts one (1) credit of this course as special education credit.]	2
or EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 552	Special Study: Integrated Environment of the Hudson River	3
EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
EDUC 567	Teaching Reading and Writing in the Content Areas for Elementary and Middle School Classrooms	3
EDUC 570	Writing Workshop for Middle Schools	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 965	Middle School Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners	0
TOTAL CREDITS		47

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

Kathleen (K.K.) Zutter, Director: 212-875-4474

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.) Applicants must apply both to Bank Street College and to Columbia University School of Social Work. The Columbia University portion of the dual degree program is at least 48 credits.

Admissions Requirements

Applicants to the Middle School Special Education/Dual

Degree with Columbia University School of Social Work program must have valid New York State provisional certification in general education or initial certification at the Middle Childhood level.

Certification

Individuals with provisional New York State certification in grades 5 through 9, or with initial certification in Middle Childhood General Education, will be qualified for New York State initial certification in Middle Childhood Special Education, grades 5 through 9, 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

EDUC 505	Language Acquisition and Language Learning in a Linguistically Diverse Society	2
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1-6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 570	Writing Workshop for Middle Schools	1
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and up) <i>[Approved for Human Relations credit by the New York City Department of Education]</i>	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisites: EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863 or EDUC 873	Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisite: EDUC 860] or Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803, EDUC 860, and Supervised Fieldwork/Student Teaching/Advisement; pre- or corequisite: EDUC 862]	3
	Elective credits as needed to complete the requirements of the program	5
EDUC 972	Middle School Special Education Supervised Fieldwork/Student Teaching/Advisement	6
TOTAL CREDITS		36

Dual Language/Bilingual Education Programs

Overview

At Bank Street College, we believe that children whose primary language is not English need teachers who can speak with them in their home language, 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. Respect for the child's native 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 English-language learners. Course work will explore the academic, social and political issues surrounding the education of children for whom English is a new language. In fieldwork, students will learn to implement the specific skills needed to work effectively in traditional bilingual and dual language 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 master's degrees 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 three age ranges: Early Childhood (birth through grade 2), Childhood (grades 1 through 6), or Middle School (grades 5 through 9). Teachers who already have a master's degree in education and 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, 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, s/he 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. Working 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 age(s) within their 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 a Directed Essay OR an Independent Study OR a Portfolio. See page 13 for a full description.

“ Bank Street is regarded among educators as one of the top teacher-training institutes in the nation.

Graduates leave the school with sensitivity to the needs of their students, parents and the community.

Graduates are also well-versed in both explicit and creative teaching techniques that are grounded in sound educational practice. Bank Street graduates are also highly sought after in the field. ”

Constance, Special Education

Dual Language/Bilingual Early Childhood General Education

Olga Romero, Director: 212-875-4468

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

EDUC 500	Child Development	3
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 535 or EDUC 551	Science for Teachers (Grades N – 6) Science Inquiry for Children in the Natural Environment	2 3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6) <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
EDUC 590 or EDUC 591	Arts Workshop for Teachers (Grades N – 6) Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6) <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2 2
EDUC 601	Special Education for Linguistically and Culturally Diverse Children <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor] <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 870*	The Teaching of English as a Second Language* [Prerequisite: EDUC 561]	2
	Elective credits as needed to complete the requirements of the program	0 – 2
EDUC 960	Dual Language/Bilingual Early Childhood Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990 or EDUC 991	Extended Field Experiences with Diverse Learners (for general teacher education students completing fieldwork as student teachers) Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for general teacher education students completing fieldwork as working teachers, interns or assistants [with some exceptions])	0 1

TOTAL CREDITS

45

Dual Language/Bilingual Childhood General Education

Olga Romero, Director: 212-875-4468

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 (grades 1 through 6) classrooms with children 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 childhood general 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: Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.*

EDUC 500	Child Development	3
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 535 or EDUC 551	Science for Teachers (Grades N – 6) Science Inquiry for Children in the Natural Environment	2 3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6) <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2
EDUC 563 or EDUC 568	The Teaching of Reading, Writing, and Language Arts (Grades K – 3) Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3 3
EDUC 590 or EDUC 591	Arts Workshop for Teachers (Grades N – 6) Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6) <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2 2
EDUC 601	Special Education for Linguistically and Culturally Diverse Children <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor] <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 870*	The Teaching of English as a Second Language* [Prerequisite: EDUC 561]	2
	Elective credits as needed to complete the requirements of the program	0 – 2
EDUC 961	Dual Language/Bilingual Childhood General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for general teacher education students completing fieldwork as student teachers)	0
or EDUC 991	Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for general teacher education students completing fieldwork as working teachers, interns or assistants [with some exceptions])	1
TOTAL CREDITS		45

Dual Language/Bilingual Middle School General Education

Olga Romero, Director: 212-875-4468

48 Credits

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

This program is designed for teachers and prospective teachers who are interested in working in middle school classrooms (grades 5 through 9) with children for whom Spanish is the primary language.

Admissions Requirements

Applicants to this program must be fluent in both Spanish and English. They must also have a strong background in the liberal arts and sciences and a previous major in a subject taught at the middle school level: English, a

foreign language, mathematics, social studies (history), biology or earth science.

Certification

Graduates of this program will be eligible for initial and professional New York State certification both as generalists qualified to teach all subjects in grades 5 and 6, and as specialists for grades 5 through 9, to teach one of the following: English, social studies, a foreign language, mathematics, biology, or earth science, as determined by their undergraduate major. Graduates also earn 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: Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.*

EDUC 501	Child Development and Variations with a Focus on Middle Childhood (Grades 5 – 9)	3
EDUC 506	Issues in the Physical Development of the Early Adolescent	1
EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
EDUC 534	Introduction to the Middle School	2
EDUC 541	Mathematics for Teachers in Diverse and Inclusive Settings: A Focus on the Upper Elementary and Middle School Years [<i>The New York State Department of Education accepts one (1) credit of this course as special education credit.</i>]	2
EDUC 552	Special Study: Integrated Environment of the Hudson River	3
EDUC 567	Teaching Reading and Writing in the Content Areas for Elementary and Middle School Classrooms	3
EDUC 570	Writing Workshop for Middle Schools	1
EDUC 601	Special Education for Linguistically and Culturally Diverse Children [<i>Approved for Human Relations credit by the New York City Department of Education.</i>]	1
EDUC 607	Group Processes in Early Adolescence	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 809	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 instructor] [<i>The New York State Department of Education accepts one (1) credit of this course as special education credit.</i>]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 870*	The Teaching of English as a Second Language* [Prerequisite: EDUC 561]	2
	Elective credits as needed to complete the requirements of the program	0 – 1
EDUC 962	Dual Language/Bilingual Middle School General Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for general teacher education students completing fieldwork as student teachers)	0
or EDUC 991	Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for general teacher education students completing fieldwork as working teachers, interns or assistants [with some exceptions])	1

TOTAL CREDITS

48

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

Olga Romero, Director: 212-875-4468

54 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. Students will learn to teach in general education, self-contained special education, and inclusion settings.

Admissions Requirements

Applicants to this program must be fluent in 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 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: Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.*

EDUC 500	Child Development	3
EDUC 514	Curriculum in Early Childhood: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 535 or EDUC 551	Science for Teachers (Grades N – 6) Science Inquiry for Children in the Natural Environment	2 3
EDUC 540 or EDUC 542	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6) [<i>The New York State Department of Education accepts one (1) credit of this course as special education credit.</i>] Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2 2
EDUC 590 or EDUC 591	Arts Workshop for Teachers (Grades N – 6) Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2 2
EDUC 618	Working with All Children and Families: An Introduction	1
EDUC 629	Education of Children with Autism Spectrum Disorders: Assessment and Intervention	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 823	Play Therapy [Prerequisite: EDUC 803]	1
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; Pre- or corequisite: EDUC 505 (waived for students in this program)]	2
EDUC 880	Insights from Occupational Therapy: Understanding Children’s Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1
EDUC 892	Developmental Systems I: Connecting Research in Early Development to Practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisites: EDUC 892 and EDUC 894]	2
EDUC 894	Early Childhood Practicum I: Observing a Child through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration with Families and Colleagues About the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894; corequisite: EDUC 891 or EDUC 893]	2
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 870*	The Teaching of English as a Second Language* [Prerequisite: EDUC 561]	2
	Elective credits as needed to complete the requirements of the program	0 – 4
EDUC 966	Dual Language/Bilingual Early Childhood Special and General Education Education Supervised Fieldwork/Student Teaching/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
EDUC 992	Summer Supervised Fieldwork/Advisement for EC/SE Working Teachers and Assistant Teachers	3
TOTAL CREDITS		54

Dual Language/Bilingual Childhood Special and General Education Dual Certification

Olga Romero, Director: 212-875-4468

58 Credits

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

This program is designed for teachers and prospective teachers who want to work in elementary (grades 1 through 6) classrooms with children 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 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: Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.*

EDUC 500	Child Development	3
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 535 or EDUC 551	Science for Teachers (Grades N – 6) or Science Inquiry for Children in the Natural Environment	2 3
EDUC 540 or EDUC 542	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6) <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i> Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2 2
EDUC 563 or EDUC 568	The Teaching of Reading, Writing, and Language Arts (Grades K – 3) Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3 3
EDUC 590 or EDUC 591	Arts Workshop for Teachers (Grades N – 6) Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2 2
EDUC 601	Special Education for Linguistically and Culturally Diverse Children <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	1
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and up) <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Issues [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisites: EDUC 505; or EDUC 561 and EDUC 870]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863 or EDUC 873	Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 860] Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803; EDUC 860; and Supervised Fieldwork/Advisement; pre- or corequisite: EDUC 862]	3 3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 870*	The Teaching of English as a Second Language* [Prerequisite: EDUC 561]	2
	Elective credits as needed to complete the requirements of the program	0 – 1
EDUC 967	Dual Language/Bilingual Childhood Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12

TOTAL CREDITS

58

Dual Language/Bilingual Middle School Special and General Education Dual Certification

Olga Romero, Director: 212-875-4468

58 Credits

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

This program is designed for working and prospective teachers who want to work in middle school classrooms (grades 5 through 9) with children 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 must be fluent in both English and Spanish. They must also have a strong background in the liberal arts and sciences and a previous major in a subject taught at the middle school level: English, a for-

eign language, mathematics, social studies (history), biology or earth science.

Certification

This program leads to initial and professional New York State certification in middle childhood general education and special education, with the bilingual extension. Graduates of this program will be eligible for initial and professional New York State certification both as generalists qualified to teach all subjects in grades 5 and 6, and as specialists for grades 5 through 9, to teach English, social studies, a foreign language, mathematics, biology, or earth science, as determined by their undergraduate major. 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: Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.*

EDUC 501	Child Development and Variations with a Focus on Middle Childhood (Grades 5 – 9)	3
EDUC 506	Issues in the Physical Development of the Early Adolescent	1
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 534	Introduction to the Middle School	2
EDUC 541	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper Elementary and Middle School Years <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2
or EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 552	Special Study: Integrated Environment of the Hudson River	3
EDUC 567	Teaching Reading and Writing in the Content Areas for Elementary and Middle School Classrooms	3
EDUC 570	Writing Workshop for Middle Schools	1
EDUC 601	Special Education for Linguistically and Culturally Diverse Children <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	1
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of the instructor]	2
EDUC 805	Developmental Variations II: Emotional and Behavioral Issues [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800; EDUC 803]	2
EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863	Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 860]	3
or EDUC 873	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803; EDUC 860; and Supervised Fieldwork/Advisement; pre- or corequisite: EDUC 862]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 870*	The Teaching of English as a Second Language* [Prerequisite: EDUC 561]	2
EDUC 968	Dual Language/Bilingual Middle School Special and General Education Supervised Fieldwork/Student Teaching/Advisement	12

TOTAL CREDITS

58

Dual Language/Bilingual Early Childhood Special Education

Olga Romero, Director: 212-875-4468

42 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 Spanish-speaking 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 inclusive settings with very young children (ages birth through grade 2) who have disabilities and 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 must be fluent in both Spanish and English and have valid New York State provisional certification in general education or initial certification at the Early Childhood level.

Certification

Individuals with provisional New York State certification in nursery through 6th grade, or 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: Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.*

EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Background and Abilities	3
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 601	Special Education for Linguistically and Culturally Diverse Children [<i>Approved for Human Relations credit by the New York City Department of Education.</i>]	1
EDUC 603	Assistive Technology in the Early Childhood Classroom: Developing Visual Tools and Strategies, the Boardmaker™ Example	1
EDUC 618	Working with All Children and their Families: An Introduction	1
EDUC 629	Education of Children with Autism Spectrum Disorders: Assessment and Intervention	1
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 823	Play Therapy [Prerequisite: EDUC 803]	1
EDUC 869	Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability [Prerequisite: EDUC 500 or EDUC 800; pre- or corequisite: EDUC 505]	2
EDUC 880	Insights from Occupational Therapy: Understanding Children's Sensory-Motor Development [Pre- or corequisite: EDUC 892]	1
EDUC 892	Developmental Systems I: Connecting Research in Early development to practice in Early Childhood Education [Prerequisite: EDUC 500 or EDUC 800]	2
EDUC 893	Developmental Systems II: Approaches to Early Childhood Assessment [Prerequisite: EDUC 892 or EDUC 894]	2
EDUC 894	Early Childhood Practicum I: Observing a Child Through Family/Cultural Contexts [Prerequisites: EDUC 500 or EDUC 800; and EDUC 803; corequisite: EDUC 892]	2
EDUC 895	Early Childhood Practicum II: Collaboration With Families and Colleagues about the Cycle of Assessment, Planning, and Instruction [Prerequisite: EDUC 894; corequisite: EDUC 891 or EDUC 893]	2
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 870*	The Teaching of English as a Second Language* [Prerequisite: EDUC 561]	2
	Electives as needed to complete the requirements of the program	3
EDUC 973	Dual Language/Bilingual EC/SE Supervised Fieldwork/Student Teaching/Advisement	6

TOTAL CREDITS

42

Dual Language/Bilingual Childhood Special Education

Olga Romero, Director: 212-875-4468

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 Spanish-speaking bilingual teachers who currently hold provisional or 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 must be fluent in both Spanish and English. They must also have valid New York State provisional certification in general education or initial certification at the Childhood level.

Certification

Individuals with provisional New York State certification in nursery through 6th grade, or with initial 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: Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.*

EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1-6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 576 or EDUC 868	Writing in Elementary Grades Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2 2
or SPED 585 N	Orton-Gillingham and Beyond: A Multisensory Approach to Reading, Spelling and Handwriting	2
EDUC 601	Special Education for Linguistically and Culturally Diverse Children [Approved for Human Relations credit by the New York City Department of Education]	1
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and up) [Approved for Human Relations credit by the NYC Department of Education]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite: EDUC 505; or EDUC 561 and 870]	2
EDUC 860	Reading and Writing Problems of Children with Special Needs [Prerequisites: EDUC 505; and EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863 or EDUC 873	Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisite: EDUC 860] Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803, EDUC 860, and Supervised Fieldwork/Student Teaching/Advisement; pre- or corequisite: EDUC 862]	3 3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 870*	The Teaching of English as a Second Language* [Prerequisite: EDUC 561]	2
	Electives as needed to fulfill the requirements of the program	1
EDUC 974	Dual Language/Bilingual Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement	6
TOTAL CREDITS		42

Dual Language/Bilingual Middle School Special Education

Olga Romero, Director: 212-875-4468

42 Credits

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

This Dual Language/Bilingual Middle School Special Education is specifically designed for Spanish-speaking bilingual teachers who currently hold provisional or initial New York State certification in general education at the Middle Childhood level and who want to work in special education and inclusion settings (grades 5 through 9), 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 the Dual Language/Bilingual Middle School program must be fluent in both Spanish and English. They must also have valid New York State provisional certification in general education or initial certification at the Middle Childhood level.

Certification

Individuals with provisional New York State certification in grades 5 through 9, or with initial certification in Middle Childhood General Education, will be qualified for New York State initial certification in Middle Childhood Special Education, grades 5 through 9, 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: Courses marked with an asterisk (*) are common to all Dual Language/Bilingual programs.*

EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1-6)	3
EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
EDUC 570	Writing Workshop for Middle Schools	1
EDUC 601	Special Education for Linguistically and Culturally Diverse Children [<i>Approved for Human Relations credit by the NYC Department of Education</i>]	1
EDUC 605	Designing and Managing Classroom Environments for Children and Youth with Special Needs (Grades K and up) [<i>Approved for Human Relations credit by the NYC Department of Education</i>]	3
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 807	Communication Disorders in School-Age Children [Prerequisite: EDUC 505; or EDUC 561 and 870]	2
EDUC 860	Reading and Writing Problems of Children with Special Needs [Prerequisites: EDUC 505; and EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 863	Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisite: EDUC 860]	3
or EDUC 873	Summer Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems [Prerequisites: EDUC 803, EDUC 860, and Supervised Fieldwork/Student Teaching/Advisement; pre- or corequisite: EDUC 862]	3
EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 870*	The Teaching of English as a Second Language* [Prerequisite: EDUC 561]	2
	Electives as needed to fulfill the requirements of the program	2
EDUC 975	Dual Language/Bilingual Middle School Special Education Supervised Fieldwork/Student Teaching/Advisement	6

TOTAL CREDITS

42

Bilingual Extension

Olga Romero, Director: 212-875-4468

11 Credits

Certificate Program

This sequence is designed for working 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 permanent or professional

teaching certification. Students who choose to take this course sequence must 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 permanent or professional certification in education. Upon completion of this sequence, students must apply for the Bilingual Extension through Bank Street's New York State Certification officer.

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

EDUC 515*	Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms*	3
EDUC 537*	Foundations and Practice of Dual Language/Bilingual Education*	1
EDUC 560*	Native Language Literacy for Spanish-Speaking Children*	2
EDUC 561*	Linguistics: Implications for Teachers*	1
EDUC 600*	Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups*	1
EDUC 601	Special Education for Linguistically and Culturally Diverse Children <i>[Approved for Human Relations credit by the New York City Department of Education.]</i>	1
EDUC 870*	The Teaching of English as a Second Language* [Prerequisite: EDUC 561]	2
TOTAL CREDITS		11



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 (elementary through middle school). 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 choose from among three Museum Education programs: a 42-credit noncertification program; a 47-credit program that leads to certification in Childhood General Education (grades 1 through 6); or a 50- to 53-credit program that leads to certification in Middle School Education (grades 5 through 9). 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 or middle school 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 each 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 semesters, and in the day and evening during Summer 2.

Museum Education (noncertification) can be completed in a minimum of one academic year and two summers, beginning the summer preceding the year of supervised fieldwork/advisement. Students are advised to take a minimum of two 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.

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

Integrative Master's Project

Graduates of all programs must complete a Directed Essay OR an Independent Study OR a Portfolio. See page 13 for a full description.

Museum Education (noncertification)

Nina Jensen, Director: 212-875-4491

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

EDUC 500	Child Development	3
or EDUC 501	Child Development and Variations with a Focus on Middle Childhood (Grades 5-9)	3
or EDUC 800	Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor] [Approved for Human Relations credit by the New York City Department of Education.]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 510	Curriculum in Early Childhood Education (Grades N – 3)	3
or EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
or EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
or EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
or EDUC 517	Geography in the Social Studies Curriculum (Upper Elementary and Middle School Years)	3
EDUC 518	Museum/School Curriculum Development	3
EDUC 533	Seminar in Museum Education I	2
EDUC 535	Science for Teachers (Grades N – 6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
or EDUC 552	Special Study: Integrated Environment of the Hudson River	3
or EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6) [The New York State Department of Education accepts one (1) credit of this course as special education credit.]	2
EDUC 614	Exhibition Development and Evaluation	2
EDUC 616	Introduction to Research Practice in Museum Education	2
EDUC 803	Developmental Variations [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisites: EDUC 500 or EDUC 800 or permission of instructor] [The New York State Department of Education accepts one (1) credit of this course as special education credit.]	3
or EDUC 809	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording with a Focus on the Upper Elementary Child [Prerequisite: EDUC 501 or EDUC 800 or permission of instructor] [The New York State Department of Education accepts one (1) credit of this course as special education credit.]	3
EDUC 815	Seminar in Museum Education II [Prerequisite: EDUC 533]	2
	Elective credits as needed to complete the requirements of the program	3 – 4
EDUC 982	Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement	12
TOTAL CREDITS		42

Museum Education: Childhood

Nina Jensen, Director: 212-875-4491

47 Credits

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

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

While doing supervised fieldwork/advisement/Student Teaching, students in this program must be placed as student teachers.

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 earn 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

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

TOTAL CREDITS

47

Museum Education: Middle School

Nina Jensen, Director: 212-875-4491

50 – 53 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 5 through 9, skilled in making effective use of museum resources.

While doing supervised fieldwork/advisement/Student Teaching, students in this program must be placed as student teachers.

Admissions Requirements

Applicants to the Museum Education: Middle School program need to have a strong background in the liberal arts

and sciences with a major in a subject taught at the middle school level: English, a foreign language, mathematics, social studies (history), biology or earth science.

Certification

This program leads to initial and professional New York State certification for work with children in grades 5 through 9. Graduates will be eligible for New York State certification as generalists, qualified to teach all subjects in grades 5 and 6, and/or as specialists for grades 5 through 9, to teach one of the following: English, social studies, a foreign language, mathematics, biology, or earth science, as determined by their undergraduate major. 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: ***The number of credits needed depends on the type of certification earned: generalist and subject specialist, or just subject specialist.**

** Students specializing in science or math do not take either EDUC 570 or EDUC 590. Students specializing in English or social studies choose between EDUC 541 or EDUC 651. Students earning both generalist and specialist Middle Childhood certification must take both EDUC 541 and EDUC 552.

EDUC 501 or EDUC 800	Child Development and Variations with a Focus on Middle Childhood (Grades 5 – 9) Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor] [Approved for Human Relations credit by the New York City Department of Education.]	3 3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 511 or EDUC 517	Curriculum Development through Social Studies (Elementary and Middle School) Geography in the Social Studies Curriculum (Upper Elementary and Middle School)	3 3
EDUC 518	Museum/School Curriculum Development	3
EDUC 533	Seminar in Museum Education I	2
EDUC 534	Introduction to the Middle School	2
EDUC 541**	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper Elementary and Middle School Years [The New York State Department of Education accepts one (1) credit of this course as special education credit.]	2
EDUC 552**	Special Study: Integrated Environment of the Hudson River	3
EDUC 565	Children’s Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
EDUC 567	Teaching Reading and Writing in the Content Areas for Elementary and Middle School Classrooms	3
EDUC 570**	Writing Workshop for Middle Schools	1
EDUC 590**	Arts Workshop for Teachers (Grades N – 6)	2
EDUC 607	Group Processes in Early Adolescence	1
EDUC 614	Exhibition Development and Evaluation	2
EDUC 616	Introduction to Research Practice in Museum Education	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of the instructor]	2
EDUC 809	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording with a Focus on the Upper Elementary Child [Prerequisite: EDUC 501 or EDUC 800 or permission of instructor]	3
EDUC 815	Seminar in Museum Education II [Prerequisite: EDUC 533]	2
EDUC 981	Middle School General and Museum Education Supervised Fieldwork/Student Teaching/ Museum Internship/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0

TOTAL CREDITS*

50 – 53*

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 noncertification program that focuses on teaching literacy in a clinical setting; and
- 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 45-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 45-credit program that focuses on teaching literacy in a clinical setting and leads to Teaching Literacy certification (birth through grade 6);
- Advanced Literacy Specialization – a 30- to 33-credit program (leading to an Ed.M.) that leads to Teaching Literacy certification (birth through grade 6) to those who already have a master's 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. See page 12 for a full description of supervised fieldwork/advisement.

Integrative Master's Project

Graduates of all programs must complete a Directed Essay OR an Independent Study OR a Portfolio. See page 13 for a full description.

Reading and Literacy: Clinical Practice (noncertification)

Peggy McNamara, Director: 212-875-4586

45 Credits

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

This noncertification program sequence 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 New York State certification.

Course Requirements

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

Teaching Literacy and Childhood General Education Dual Certification

Peggy McNamara, Director: 212-875-4586

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 and parents.

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

EDUC 500	Child Development	3
or EDUC 800	The Social Worlds of Childhood [Prerequisite: EDUC 500, EDUC 501 or permission of instructor] [Approved for Human Relations credit by the New York City Department of Education.]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 510	Curriculum in Early Childhood Education (Grades N – 3)	3
or EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
or EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
or EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
EDUC 535	Science for Teachers (Grades N – 6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
EDUC 536	Foundations: The Influence of Culture and Politics on Literacy Theory and Practice	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6) [The New York State Department of Education accepts one (1) credit of this course as special education credit.]	2
	1 or 2 of the following, to be selected in consultation with the advisor:	
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
or EDUC 567	Teaching Reading and Writing in the Content Areas for Elementary and Middle School Classrooms	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
or EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
EDUC 576	Writing in the Elementary Grades	2
EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6) [The New York State Department of Education accepts one (1) credit of this course as special education credit.]	2
EDUC 803	Developmental Variations [Prerequisites: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor] [The New York State Department of Education accepts one (1) credit of this course as special education credit.]	3

Teaching Literacy and Childhood General Education Dual Certification (continued)

Course Requirements

EDUC 860	Reading and Writing Problems of Children and Youth with Special Needs [Prerequisite: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568]	3
EDUC 862	Formal Testing: Observation and Assessment [Prerequisite: EDUC 860]	3
EDUC 867	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (grades K – 6) [Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor]	1
EDUC 868	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding [Prerequisite: EDUC 860]	2
EDUC 871	Writing Case/Progress Reports [Corequisite: EDUC 941 or EDUC 942]	1
	Elective credits as needed to complete the requirements of the program	0 – 4
EDUC 942	Childhood Education and Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement (2 semesters, concurrent with EDUC 871) [Pre- or corequisite: EDUC 860]	12
EDUC 990	Extended Field Experiences with Diverse Learners (for general teacher education students completing fieldwork as student teachers)	0
or EDUC 991	Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for general teacher education students completing fieldwork as working teachers, interns or assistants [with some exceptions])	1
TOTAL CREDITS		55



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

Peggy McNamara, Director: 212-875-4586

45 Credits

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

This program sequence is especially designed for individuals who are recent recipients of initial or provisional 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 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 or provisional 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). For those who have earned provisional or initial New York State certification in teacher education and who are within the time limit for completing the master's degree set by New York State, this master's degree will lead to permanent or professional certification in 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

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

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

Peggy McNamara, Director: 212-875-4586

45 Credits

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

This program sequence 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 this program must have an initial or provi-

sional 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). For those who have earned provisional or initial New York State certification in teacher education and who are within the time limit for completing the master's degree set by New York State, this master's degree will lead to permanent or professional certification in 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

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

Advanced Literacy Specialization

Peggy McNamara, Director: 212-875-4586

30-33 Credits

Master of Education (Ed.M.)

This program sequence 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 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.

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

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

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

“ My Bank Street education was both beneficial and high-quality in many ways. The school's emphasis on fieldwork gave me an opportunity to practice teaching, but also to reflect on teaching practices through observation, conversations, writing, and readings. In this way, the education students receive is a balance of theory and practice. Both teachers and students at Bank Street are dedicated, thoughtful, and passionate about what they do. The school is a wonderful place to learn! ”

Kristin, Teaching Literacy and Childhood General Education

Child Life Program

Troy Pinkney-Ragsdale, Director: 212-875-4473

43 Credits

Master of Science (M.S.)

Overview

This Child Life Program prepares students for careers as Child Life Specialists in both hospital and community health care 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 appropriate ways of working in hospitals and other health care settings. Through the program they will 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, families, and medical staff. Students learn to advocate for children and their families, prepare children for medical procedures, minimize stress and anxiety for children and their families, create opportunities that strengthen self-esteem and independence, provide non-pharmacological techniques to comfort children, teach children about their illness, and provide normal life experiences that promote optimal growth and development.

Certification

Child Life professional certification is granted by the Child

Life Council. Upon completion of our Child Life master's degree, graduates will have satisfied the course requirements, will have completed the mandated 480-hour internship in Child Life settings directed by Certified Child Life professionals, and will be prepared to take the certification examination given by the Child Life Council. The Child Life Certification Exam is given twice a year (spring and fall) at selected locations. For more information, contact the Child Life Council at (301) 881-7090 or <http://www.childlife.org>.

Clinical Experience and Supervised Fieldwork/Advisement

This component provides a full year of concentrated fieldwork that is jointly supervised by Bank Street faculty and certified child life specialists in health care settings. Child Life students will also participate in conference groups. See page 12 for a full description of Supervised Fieldwork/Advisement.

Integrative Master's Project

Graduates of all programs must complete a Directed Essay OR an Independent Study OR a Portfolio. See page 13 for a full description.

Admissions Requirements

Applicants to the Child Life program need to have completed a bachelor's degree and to demonstrate experience working with children. Volunteer experience in a Child Life program is encouraged. Students are required to complete 70 hours of volunteer work in a Child Life setting before commencing supervised fieldwork/advisement at Bank Street College.

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

Course Requirements

EDUC 500	1st Fall or previous Spring: Child Development	3
EDUC 821	1st Fall: Child Life in the Health Care Setting: A Family-Centered Care Approach [Pre- or corequisite: EDUC 500]	3
EDUC 826	1st Fall: Medical Aspects of Illness: A Child Life Perspective [Pre- or corequisite: EDUC 500]	3
EDUC 803	1st Spring: Developmental Variations [Prerequisite: EDUC 500]	2
EDUC 822	1st Spring: Children with Special Health Care Needs: In the Hospital, at Home and in School [Prerequisite: EDUC 500]	3
EDUC 620	1st Summer 1: Healthcare Environments	1
EDUC 820	1st Summer 2: Group Process for Child Life Specialists [Pre: EDUC 500]	1
EDUC 827	2nd Fall: Weaving Creative Arts Modalities into Child Life Practice [Prerequisites: EDUC 821 and EDUC 822]	3
EDUC 829	2nd Fall: Therapeutic Play Techniques for Child Life Specialists [Prerequisite: EDUC 500]	3
EDUC 828	2nd Spring: Loss in Children's Lives: Implications for Schools, Hospitals, and Home [Prerequisite: EDUC 500]	3
LEAD 825	2nd Spring: Child Life Program Development and Administration [Prerequisite: EDUC 822; corequisite: EDUC 950]	3
	Identification and Reporting of Child Abuse and Maltreatment	0
	Elective credits as needed to complete the requirements of the program	3
EDUC 950	2nd Fall and 2nd Spring: Clinical Experience and Supervised Fieldwork I and II: Children in Health Care Settings (600 hours)	12

TOTAL CREDITS

43

Studies in Education Program

Lia Gelb, Director: 212-875-4489

42 Credits: Master of Science in Education (M.S.Ed.)

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

Overview

This degree 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 Lia Gelb 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.

Integrative Master's Project

Graduates must complete a Directed Essay OR an Independent Study OR a Portfolio. See page 13 for a full description.

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.

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 interest. Course selections must be approved by advisor or program director.	30
GSTD 960	Studies in Education Supervised Fieldwork/Student Teaching/Advisement	12
TOTAL CREDITS		42

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 interest. Course selections must be approved by advisor or program director.	24
GSTD 960	Studies in Education Supervised Fieldwork/Student Teaching/Advisement	12
TOTAL CREDITS		36

Educational Leadership Programs

Overview

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

The Department views leadership as transformative, humane, collaborative, and personal. It expects students to bring to their studies insight into child development, and to gain a wide range of conceptual understandings and skills needed to succeed as school leaders, including those related to adult development; the socio-cultural, 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 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 students to explore the complexities and dynamics of transformational educational change. Students consider the socio-political realities of the work of schools, the ethical and moral dimensions of leadership, the role of leader

as researcher, and the practices of school administration.

Programs of study include Leadership for Educational Change; Principals Institute; Future School Leaders Academy; Early Childhood Leadership; Leadership in Mathematics Education; Leadership in Museum Education; and Leadership in the Arts (in collaboration with Parsons School of Design).

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 38 to 42 credits (depending on the program). The Ed.M., an advanced degree program for students who already have a master's degree in education, requires 30-36 credits of study at Bank Street. Students who have earned an M.S.Ed. in Educational Leadership at Bank Street College may be eligible for the Ed.M. by completing a minimum of 18 additional course work credits.

All programs fulfill the educational requirements for New York State School Building Leader certification, with the exception of Leadership in Museum Education.

Integrative Master's Project

Graduates of all programs must complete a Directed Essay OR an Independent Study OR a Leadership Professional Seminar OR a Portfolio. Some exceptions exist. See page 13 for a full description.

“My experience at Bank Street was truly valuable. I especially valued my relationship with my advisors. They are truly supportive. As a student I felt free to express my ideas and concerns and develop a sense of myself as a leader. Also, the Bank Street experience is practical in such a way that I am able and encouraged to carry that experience into my work environment.”

Deanne, Leadership for Educational Change

“Bank Street faculty are supportive and informative. Classes are small and teachers are consistently available to you. Classes at Bank Street are a constant mix of people from different backgrounds who are teaching in different kinds of schools, which allows for very engaging classroom discussions.”

Isabelle, Leadership for Educational Change

Leadership for Educational Change

Gil Schmerler, Director: 212-875-4709

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

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

18 credits (minimum): 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. Students are teachers and practicing leaders in public and independent schools (pre-school through high school) in New York City and the surrounding districts. Graduates are school principals, district leaders, curriculum and professional developers, and teacher leaders throughout the country.

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

Supervised Fieldwork/Advisement

During one academic year, students 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, students 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 (N-12) and have demonstrated leadership capacity in their work.

Certification

The program leads to New York State School Building Leader (formerly School Administration and Supervision) certification. To be eligible for certification, candidates must have successfully completed three years of teaching, pupil personnel service work, or administration in N-12 settings.

Leadership in Special Education Option

Students 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). Students who pursue this option will integrate special education issues and experiences into their supervised fieldwork/advisement and Integrative Master's Project.

**This option, pending New York State approval, and leading to School District Leader certification, is available only for those who hold a master's degree in Educational Leadership from Bank Street College. See program director for details.*

Leadership for Educational Change

M.S. Ed. Degree: 39 Credits (The M.S.Ed. is for those who do not yet hold a master's degree in education.)

Course Requirements

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

Leadership for Educational Change (advanced degree)

Ed.M. Degree: 30-36 Credits* (This Ed.M. is for those who already hold a master's degree in education or leadership.)

Course Requirements

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

* Based upon application and transcript review at time of admission, the Chair may, in special circumstances, waive up to six credits of coursework 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.

EDUC 604	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings <i>[Approved for Human Relations credit by the New York State Department of Education.]</i> <i>[The New York State Department of Education accepts one (1) credit of this course as special education credit.]</i>	2
LEAD 560	Literacy and Leadership	3
LEAD 561	Supervising and Supporting Literacy Instruction in Diverse Settings	1
LEAD 601	Team Building and Collaborative Decision Making: Practices of Democratic Schooling	3
LEAD 603	School Change: The Transformational Leader	3
LEAD 620	Finance and Fundraising for Educational Leaders	1
LEAD 621	Fiscal Management for Educational Leaders	1
LEAD 630	Law for School Leaders	3
LEAD 650	Leadership Individual Study	1/2/3
LEAD 832	Policy Issues in the Design of Children's Services	1
LEAD 861	Leading a School District I	1
LEAD 862	Leading a School District II	1
LEAD 863	Leading a School District III	1
LEAD 864	Leading a School District IV	1
LEAD 870	Special Education Leadership: The District Perspective	1
LEAD 871	Special Education Leadership I: Implementation of IDEA	3
LEAD 872	Special Education Leadership II: Leading Inclusive Communities of Learners	3

Principals Institute

Sabrina Hope King: 212-961-3360

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 therefore 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 Master of Education degree with a concentration in school leadership, and New York State certification as a School Building Leader. The program is generally completed in 18 months, including one summer, beginning in September and finishing at the end of the following fall semester.

Supervised Fieldwork/Advisement

Fieldwork is integrated throughout the program, beginning with the first semester's Introduction to Fieldwork/Advisement. During the second semester, the field experience is intensified through a school-based Internship and supervised fieldwork/advisement. State Department of Education guidelines require that students have field experiences in different settings. The Summer Extended

Internship provides opportunities for students, supported

by advisors, to fulfill this requirement in alternate school placements. The role of the advisor in the internship is significant. Bank Street advisors meet with the mentor principal to ensure that the individual needs of each intern are met. The mentor supports the intern through a developmental learning experience and thoughtfully assesses the intern's growth. Each intern works with a trained Bank Street advisor, who helps the intern to process the experience. Weekly conference groups, with 7-10 interns, and twice-monthly on-site meetings with each intern are conducted throughout the semester.

Admissions Requirements

Applicants to the Principals Institute typically have at least three years' teaching experience (K – 12) before beginning their coursework.

Certification

The program leads to New York State School Building Leader (formerly School Administration and Supervision) certification. To be eligible for certification, candidates must have successfully completed three years of teaching, pupil personnel service work, or administration in N-12 settings.

Principals Institute

M.S. Ed. Degree: 39 Credits

Course Requirements (M.S.Ed.)

LEAD 500	Adult Development and Organizational Foundations of Educational Leadership	6
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 600	Leadership Communication Seminar	1
LEAD 603	School Change: The Transformational Leader	3
LEAD 604	Development of Educational Policy	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 621	Fiscal Management for Educational Leaders	1
LEAD 630	Law for School Leaders	3
LEAD 660	Research for Educational Change	3
LEAD 875	Effective Management in an Educational Context	3
LEAD 901	Seminar in School Leadership	3
LEAD 902	Introduction to Leadership Supervised Fieldwork/Advisement	1
LEAD 903	Leadership Supervised Fieldwork/Advisement	4
LEAD 904	Leadership Supervised Fieldwork/Advisement (Summer Internship)	1
	Elective credits as needed to complete the requirements of the program	3
TOTAL CREDITS		39

Principals Institute (advanced degree)

Ed.M. Degree: 36 Credits

Course Requirements (Ed.M.) *Course selections must be approved by advisor or program director.*

LEAD 500	Adult Development and Organizational Foundations of Educational Leadership	6
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 600	Leadership Communication Seminar	1
LEAD 603	School Change: The Transformational Leader	3
LEAD 604	Development of Educational Policy	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 621	Fiscal Management for Educational Leaders	1
LEAD 630	Law for School Leaders	3
LEAD 660	Research for Educational Change	3
LEAD 875	Effective Management in an Educational Context	3
LEAD 901	Seminar in School Leadership	3
LEAD 902	Introduction to Leadership Supervised Fieldwork/Advisement	1
LEAD 903	Leadership Supervised Fieldwork/Advisement	4
LEAD 904	Leadership Supervised Fieldwork/Advisement (Summer Internship)	1

TOTAL CREDITS

36



Future School Leaders Academy

Rima Shore, Director: 212-875-4478

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 leadership positions in the public schools and districts of Putnam and Westchester Counties. It is a partnership with Putnam/Northern Westchester BOCES.

The program develops participants' ability to lead and manage schools and districts as purposeful, effective, humane organizations. At the same time, it seeks to broaden and deepen participants' understanding of values, trends, and issues that affect learning and teaching. There is a special focus on the challenges of strengthening learning communities and improving achievement in increasingly diverse districts and schools. Each candidate must complete a culminating Integrative Masters Project.

This is a cohort program: students take courses together as a group. In the process, they develop a culture of reflective practice as well as habits of mutual support and continuous learning. Courses and conference group sessions

take place at the BOCES campus in Yorktown Heights and at Bank Street.

Supervised Fieldwork/Advisement

With the aim of helping students synthesize theory and practice, supervised fieldwork/advisement extends over the two years of the program. Students complete a leadership internship encompassing a wide range of activities in their schools and districts, working with practicing educational leaders as well as their Bank Street Advisors. They participate in conference groups at Bank Street on a regular basis.

Admissions Requirements

Candidates are nominated by a participating school district or BOCES. Before beginning the program, they must have an initial master's degree and at least three years' K-12 experience as a teacher or provider of pupil personnel services.

Certification

FSLA leads to New York State School Building Leader (SBL) and School District Leader (SDL) certification (K-12).

Course Requirements

LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 532	Foundations of Educational Leadership: Ethics and Philosophy	1
LEAD 534	Foundations of Educational Leadership: Adult Development	1
LEAD 535	Foundations of Educational Leadership: Organizational Development	1
LEAD 603	School Change: The Transformational Leader	3
LEAD 604	Development of Educational Policy	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 630	Law for School Leaders	3
LEAD 660	Research for Educational Change	3
LEAD 861	Leading a School District I	1
LEAD 862	Leading a School District II	1
LEAD 863	Leading a School District III	1
LEAD 864	Leading a School District IV	1
LEAD 870	Special Education Leadership: The District Perspective	1
LEAD 900	Leadership Supervised Fieldwork/Advisement	6

TOTAL CREDITS

30

Early Childhood Leadership

Denise Prince, Director: 212-875-4585

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 third summer of the program, students are required to work together in policy internships and related course work.

Supervised Fieldwork/Advisement

This component of the program is completed during the two intervening academic years. Through supervised fieldwork/advisement, students practice leadership activities in

their work settings and, with guidance, develop the ability to synthesize theory and practice. If students live in close proximity to the College, advisors may make on-site visits; otherwise, advisement is facilitated by means of video-tape, e-mail and phone correspondence.

Admissions Requirements

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

Certification

The program leads to New York State School Building Leader (formerly School Administration and Supervision) certification. To be eligible for certification, candidates must have successfully completed three years of teaching, pupil personnel service work, or administration in N-12 settings.

Course Requirements

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

Leadership in the Arts (in collaboration with Parsons School of Design)

Bettina Magi, Codirector: 212-875-4530

Cathleen Wiggins, Codirector: 212-875-4529

42 credits (including 15 from Parsons School of Design)

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

[Students also receive a certificate from Parsons School of Design.]

Through this program, art educators and others prepare for innovative, responsive educational leadership. At Bank Street, students take courses in educational leadership. At Parsons, they refine and expand their art skills and knowledge through studio courses. Graduates are prepared for positions as public and independent school principals, regional art supervisors and administrators, and college teachers. Other graduates may pursue careers related to art, design, and education in the business sector and non-profit organizations. Some continue as art teachers and extend that role to leadership activities within their schools. Still others are full-time visual or performing artists, illustrators, and craftspersons.

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.

Supervised Fieldwork/Advisement

During the two intervening academic years, students engage in guided field assignments at their home sites. Through supervised fieldwork/advisement, students practice leadership activities in their work or other suitable settings and, with guidance, develop the ability to synthesize theory and practice. Students are visited in their settings each year if they are close to the New York metropolitan area; otherwise, advisement is facilitated by means of videotape, e-mail and phone correspondence.

Admissions Requirements

Applicants to the Leadership in the Arts program generally have at least two years of experience working in art education or a related field.

Certification

The program leads to New York State School Building Leader (formerly School Administration and Supervision) certification. To be eligible for certification, candidates must have successfully completed three years of teaching, pupil personnel service work, or administration in N-12 settings. Those with provisional certification in art education from New York State or from most other states may apply through the alternate route for permanent certification in art education.

Course Requirements

LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 532	Foundations of Educational Leadership: Ethics and Philosophy	1
LEAD 533	Foundations of Educational Leadership: Law, History and Economics	1
LEAD 534	Foundations of Educational Leadership: Adult Development	1
LEAD 535	Foundations of Educational Leadership: Organizational Development	1
LEAD 536	Foundations of Educational Leadership: Culture and Society	1
LEAD 615	Processes of Supervision and Professional Development	3
LEAD 620	Finance and Fundraising for Educational Leaders	1
LEAD 660	Research for Educational Change	3
LEAD 810	Leadership in the Arts Practicum in Clinical Supervision [Prerequisite: LEAD 615]	3
LEAD 910	Leadership in the Arts Supervised Fieldwork/Advisement (3 semesters)	9

Parsons School of Design Courses: 15 Credits

PARS 7780	Drawing Concepts	5
PARS 7781	Printmaking: Relief and Intaglio Studio Workshop	5
PARS 7782	Painting and Theory	5

TOTAL CREDITS

42

Leadership In Mathematics Education

Barbara Dubitsky, Director: 212-875-4712

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 in that it combines opportunities for students to learn more mathematics; enhance mathematics pedagogy; delve deeply into professional development issues; and learn other essential leadership skills.

Students enroll in three consecutive Summer 2 (July) sessions, taking intensive coursework in mathematics, mathematics leadership, and general educational leadership. During the intervening two school years, students 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 terms, the program is open to people in the New York metropolitan area and to those who live at a distance.

Supervised Fieldwork/Advisement

This component of the program is completed during the two intervening academic years. Through supervised fieldwork/advisement, students practice leadership activities in their work settings and, with guidance, develop the ability to synthesize theory and practice. Students 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 videotape, e-mail and phone correspondence.

Admissions Requirements

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

Prerequisites

All students must complete a course in Child Development before graduating from this program.

Certification

The program leads to New York State School Building Leader (formerly School Administration and Supervision) certification. To be eligible for certification, candidates must have successfully completed three years of teaching, pupil personnel service work, or administration in N-12 settings.

Course Requirements

EDUC 525	Integrating Technology into the Curriculum to Support Student Learning and Inquiry	1
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6) [<i>The New York State Department of Education accepts one (1) credit of this course as special education credit.</i>]	2
or EDUC 541	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper Elementary and Middle School Years [<i>The New York State Department of Education accepts one (1) credit of this course as special education credit.</i>]	2
EDUC 542	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator	2
LEAD 510	Leadership in Curriculum and Instruction	3
LEAD 514	Curriculum Development for Mathematics Leaders	3
LEAD 534	Foundations of Educational Leadership: Adult Development	1
LEAD 535	Foundations of Educational Leadership: Organizational Development	1
LEAD 611	Professional Development for Mathematics Leaders	3
LEAD 661	Research for Mathematics Leaders I	1
LEAD 662	Research for Mathematics Leaders II	1
LEAD 840	Practicum in Mathematics Leadership I	3
LEAD 841	Practicum in Mathematics Leadership II	3
MATH 541	Integrated Mathematics I	4
MATH 542	Integrated Mathematics II [Prerequisite: MATH 541]	4
MATH 543	Integrated Mathematics III [Prerequisite: MATH 542]	4
LEAD 940	Mathematics Leadership Supervised Fieldwork/Advisement (2 semesters)	6
TOTAL CREDITS		42

Leadership in Museum Education

Leslie Bedford, 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 educators 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, 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 to 9:00 p.m. on Fridays and 9:00 a.m. to 5:00 p.m. on Saturdays. This schedule allows participation from persons in the New York metropolitan area as well as many who live at a considerable distance.

Supervised Fieldwork/Advisement

The program integrates course work with the students' 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 group of people who share the same advisor.

Admissions Requirements

Applicants to the Leadership in Museum Education program typically have several years of experience working in a museum or other cultural institution.

Certification

The program does not lead to certification.

Course Requirements

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

TOTAL CREDITS

40