

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

**Shavon, Early Childhood Special Education**

# Course Descriptions



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## COURSES ARE LISTED AS FOLLOWS:

Course Title

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

Description

Prerequisites/Corequisites

## KEY FOR TERMS OFFERED\*:

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

(F) Fall term

(S) Spring term

(Jan) January term

(S1) Summer 1 term

(S2) Summer 2 term

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

(2/S) Every other Spring term

(2/F) Every other Fall term

(2/S2) Every other Summer 2 term

(3/S2) Every third Summer 2 term

\*Every effort is made to offer courses as listed. Offerings are subject to change. When no term is noted, please see your advisor.

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

## Child Development

### EDUC 500 3 credits (A)

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

### Child Development and Variations with a Focus on Middle Childhood (Grades 5–9)

#### EDUC 501 3 credits (F)

This course focuses on understanding, teaching, and meeting the needs of children in upper-elementary grades and the middle school years. The interaction of physical growth and social, emotional, and cognitive development will be an organizing focus in the course. Different developmental theories will be examined and related to graduate students' own backgrounds and current teaching situations. A range of learning and behavioral variations will be explored in the context of family, school lives, and community. Issues related

to race, class, gender, sexuality, power, ability, and disability will be recurring themes. Specific topics will include emerging concepts of self and others, dependence and autonomy, and the social and educational implications of the wide range of developmental differences among children during the upper-elementary and middle school years. Topics and issues will be addressed and explored through a combination of readings, projects, case studies, and discussions. The course gives an overview of the beginning of life through infancy and early childhood, ultimately focusing on the development of children in grades 5 through 9.

## Language Acquisition and Learning in a Linguistically Diverse Society

### EDUC 505 2 credits (A)

*This course is sometimes offered as a blended or fully online course. Check the current course schedule on the College Web site.*

Based on the belief that language is an essential foundation for the learning that takes place in formal and informal education, this course will look at the typical stages of language acquisition in monolingual and multilingual children. Participants will examine the various theories about language acquisition and diversity and about the role that caregivers and teachers play in the child's development of language. In addition, they will analyze the political, educational, social, and emotional aspects that determine the stratification of languages and dialects. A significant part of the course will deal with the ways in which students learn English as a second language and the strategies that teachers can use to both help them learn the language and fully integrate English Language Learners into general and special education classrooms.

## Issues in Physical Development of the Early Adolescent

### EDUC 506 1 credit (S)

The changes in physical growth and development leading up to and including the early adolescent years are the focus of this course. Students will also examine attitudes toward sexuality, cultural differences, and the impact these changes have on the child's school functioning. Movement, exercise, sports, and games will be looked at for their appropriateness for this age group.

## Curriculum in Early Childhood Education (Grades N–3)

### EDUC 510 3 credits (F, S, S2)

This course assists students in setting a framework for planning and developing curriculum based on the principles of growth and development, areas of knowledge, and their own values. Using this framework for decision making, students examine issues and questions that emerge when creating the physical and social learning environment. Opportunities offered by particular materials, activities, and disciplines are explored. Emphasis is given to social studies, viewed as the core of an integrated curriculum. It is also the catalyst for cultivation of democratic values and practices and the principal means by which the curriculum is connected to the diversity of the children's worlds: family, culture, neighborhood,

and extended environment. Curriculum as a primary means of motivation, communication, and classroom management is examined. Theory and practice are interwoven as students plan, develop, and reflect on a variety of curricular experiences that meet the diverse needs of children from nursery through third grade.

### **Curriculum Development through Social Studies (Elementary and Middle School)**

#### **EDUC 511 3 credits (F, S)**

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

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

#### **EDUC 513 3 credits (F, S)**

*This course is sometimes offered as a blended or fully online course. Check the current course schedule on the College Web site.*

This course provides the opportunity for students to analyze and develop integrated curricula in social studies from a variety of historical and current perspectives, within the context of professional, state, and local standards. Students integrate knowledge from the six disciplines of social studies (history, anthropology, sociology, political science, geography, and economics) into the design of a constructivist, inquiry-based social studies curriculum. The course explores ways children come to learn about themselves and others. There is an emphasis on meeting the needs of all children, including attention to diverse linguistic and cultural backgrounds and to different learning abilities and styles.

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

#### **EDUC 514 3 credits (F, S, S2)**

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

from special education and early childhood education to build successful learning environments for all children.

### **Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms**

#### **EDUC 515 3 credits (F)**

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

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

#### **EDUC 517 3 credits (S)**

This course presents upper-elementary and middle school teachers with a framework for incorporating geographic knowledge and thinking into the social studies curriculum. The interrelationship of physical geography and human culture is stressed, with a major portion of the course devoted to the study of a particular civilization (e.g., the Incas) as a model. Other topics include map making and map reading; trips; developing students' research skills; games and simulations; earth science and earth history, and current events. Through the course, the cognitive and social development of the child, the philosophic principles of progressive education, and their implications for social studies are studied through examination and discussion of our own work and through discussion of readings from Lucy Sprague Mitchell, Dorothy Cohen, Jean Piaget, Lawrence Kohlberg, and others. Students develop a piece of social studies curriculum, grounded in geographic knowledge and relevant to their teaching, for presentation as a final project.

### **School/Museum Curriculum Development (K–8)**

#### **EDUC 518 3 credits (F)**

In this course, students learn how to develop and teach programs that are integrated with elementary or middle school classroom curricula in the areas of science, language arts, social studies, and art. Students develop inquiry-based teaching techniques through which children can explore and interpret the information, concepts, and cultural values that an object or a collection communicates. With a strong emphasis on conceptually oriented, developmentally appropriate program and curriculum design, this course allows students to explore active learning techniques including activities in the natural environment, the analysis of objects,



creative writing, movement, drama, and perception games. Students are exposed to many teaching approaches in museums throughout the metropolitan area and put theory into practice by designing their own curricula. Another emphasis is the nature of children with disabilities and special healthcare needs and the effect of those disabilities and needs on learning behavior in museums.

### **Educating Infants and Toddlers: Environments**

#### **EDUC 519 3 credits (2/F)**

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

### **Educating Infants and Toddlers: Programs and Activities and Emergent Literacy**

#### **EDUC 520 3 credits (2/F)**

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

### **Integrating Technology into the Curriculum to Support Student Learning and Inquiry**

#### **EDUC 525 1 credit (F, S, S1, 2/S2)**

This course examines the impact of technology on teaching and learning. Participants will explore how new technologies can be integrated with curriculum to create access to learning for a range of learners, including students with disabilities. Through readings, class discussion, and hands-on,

project-based learning experiences, students will be introduced to various technological tools. Emphasis will be placed on encouraging students to reflect on their experiences in the course, both as a learner and as a teacher, in order to understand the role of new technologies in education.

### **Foundations of Modern Education**

#### **EDUC 530 3 credits (A)**

*This course is sometimes offered as a blended or fully online course. Check the current course schedule on the College Web site.*

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

### **Principles and Problems in Elementary and Early Childhood Education**

#### **EDUC 531 3 credits (S1)**

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

### **Seminar in Museum Education I**

#### **EDUC 533 2 credits (F)**

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

### **Introduction to the Middle School**

#### **EDUC 534 2 credits (F)**

Students will develop familiarity with the history, phi-

losophy, structure, and practice of middle schools. The growth of the middle school movement will be traced to its progressive roots. The course examines middle schools as sites of complex and changing cultures which are shaped by students' sociocultural backgrounds and chronological behavioral stages, as well as current trends and approaches to middle school education. Changing cultures and contexts of middle schools will serve as the basis for an exploration into creating schools that are safe for children's learning and social-emotional development through analysis of the Peaceable Schools community building/conflict resolution model.

### **Science for Teachers (Grades N–6)**

#### **EDUC 535 2 credits (A)**

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

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

#### **EDUC 536 2 credits (F, S)**

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

### **Foundations and Practice of Dual Language/Bilingual Education**

#### **EDUC 537 1 credit (F)**

This course presents the basic principles and theories of bilingual education, its history in the United States and around the world, and the variety of bilingual programs available, with special emphasis on dual language education. This course will also examine the sociolinguistic and psycholinguistic aspects of bilingualism. As part of this course, guests from dual language schools will be invited to the class so that students can interview the key stakeholders: teachers, students, administration personnel, and parents. This experience will make evident the essential elements that a dual language school needs to have in place to be successful in its goals of graduating bilingual, bicultural, and biliterate children with high academic achievement. This course is taught in English and Spanish.

### **Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N–6)**

#### **EDUC 540 2 credits (A)**

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

### **Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle School Years**

#### **EDUC 541 2 credits (S1)**

In this course, students examine ways to take 9- to 13-year-old children from using concrete materials to the abstract thinking necessary for higher forms of mathematics. Using the perspective of developmental theory and recent research in the area of brain development, students gain new understanding of learning strategies and specific techniques to balance a middle-years mathematics program among manipulative materials, (including the calculator and the computer), conceptual thinking, and basic skills. Students explore the range of alternative strategies used by children (including those with learning disabilities) that reflect differing learning styles and compensation for learning disabilities. Formal and informal diagnostic tools are reviewed and classroom management techniques for grouping and individualizing to meet the needs of mainstreamed children are discussed.

### **Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator**

#### **EDUC 542 2 credits (S, 2/S2)**

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

### **Science Inquiry for Children in the Natural Environment** **EDUC 551 3 credits (2/S2)**

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

### **Special Study: Integrated Environment of the Hudson River**

#### **EDUC 552 3 credits (2/S2)**

Hudson Watch Institute encourages hands-on scientific discovery and cultivates a pedagogy of inquiry science. Participants engage in field investigations of the watershed of a tributary of the Hudson River as a model of the scientific enterprise. In the past, participants have investigated topography, stream chemistry, stream biota, mushrooms, mammal tracking, and decomposition. Participants evaluate the processes that engage them as learners, reflect on the implications for curriculum, and prepare a unit of study. They also consider how to introduce hands-on scientific and environmental investigations, making use of cooperative learning groups and incorporating assessment strategies.

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

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

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

The purpose of this course is to present the theoretical foundations of language and its implications for the classroom. It is an introduction to the systematic study of language and the way language works. The focus is on five basic linguistic areas: phonetics and phonology (sounds and sound patterning), morphology (form of words), syntax (arrangement of words), semantics (meaning)—with special

emphasis on the English language—and pragmatics (the use of language). By breaking language into its components, the processes that take place in language acquisition and language learning will become clearer. Concrete examples will portray what linguists and children acquiring a language ("little linguists") do, emphasizing the complexity, variety, and regularity of language. Other related linguistic areas (language universals, body language, and discourse analysis) will also be addressed. As part of this course, working as a linguist in the field will be required.

### **The Teaching of Reading, Writing, and Language Arts (Grades K–3)**

#### **EDUC 563 3 credits (F, S, S1–S2)**

*This course is sometimes offered as a blended or fully online course. Check the current course schedule on the College Web site.*

This course examines the processes through which speaking, listening, reading, and writing are acquired by young children. Through course readings, discussion, and hands-on experiences, students will develop an understanding of the ways in which theory and research in the fields of language development, linguistic diversity, sociocultural perspectives, and special education form an essential basis for effective literacy teaching. Each student will observe and work with an individual child, trying out methods and materials in order to develop firsthand awareness of the reading and writing process and the roles of the teacher and child in that process. Through this integration of theory and practice, students will develop an understanding of the ways in which: (1) literacy acquisition draws upon the personal, cultural, and linguistic experiences of all learners; (2) literacy acquisition can be facilitated through technology; (3) teachers can and should be the constructors of literacy curriculum that meets the needs of diverse learners; (4) assessment and instruction are ongoing and integrated processes; and (5) effective literacy education is the outcome of the collaboration of home, school, and community.

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

#### **EDUC 564 3 credits (A)**

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

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

**EDUC 565 3 credits (A)**

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

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

**EDUC 567 3 credits (S)**

Designed as a reading course for teachers in grades four through nine, this course provides a framework for understanding how language, cognition, and social development interact with middle school children’s literacy and content learning. Students learn approaches to assessing children’s literacy needs. They also learn ways to analyze text forms, both print and electronic, in terms of the kind of responses they call for from children and the support they offer to children’s conceptual understanding. Students also develop their repertoire of strategies for supporting the ability of all children to comprehend and create nonfiction text in diverse classroom settings. Special attention is given to the needs of children who are English Language Learners and of children who are struggling readers.

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

**EDUC 568 3 credits (F, S, S1–S2)**

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

### **Writing Workshop for Middle Schools**

**EDUC 570 1 credit (S)**

This module will focus on the skills which teachers need in order to implement a writing workshop in their own classrooms. Topics covered in this course will include developing relevant mini-lessons, the role of grammar in writing, working with peer response, and implementing writing conferences. Special attention will be paid to working with children who have diverse learning styles and abilities and who are English Language Learners. Students will work on their own writing as a vehicle for understanding the writing workshop structure. Each participant is required to bring a piece of writing that they want to develop to the first class.

### **Storytelling with Children**

**EDUC 573 1 credit (F, S)**

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

### **Folklore in Education**

**EDUC 574 1 credit (S, S2)**

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

### **Teacher-Made Materials for Reading and Writing**

**EDUC 575 1 credit (S2)**

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

### **Writing in the Elementary Grades**

**EDUC 576 2 credits (F, S)**

The purpose of this course is to help teachers gain an understanding of the full complexity of writing in the elementary grades. Topics include genre and style, topic, revision, gram-



mar and spelling, language and culture, and the social and cultural issues surrounding writing. Students will share and reflect on their own writing in small groups as well as study recent thinking and current research on the various pedagogical approaches to teaching writing. Appropriate books and other stimuli to spark good writing will be reviewed as well.

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

**EDUC 581 3 credits**

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

### **Arts Workshop for Teachers (Grades N–6)**

**EDUC 590 2 credits (F, S, S2)**

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

### **Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N–6)**

**EDUC 591 2 credits (A)**

This course is designed to introduce key elements of music and movement, such as rhythm, melody, and spatial awareness, in a context of learning theory, cross-cultural perspectives, and widely used methodologies including Dalcroze, Orff/Kodaly, and Laban. Students learn to make and use musical instruments; explore the use of materials such as hoops and climbing equipment; and integrate skills and repertoire with ongoing classroom curriculum. Songs, rhythms, poetry, and games from a range of folk traditions are

included to address children's diverse cultural and linguistic backgrounds. Applications and strategies for children with special needs are incorporated through readings, discussion, and guided activities. Also covered are the selection and use of music and movement in relation to art forms such as storytelling, visual media, and dance-drama. Music, athletic, or dance background are not required.

### **Singing in the Early Childhood Classroom**

**EDUC 592 1 credit (S1)**

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

### **Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups**

**EDUC 600 1 credit (Jan, S)**

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

### **Special Education for Linguistically and Culturally Diverse Children**

**EDUC 601 1 credit (S1)**

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

### **Assessment in Bilingual Special Education**

**EDUC 602 1 credit (S1)**

This course will introduce and explore informal and formal assessment practices for children who are English Language Learners. Students will learn about various ways of observ-

ing, collecting, documenting, and analyzing children's work and learning experiences as part of the informal assessment process. Students will also become familiar with formal assessment procedures and terminology, standardized testing, and strategies for test selection, to ensure results that are valid and unbiased. Students will be given practical experience in the preparation and administration of different forms of assessment, including the construction of simple performance assessments. Careful attention will be given to careful interpretation and utilization of assessment data in developing meaningful curriculum and educational plans for children who are English Language Learners. Culturally responsive approaches to involving the family with the assessment process will also be addressed. Students will conduct assessments keeping in mind the legal, ethical, culturally responsive, and professional considerations that assessment entails, including confidentiality and local, state, and federal monitoring and evaluation requirements. *Corequisite: EDUC 601*

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

#### **EDUC 603 1 credit (S1)**

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

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

#### **EDUC 604 2 credits (A)**

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

abuse and a review of the legal and moral responsibilities of classroom teachers.

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

#### **EDUC 605 3 credits (F, S1)**

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

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

#### **EDUC 606 1 credit (Jan, S1)**

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

### **Group Processes in the Middle School**

#### **EDUC 607 1 credit (S)**

Using this class as an experiential demonstration model, participants will explore the functioning of small and large groups in middle school classrooms. We will also examine the role of cooperative learning on individuals and individuals on the group, group formation and stages, group roles, patterns of interaction, and the role of the teacher as a group leader. In-depth discussion of a series of case studies involving middle school students provides additional insight into the complexity of group work. Additional readings explore theory and practical application. Course assignments integrate computer technology and involve both individual and small-group tasks.

### **Classroom Management and Discipline in a Supportive Environment**

#### **EDUC 609 1 credit (S)**

This course will examine the day-to-day aspects of classroom management. It will address, among other things, such concerns as setting up the physical environment; planning for the first day; establishing routines; and rules, tran-

sitions, approaches to assessment, and systems of record keeping. It will include discussions of various approaches to discipline and use of participants' classroom observations and experiences as resources for discussion of this issue. It will also consider how to include families and other adults in the classroom in working with children who may have behavioral issues.

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

#### **EDUC 612 1 credit (S1)**

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

### **Understanding and Working with Families of Young Normal and Exceptional Children**

#### **EDUC 613 2 credits (F)**

This course helps students understand the psychological underpinnings of parenting across a range of families and contexts. A multilevel framework utilizes the concepts of containment and holding as a way to understand what parents must provide for their children and what adults must also provide for themselves in order to work effectively with families. Stages of parenting are looked at within a wider lens that incorporates the incredible variety not only among parents, but also within the same parent at different times. Students continue to develop a self-reflective ability that helps them think deeply about their responses to families and learn when and how to provide developmental guidance, through practice with their own case material and readings on basic counseling techniques.

### **Exhibition Development and Evaluation**

#### **EDUC 614 2 credits (S)**

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

### **Introduction to Research and Evaluation**

#### **Practice in Museum Education**

#### **EDUC 616 2 credits (F)**

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

### **Working with All Children and Families: An Introduction**

#### **EDUC 618 1 credit (Jan, S)**

This short-format course introduces students to the content of the Early Childhood Special and General Education program. Central to the program are a number of concepts including progressive and special education, family centered practice, child-centered curriculum, and cultural and linguistic diversity. Students will be exposed to the idea of play as the young child's way of knowing and being in the world. They will also be introduced to observation, culturally responsive assessment, and curriculum and instruction as a dynamic cycle supporting educational practice with young children of varied backgrounds and developmental needs. Through readings, case studies, presentations, and discussion, students cultivate the habits of mind and collaborative learning relationships necessary for responsive practice with young children and their families.

### **Introduction to Child Life Documentation**

#### **EDUC 621 1 credit (S1)**

The Introduction to Child Life Documentation course is designed to prepare students for various types of clinical writing and documentation pertaining to child life services. The five-session course will provide students with the opportunity to learn and develop new skills in medical chart writing, progress notes, student journals, and case studies. Students will be instructed to apply child life theory in all writing assignments to further advance professional growth as developing practitioners. Course benefits and outcomes will provide students with an introductory preparation experience for clinical writing documentation before entering a supervised internship placement. *Prerequisites:* EDUC 500; EDUC 821; EDUC 822.

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

#### **EDUC 625 1 credit**

This innovative graduate course is offered in collaboration with the National Dance Institute (NDI), an exemplary arts education program founded by Jacques d'Amboise, former principal dancer with the New York City Ballet. The term

process pedagogy was conceived by Dr. Nancy Rambusch, noted early childhood educator and founder of the American Montessori movement, to characterize the methodology employed by NDI. In its year-long program in public schools throughout New York City and elsewhere in the country, NDI serves children from diverse backgrounds and with a wide range of learning needs. Drawing upon NDI's year-long program, this course is a one-week summer institute in which dance is used as an experiential text that preservice and inservice teachers can use to reflect on pedagogical practices. The course has two integrated components: a dance program, where adult participants prepare for an ensemble performance along with children ages 9 to 12; and a pedagogical component in which the adult participants study the methodology of NDI in order to consider its implications for teaching in their own contexts and to reflect on the value of arts education in children's lives. The course offers a unique opportunity for general and special education teachers, teacher leaders, arts educators, and teaching artists to explore the connections between arts education and pedagogical practice across grade levels and curriculum areas. A background in dance is not required.

**Education of Children with Autism Spectrum Disorders: Assessment and Educational Intervention**  
**EDUC 629 1 credit (S, S1)**

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

**Individual Study**

**EDUC 650 1/2/3 credits (A)**

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

**Special Study**

**EDUC 651 1/2/3 credits (A)**

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

**Special Study: Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups**

**EDUC 651 1 credit (S1)**

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

**Special Study: Learning Practice and Theory: Making the Connection**

**EDUC 651 6 credits (S)**

This course presents an overview of currently practiced theories of education and the blending and application of related strategies in today's urban public classrooms. The course connects the practical experiences of the students in their placements with the issues being studied. The course also examines the philosophy of schools, administrative structures, and staff supports as a way of understanding the connection between theory and practice in urban public schools and develops an understanding of teaching as a response to ongoing assessment. Hands-on experiences will be provided in the content areas. Testing and assessment practices will also be studied. For Urban Education Semester students only.

**Special Study: Strategies for Language and Concept Development**

**EDUC 651 1 credit (S)**

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



### **The Development of Spanish through Writing in the Content Areas**

#### **EDUC 660 3 credits (F)**

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

### **The Social Worlds of Childhood**

#### **EDUC 800 3 credits (F)**

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

### **The World of the Infant: The First Year of Life**

#### **EDUC 801 3 credits (S)**

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

to families. The course is organized around a semester-long study of an individual infant in a family. This study, along with ongoing electronic journal discussions, provides an opportunity for a rich integration of developmental theory with real babies. Prerequisite: EDUC 500 or EDUC 800.

### **The World of Toddlers and Twos: The Second and Third Years of Life**

#### **EDUC 802 3 credits (F)**

This course offers a developmental interactional view of toddlers, two-year-olds, and their families. The primary goal of the course is for students to internalize a solid and accessible grasp of development in the second and third years of life and across individual differences and contexts. Students examine how separation-individuation, attachment, and mutual recognition are achieved, through a focus on the interactive affective and cognitive contributions of toddlers and caregivers. Research, theory, and student observations will be utilized to better understand the toddler's developing symbolization and language; changes in motor and movement patterns; and social-emotional aspects of development, such as play, peer relationships, and the range of toddler conflicts and fears. The class members attempt to reconceptualize traditional theories in light of the real issues faced by toddlers today in the context of the wide range of family structures, group care settings, and cultures, subcultures, and degrees of ability/disability. A great deal of attention is paid to the specific contributions of familial and cultural contexts as well as the contributions of toddlers themselves. Students strive to achieve a fair balance between the "expected" global shifts in development and the profound individual differences that each human being presents. The course is organized around a developmental history of a toddler or a two-year-old in the context of his or her family and often a group setting. This study, along with ongoing electronic journal discussions, provides rich opportunities for students to integrate their knowledge of developmental theory with real toddlers and twos and to practice articulating their knowledge with peers and families. Prerequisite: EDUC 500 or EDUC 800.

### **Developmental Variations**

#### **EDUC 803 2 credits (A)**

*This course is sometimes offered as a blended or fully online course. Check the current course schedule on the College Web site.*

This course is designed to increase participants' awareness and understanding of the educational, social, cultural, linguistic, and developmental implications of disability from diverse and historical points of view. Federal categories of disabilities will be covered, with an emphasis on developmental expectations, educational progress, and effective interventions. The course will prepare candidates to collaborate and coteach with peers as they identify, plan for, and remediate based on the individual needs of children who represent broad spectrums of learning styles and abilities within the contexts of school, family, and community. The course will incorporate all aspects of the special education

process and state and federal special education laws and regulations. Candidates will be expected to provide evidence of their ability to work with children with diagnosed disabilities by individualizing instruction and applying positive behavioral supports and interventions across the wide range of classroom settings in which today's children are educated. *Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor.*

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

*This course is sometimes offered as a blended or fully online course. Check the current course schedule on the College Web site.*

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

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

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

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

Students learn to use a variety of observational approaches and recording techniques as basic assessment tools to increase their understanding of and skill in planning for children who are developing normally, as well as children with

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

### **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 EDUC 809 3 credits (F)**

This course aims to increase students' awareness of individual differences, the meaning of specific and long-term behavior, and implications for learning. Observations of children focus on cognitive styles, social-emotional behaviors, gender identification, cultural variation, and position in the group. Children with special needs and disabilities in mainstreamed groups or in special needs classes are also examined. As participant-observers, students develop greater sensitivity to their feelings about and interactions with typical children and children with special needs. *Prerequisite: EDUC 501 or EDUC 800 or permission of instructor.*

### **Autism Spectrum Disorders & Developmental Disabilities EDUC 810 2 credits (S2)**

The primary focus of the course is developmental characteristics of learners with Autism Spectrum Disorders and other severe or multiple disabilities. Content of the course includes evidence-based principles and theories; relevant laws and policies; and current issues that influence professional practice, including developmental cognitive, affective, and behavioral characteristics, including approaches to assessment, instructional planning, implementation, and evaluation of children with severe or multiple disabilities in the context of diverse cultural, ethnic, and linguistic students and families and inclusive school settings.

### **Assistive and Instructional Technology for Children with Autism & Developmental Disorders EDUC 811 2 credits (F)**

This course will focus on assistive technology devices and instructional technology relevant to the instruction of children with autism and developmental disabilities (e.g., Augmentative communication devices, Boardmaker™ software, Picture Exchange Communication, and use of computer-based instruction and software in content and skill

areas (e.g., reading and writing) as well as assistive devices related to mobility and activities of daily living. The course also incorporates discussion of typical and atypical language development and communicative characteristics and needs of children with autism and developmental disabilities. The course incorporates both high and low-technology options for enhancing language, academic, and functional skills.

### **Advocacy & Collaboration in School & Community**

#### **EDUC 812 1 credit (S)**

The course emphasizes professional ethics and advocacy related to the education of children with autism and other severe and multiple disabilities in the context of both school and community. Participants will learn strategies to facilitate development of collaborative relationships within the classroom, with related service personnel, and with others in the school and community. The course emphasizes the importance of understanding and supporting the needs of children from diverse cultural and linguistic backgrounds with autism and developmental disabilities and their families in obtaining needed programs and services in the community. Particular attention will be given to supporting children and families from diverse backgrounds who may not be primary English speakers, who may be poor or struggling with any of a variety of issues that may make it difficult for them to be active participants in the IEP process.

### **Planning & Managing Learning Environments for Students with Autism & Developmental Disorders**

#### **EDUC 813 3 credits (S2)**

This course focuses on planning and managing learning environments for individuals with severe or multiple disabilities, including postschool expectations, opportunities, and planning. Application of scientifically based approaches and promising practices is incorporated through required field experience with a focus on structured teaching, incidental teaching, and augmentative alternative communication. In addition, students will investigate how opportunities to learn through music, art, assistive technology, and content-area curriculum provide opportunities to build on individual interests, preferences, and diverse cultural and linguistic backgrounds, and to access the general education curriculum as articulated through New York State Learning Standards in content areas. For Autism Spectrum Annotation scholars only. *Corequisite: EDUC 814.*

### **Practicum in Assessment & Curriculum Planning for Children with Autism & Developmental Disorders**

#### **EDUC 814 3 credits (S2)**

Course work and related fieldwork focus on strength-based assessment, diagnosis, and evaluation of students with severe or multiple disabilities related to the teaching-learning process, with particular attention to the ways in which primary language, cultural background, and family relationships interact with the child's cognitive and social abilities, interests, and long-term planning options for independent living in an inclusive environment. Evidence-based assess-

ment will lead to design of curriculum and planning of instructional strategies designed to enhance communication, academic, social, and independent living skills consistent with New York State Learning standards in a field-based practicum component. Strategies drawn from evidence-based research include applied behavior analysis and principles of Universal Design for Learning (UDL) as appropriate within the elementary and middle school environment and differentiated instruction strategies to support learners with developmental disabilities in inclusive classrooms and school settings. For Autism Spectrum Project scholars only. (Includes 50 hours of fieldwork.) *Corequisite: EDUC 813.*

### **Seminar in Museum Education II**

#### **EDUC 815 2 credits (S)**

This course is a continuation of Seminar in Museum Education I. Students study the people who comprise museums: the staff, audiences, and communities. Through readings, visits to museums, discussions with staff, and investigations in their museum internship settings, students consider the mission, organizational structure, and staff roles in museums and explore current museum-related issues including collections, governance, funding, professionalism, and technology. Emphasis is placed on working more sensitively with, and broadening, museum audiences, with attention to issues of culture, language, socioeconomic status, and educational level. Students study the characteristics and needs of particular audiences: adolescents, adults, families, and visitors with a range of disabilities. To develop their professional skills, students prepare an audience-study project and write a grant proposal. Throughout the semester students engage in online conversations and use Internet resources related to course issues. *Prerequisite: EDUC 533. For matriculated Museum Education students or by permission of program director.*

### **Group Processes for Child Life Students**

#### **EDUC 820 1 credit (S2)**

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

### **Child Life in the Healthcare Setting: A Family-Centered Care Approach**

#### **EDUC 821 3 credits (F)**

When facing acute and chronic illness, today's infants, children, and adolescents pose a unique challenge to healthcare professionals. This course provides an overview of the theory, practice, and programming of the child life profession with an emphasis on family-centered care. This course is designed for, but not limited to, students interested in a career as a child life specialist. A developmental perspective is used to examine the child's perception and understanding of hospitalization and related healthcare experiences within the context of diverse cultures. Through carefully sequenced

didactic and clinical components, case studies, small-group discussions, guest speakers, clinical observations, and assignments, students are exposed to the competencies of the child life specialist as developed by the Child Life Council. Appropriate interventions and practical strategies designed to mitigate the painful, invasive, and frightening aspects of medical treatment are covered. *Pre- or corequisite: EDUC 500.*

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

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

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

*This course is sometimes offered as a blended or fully online course. Check the current course schedule on the College Web site.*

Students explore the use of play in therapy with children of different ages and degrees of pathology, clarifying the role of the therapist in collaboration with the teacher. Students consider the different meanings of play, including play as communication, as a means of mastery, and as a symbolic process. Students analyze play sequences and their implications for understanding intersubjective processes. *Prerequisite: EDUC 803.*

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

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

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

The therapeutic uses of play and creative arts modalities are at the heart of child life practice. In this course, students explore the use of a wide range of specific arts and play modalities to address the psychosocial needs of children, adolescents, and families in healthcare environments. Students

engage actively in experiential processes, lectures, and clinical case discussions to develop skills and knowledge related to developmentally grounded creative arts interventions. *Prerequisite: EDUC 822.*

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

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

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

Students will explore the meanings and purposes of play and how play develops as a child develops. Various theories of play therapy will be introduced and the roles of child life specialist and play therapist will be delineated. Students will learn how child life specialists can create the optimal environment to encourage learning, development, and healing through play in hospitals and other healthcare settings. The course also covers directive and nondirective therapeutic play techniques for use in playrooms, clinical settings, and at the bedside, both with the individual child and with groups. *Prerequisite: EDUC 500; EDUC 821; EDUC 822.*

**The Neonatal Intensive Care Unit (NICU):  
An Introduction to Supporting Infants and  
Families and Working with the Healthcare Team  
EDUC 831 1 credit**

The NICU is a specialized care nursery for premature and full-term babies who are sick. The staff's goal is to help the babies grow and become healthy enough to go home. This course will introduce students to understanding this culturally diverse setting and how to respectfully engage in a hierarchical medical community. Getting acquainted with the equipment, the environment, and the medical terminology will be included. Learning about the physical, developmental, and neurological growth of these infants and how to support their development will be primary foci of the course. During the course we will discuss how research has proven that by providing developmentally supportive, family-centered care, and encouraging parents to become actively involved with their babies, the NICU will promote better medical outcomes for these tiny newborns. We will also explore collaboration with the healthcare team and the various cultures within the NICU; an introduction to drug and alcohol prenatal exposure; and other variables that impact the growth of the newborn. A greater understanding of how parents feel when they experience deep loss, and how to approach parents during very difficult times, will be ad-



dressed, as well as bereavement issues during and after the death of an infant. Child life services such as how to involve parents in the care of their newborns; sibling visitation and support; the use of creative arts; the development of child-friendly spaces for siblings, family-friendly waiting areas, parent support groups, bereavement interventions, and family resource centers; and the creation of family advisory boards will be discussed. *Prerequisite: EDUC 500 or permission of instructor or program director.*

### **Practicum in Teaching Science I** **EDUC 850 3 credits (F)**

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

### **Practicum in Teaching Science II** **EDUC 851 3 credits (S)**

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

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

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

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

This course presents theoretical and practical information for teachers working with children with reading, writing, and language problems. Students learn about the reading/writing process within a developmental framework and apply the diagnostic and remedial techniques presented in class to the central assignment of the course: clinical teaching in one-to-one interactions with a child or youth for 12 to 15 sessions. *Prerequisites: EDUC 505; EDUC 563 or EDUC 567 or EDUC 568.*

### **Formal Testing: Observation and Assessment** **EDUC 862 3 credits (F, S1, S2)**

The main goal of this course is to familiarize teachers with the process of formal educational and psychoeducational

assessment of children with reading, language, and learning difficulties. Students will develop an understanding of the appropriate use, value, and limitations of monolingual and bilingual formal tests, and they will learn to evaluate testing instruments and interpret different types of scores. Students will broaden their abilities to incorporate information from diagnostic reports into their teaching. Legal and ethical considerations and the history of intelligence testing will be explored. Controversies surrounding formal testing, including questions related to multicultural assessment, will be addressed throughout the course. *Prerequisite: EDUC 860.*

### **Collaborative Teaching and Differentiated Instruction for Children with Learning Problems** **EDUC 863 3 credits (F, S)**

This advanced course combines theory and practice through supervised, intensive work with groups and individual children from diverse cultural and linguistic backgrounds who have learning problems. The course will also provide opportunities to develop and apply strategies for collaborative team teaching. Emphasis is on the integration of knowledge of child development, developmental variations, and cultural and linguistic diversity as a basis for the assessment, planning, and implementation of differentiated instruction. Students who fulfill their supervised fieldwork experience through student teaching must take this course. Those students who already hold general education certification and who fulfilled their supervised fieldwork experience in a special education setting must also take this course. All other students must take EDUC 873 during the summer term to fulfill additional fieldwork requirements and are not eligible to take this course. *Prerequisites: EDUC 860 and Supervised Fieldwork/Student Teaching/Advisement.*

### **Emergent Literacy and Selecting Literature for Young Children** **EDUC 864 1 credit**

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

### **Children’s Literature for Grades 3–6** **EDUC 865 1 credit (Jan)**

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

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

### **A Developmental-Interaction Approach to Teaching Geography in the Upper-Elementary Grades** **EDUC 866 1 credit (S)**

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

### **The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K–6)** **EDUC 867 1 credit (S1, S2)**

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

### **Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding** **EDUC 868 2 credits (F, S)**

This is an advanced course for students interested in expanding their knowledge of current issues in the field of reading. The course deals with content that is current in the field. *Prerequisite: EDUC 860.*

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

This course examines communication, language, and literacy as they emerge in infancy through early childhood

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

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

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

### **Writing Case/Progress Reports** **EDUC 871 1 credit (F, S)**

This course, taken during the year of supervised fieldwork, prepares students in the Reading and Literacy programs to interpret case studies written by experts in diverse fields; systematically assess and record children's behaviors using formal and informal assessment tools; develop educational case studies of individual children with whom they are working; identify a range of developmental variations in the development of reading, writing, and language acquisition; develop pedagogically sound literacy curriculum that meets the needs identified in these case studies; and share findings recorded in these case studies with parents, colleagues, administrators, and children. *Corequisite: EDUC 941 or EDUC 942.*

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

This practicum is designed for students in the Childhood and Middle School Special Education programs who are head teachers or assistant teachers and have already

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

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

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

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

This practicum prepares students to assess and support families with very young children across a wide developmental range, including those with developmental delays. Taking a relationship-based developmental approach to the observation and assessment of infant/toddler behavior, students will use the assessment process to provide a close look at development within each of the developmental domains. Students will be trained in a collaborative approach with families, learning to support families throughout the assessment process, focusing on the strengths and challenges to the child's development. Students come to understand the young child within the sociocultural context of his or her family. Families with a range of cultural, economic, and racial backgrounds participate in the assessment process of the course. The course requires students to make a play-based developmental assessment, including observations of the child and dialogue with families in the child's home. In class, students learn to administer The Bayley Scales of Development. They also meet with the family to discuss the assessment process. Various video, audio, and computer-based technologies enhance the student's learning. *Prerequisites:* EDUC 801 and EDUC 802.

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

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

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

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

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

Early Childhood Practicum I and II is a year-long course that provides graduate students in the Early Childhood Special and General Education programs the opportunity to integrate theoretical knowledge with guided practical experience as they work individually with a child and the child's family. Early Childhood Practicum I addresses two areas of study that are fundamental for early childhood professionals: 1) observation as the basis of early childhood assessment and 2) culturally responsive, family-based practice. The overarching goal of the course is that students become reflective teacher/

practitioners, developing a deeper awareness of themselves and of the life experience of the children and families with whom they work. During Early Childhood Practicum I, students learn to observe and record children's behavior in a variety of settings: home, school, and community. Through regular interactions with a child, students construct a full, respectful, and increasingly complex understanding of the child, as he/she exists in his or her family, culture, and community, with special emphasis on the strengths of the child and his or her social environment. Based on analysis and synthesis of their observations, students will develop and present a thorough, detailed, and respectful study of a child that will inform their work with the child during the second semester. Through discussion, course readings, and analysis of observations, students develop greater awareness of their own perspectives and beliefs and the ways their personal experiences affect what they notice and how they interpret their observations of children and families. Students will also begin to integrate information on adult development, family systems theory, and cultural/linguistic diversity as a basis for developing relationships with the child's family. *Prerequisites:* EDUC 500 or EDUC 800; EDUC 803; *corequisite:* EDUC 892 (with the exception of students in the Infancy programs).

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

This course completes a year-long sequence of work with a child and the child's family. The focus in the second semester is twofold: 1) developing a responsive collaboration with the family about the child's learning and development and 2) analyzing the graduate student's own interactions and instructional strategies with the child. Through conversations with the family, students will learn about the family's view of the child. Students will engage in a variety of informal assessment practices designed for the needs of their study child. Based on their growing understanding of the child and the child's interests and developmental needs, students will design and implement interactions, activities, or instructional strategies during scheduled meetings with the child. Students will develop their ability to record and monitor the child's learning in short weekly progress notes, and will plan their future work through reflections on their own actions and the responses of the child. Students will learn to analyze the environment, task, child's characteristics and interests, instructional approaches, and their own responses in order to more fully support the child's development and learning. Students will work with families to jointly plan IEP/IFSP or other goals. *Prerequisite:* EDUC 894.

**Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement**  
**EDUC 941 12 credits/6 credits per semester (F, S)**

Fieldwork in an appropriate setting with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars

include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course. *Pre- or corequisite:* EDUC 860.

**Childhood General Education and Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement**  
**EDUC 942 12 credits/6 credits per semester (F, S)**

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

**Curriculum and Instruction Supervised Fieldwork/Student Teaching/Advisement**  
**EDUC 946 12 credits/6 per semester (F, S)**

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

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

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

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

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

**EDUC 953 6 credits/1 semester (F, S)**

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional



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

**Infant and Family Development and Early Intervention Supervised Fieldwork/Student Teaching/Advisement  
EDUC 954 12 credits/6 credits per semester (F, S)**

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

**Early Childhood General Education Supervised Fieldwork/Student Teaching/Advisement  
EDUC 955 12 credits/6 credits per semester (F, S)**

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

**Childhood General Education Supervised Fieldwork/Student Teaching/Advisement  
EDUC 956 12 credits/6 credits per semester (F, S)**

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

**Middle School General Education Supervised Fieldwork/Student Teaching/Advisement  
EDUC 957 12 credits/6 credits per semester (F, S)**

Fieldwork in appropriate settings with supervision and

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

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

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

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

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

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

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

**Dual Language/Bilingual Middle School General Education Supervised Fieldwork/Student Teaching/Advisement**  
**EDUC 962 12 credits/6 credits per semester (F, S)**

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

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

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

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

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

**Middle School Special and General Education Supervised Fieldwork/Student Teaching/Advisement**  
**EDUC 965 12 credits/6 credits per semester (F, S)**

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

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

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

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

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

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

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

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

**Dual Language/Bilingual Middle School Special and General Education Supervised Fieldwork/Student Teaching/Advisement**

**EDUC 968 12 credits/6 credits per semester (F, S)**

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

**Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement**

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

Fieldwork in appropriate settings with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars

include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory with practice. Attention is given to instructional strategies for addressing the individual academic and behavioral needs of typically and atypically developing children within classroom settings. Opportunities to collaborate and coteach with cooperating teachers and other school personnel are an integral part of the course.

**Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement  
EDUC 971 6 credits/1 semester (F, S)**

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

**Middle School Special Education Supervised Fieldwork/Student Teaching/Advisement  
EDUC 972 6 credits/1 semester (F, S)**

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

**Dual Language/Bilingual Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement  
EDUC 973 6 credits/1 semester (F, S)**

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

**Dual Language/Bilingual Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement  
EDUC 974 6 credits/1 semester (F, S)**

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

**Dual Language/Bilingual Middle School Special Education Supervised Fieldwork/Student Teaching/Advisement  
EDUC 975 6 credits/1 semester (F, S)**

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

**Childhood General and Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement  
EDUC 980 12 credits/6 credits per semester (F, S)**

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

**Middle School General and Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement  
EDUC 981 12 credits/6 credits per semester (F, S)**

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

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

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

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

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

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

**EDUC 990 0 credits (F, S)**

Taken during the supervised fieldwork/advisement year.

#### **Integrative Seminar in High Needs Educational Settings: Extended Field Experiences (for students completing fieldwork as working teachers, interns, or assistants)**

**EDUC 991 1 credit (S, S1, S2)**

This course provides working teachers, interns, and assistant teachers the opportunity to meet the New York State regulations for certification after they have completed supervised fieldwork in one or more grade levels. Depending on the age-band level of their certification, students must also work directly with children with disabilities and English Language Learners in another grade level in an urban public school setting. Through this course, students will be placed in appropriate educational settings (usually in the mornings) and participate in a series of five afternoon seminars about their classroom experiences.

#### **Summer Supervised Fieldwork/Advisement for Early Childhood Special Education Working Teachers and Assistant Teachers**

**EDUC 992 3 credits (S2)**

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

sional experiences and provide a forum for integrating theory and practice.

#### **Studies in Education Supervised Fieldwork/Student Teaching/Advisement**

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

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

#### **American Sign Language: Module One**

**LANG 760 1 credit (S2)**

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

#### **American Sign Language: Module Two**

**LANG 761 1 credit (S2)**

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

#### **American Sign Language: Module Three**

**LANG 762 1 credit (S2)**

This course is the third and most advanced module of the American Sign Language series. Sessions led by an educator who is herself deaf continue the immersion approach to American Sign Language. The course builds on the skills and abilities developed in the first two modules, further extending knowledge of the language, its culture, grammatical principles, and skill in communication. *Prerequisite:* LANG 761 or permission of instructor.

#### **Topics in Mathematics**

**MATH 495 2 credits (F)**

Through a process of supportive exploration, students will develop familiarity with a variety of mathematical fields, as well as competence in the processes of mathematical thinking and doing. Topics for investigation will include historical mathematics, number theory, analytic geometry, calculus, non-Euclidean geometry, and linear algebra. The course will



integrate a review of algebra, geometry, and trigonometry. On-site math experience, manipulative materials and models, and cooperative learning groups, as well as computer software, will all be part of the investigative process in this course. No previous college-level study of math is required.

### Topics in Science

#### **NSCI 500 3 credits (S2)**

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

### Explorations of Nature

#### **SCIE 510 2 credits (S1)**

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

## Leadership Course Descriptions

### **COURSES ARE LISTED AS FOLLOWS:**

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

### **KEY FOR TERMS OFFERED\*:**

- (A) All terms (Fall, Spring, Summer 1, Summer 2)
- (F) Fall term
- (S) Spring term
- (Jan) January term
- (S1) Summer 1 term
- (S2) Summer 2 term
- (S1–S2) Across Summer 1 and Summer 2 terms
- (2/S) Every other Spring term
- (2/F) Every other Fall term
- (2/S2) Every other Summer 2 term
- (3/S2) Every third Summer 2 term

\*Every effort is made to offer courses as listed. Offerings are subject to change. When no term is noted, please see your advisor.

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

### **Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator**

#### **EDUC 542 2 credits (S, 2/S2)**

See description on page 71.

### **Human Development I: Programming for Young Audiences**

#### **LEAD 501 4 credits (2/F)**

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

### **Human Development II: Adolescents and Adults as Visitors and Volunteers**

#### **LEAD 502 3 credits (2/S)**

This course assists museum educators in understanding adolescents and adults from two perspectives—as core audiences for their institutions and also as volunteers and salaried staff. Readings in adolescent development are supplemented by work with organizations experienced in working effectively with young people. Course work on the characteristics of the adult learner includes strategies for creating a sustainable volunteer program. *For Museum Leadership students only.*

### **Adult Development: Implications for Educational Leadership**

#### **LEAD 503 3 credits (F, S, S2)**

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

### **Leadership in Curriculum and Instruction**

#### **LEAD 510 3 credits (F, S2)**

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

### **Exhibition Development for Museum Leaders**

#### **LEAD 511 2 credits (2/F)**

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

### **School Collaborations for Museum Leaders**

#### **LEAD 512 2 credits (2/S)**

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

### **Museum Programming for Diverse Audiences**

#### **LEAD 513 1 credit (2/S)**

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

### **Curriculum Development for Mathematics Leaders**

#### **LEAD 514 3 credits (2/S2)**

The goal of this course is to examine the complex factors

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

### **Community-Based Leadership Seminar Series**

#### **LEAD 515 1 credit (S2)**

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

### **Leading a Community-Based Initiative**

#### **LEAD 518 3 credits (F)**

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

### **Education Policy, Advocacy, and Law**

#### **LEAD 530 3 credits (S)**

Education policy is examined in the context of historical, philosophical, economic, sociocultural, political, and legal perspectives. Leadership theory and practices that create learning environments responsive to the multicultural constituencies of schools, as well as the laws that sustain them, are analyzed.

### **Foundations of Educational Leadership:**

#### **Ethics and Philosophy**

#### **LEAD 532 1 credit (F, 3/S2)**

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

**Foundations of Educational Leadership:  
Law, History, and Economics**

**LEAD 533 1 credit (S2)**

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

**Foundations of Educational Leadership:  
Adult Development**

**LEAD 534 1 credit (S, S2)**

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

**Foundations of Educational Leadership:  
Organizational Development**

**LEAD 535 1 credit (2/F, S2)**

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

**Foundations of Educational Leadership:  
Culture and Society**

**LEAD 536 1 credit (3/S2)**

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

**Organizational Development: Implications for Educational Leadership**

**LEAD 537 3 credits (F, S)**

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

**Literacy and Leadership**

**LEAD 560 3 credits (S1)**

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

**Supervising and Supporting Literacy Instruction in Diverse Settings**

**LEAD 561 1 credit (2/S)**

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

**Leadership Communications Seminar**

**LEAD 600 1 credit (S1)**

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

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

**LEAD 601 3 credits**

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

ship between leadership and school size, student and staff recruitment and selection, curriculum and budget.

**School Change: The Transformational Leader**  
**LEAD 603 3 credits (F, 2/S2)**

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

**Development of Educational Policy**  
**LEAD 604 1 credit (F)**

This course is designed to provide students with an understanding of policy making at the local, state, and federal levels. Current issues and trends in education as they pertain to policy making are addressed. Students examine the forces that influence policy formulation and implementation at these three levels.

**Staff Development and the Consultation Process**  
**LEAD 610 3 credits**

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

**Professional Development for Mathematics Leaders**  
**LEAD 611 3 credits (2/S2)**

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

**Processes of Supervision and Professional Development**  
**LEAD 615 3 credits (S, S2)**

Designed for students who are preparing for supervisory roles or who are actively engaged in such roles, this course focuses on the objectives, functions, and evaluation of the supervisory experience within multicultural educational institutions. Organizational, cultural, and human variables

that may facilitate or impede effective supervision are identified, and strategies to maximize or minimize their impact are generated. Supervisory attitudes and skills aimed at increasing professional growth in individual and group supervision are synthesized from a variety of supervisory models with particular attention given to the clinical supervision model.

**Museum Management I: Organizational Development**  
**LEAD 616 2 credits (2/F)**

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

**Museum Management II: Marketing and Audience Development**  
**LEAD 617 1 credit (2/S)**

This course provides an overview of audience development through the lens of marketing. Students learn to recognize common misconceptions about marketing and to understand and apply strategic concepts in marketing for nonprofits. They receive an overview of the marketing planning process and an introduction to the essentials of a marketing plan. These insights are then applied to their own institutions. *For Museum Leadership students only.*

**Museum Management III: Professional Development**  
**LEAD 618 1 credit (2/S)**

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

**Museum Management IV: Fundraising and Proposal Development**  
**LEAD 619 2 credits (2/S)**

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

**Finance and Fundraising for Educational Leaders**  
**LEAD 620 1 credit (S2)**

This course provides teachers and administrators with the basic information and techniques necessary for obtaining grants. Processes for conceptualization and development of programs, identification of funding sources and resources, and the development of strong proposals related to the programmatic needs of the institution are examined and



discussed. Students participate in actual proposal writing and review sessions.

### **Fiscal Management for Educational Leaders**

#### **LEAD 621 1 credit (S<sub>2</sub>)**

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

### **Museum Management V: Shaping a Vision**

#### **LEAD 622 2 credits (2/F)**

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

### **Organizational Theory**

#### **LEAD 623 2 credits (2/F)**

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

### **Law for School Leaders**

#### **LEAD 630 3 credits (S, 2/S<sub>2</sub>)**

The aim of this course is to familiarize both practicing and prospective administrators, supervisors, and school leadership personnel with the basic legal principles governing the structure and operation of school settings and the legal problems encountered in the day-to-day operation of schools. The broad general principles of school governance as determined by statute and case law are emphasized.

### **Leadership Individual Study**

#### **LEAD 650 1/2/3 credits (A)**

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

### **Leadership Special Study**

#### **LEAD 651 1/2/3 credits (A)**

A group of students is provided with an opportunity to study an area of interest related to educational leadership under

the supervision of a faculty advisor. Offered by special arrangement.

### **Research for Educational Change**

#### **LEAD 660 3 credits (F, S, S<sub>2</sub>)**

This course is designed to enable leaders, teachers, special educators, and others to be effective consumers of research, as well as to plan and carry out research in response to specific educational questions. Stages of the research process are discussed. Students analyze and evaluate research in the areas of leadership, school effectiveness, administration and supervision, teaching, and curriculum reform, and apply the findings to their everyday roles as educational leaders. It is expected that this course will be valuable for those matriculated students who are initiating projects to satisfy the Independent Study requirement. The format consists of lectures and discussions of the stages of the research process. Class members participate in a project involving research design, data collection, and analysis.

### **Research for Mathematics Leaders I**

#### **LEAD 661 1 credit (S<sub>2</sub>)**

This course is designed to increase students' understanding of qualitative research. The course helps students to develop and implement qualitative research projects. In addition, it will enable students to increase their understanding of the principles of qualitative research, and to read and understand articles reporting research studies.

### **Research for Mathematics Leaders II**

#### **LEAD 662 1 credit (S<sub>2</sub>)**

This course builds upon LEAD 661, furthering students' understanding of qualitative research.

### **Research in Museum Settings**

#### **LEAD 663 2 credits (2/S)**

This course introduces students to the concepts and tools needed to articulate and measure visitor-centered program goals and objectives. Students become acquainted with a variety of research methodologies that can be used for this purpose. Course work includes experience conducting visitor research in the field. *For Museum Leadership students only.*

### **Using Data in Your School and Classroom:**

#### **Building Evidence-Based Learning Communities**

#### **LEAD 665 3 credits**

This course will engage future school leaders in using evidence to improve teaching and learning within their schools and to meet the precise needs of individual students. Participants will explore a wide array of evidence and become familiar with different kinds of data, their purposes, and their uses.

### **Leadership Professional Seminar**

#### **LEAD 770 3 credits (S)**

This seminar is designed to develop competencies in research and communication. Participants will be guided in

the preparation of a major paper for class presentation and critique. The paper will focus on a policy issue in education and the role of the school or district administrator in relation to that issue. The seminar combines formal class sessions and individual conferences.

### **Leadership in Technology and the Arts Practicum in Clinical Supervision**

#### **LEAD 810 3 credits (F)**

This practicum provides an opportunity to explore further the model of clinical supervision through careful evaluation of an ongoing supervisory relationship. *Prerequisite:* LEAD 615.

### **Child Life Program Development and Administration**

#### **LEAD 825 3 credits (S)**

This course will introduce students to the skills needed to develop, direct, and manage child life programs in health-care settings. Emphasis will be placed on developing a philosophy of leadership that fosters team collaboration and staff participation. Program planning will be addressed within the context of child development and child life principles. Topics covered will include staff development and supervision, continuous quality improvement, proposal writing, program development, and departmental management skills. *Prerequisite:* EDUC 822; *corequisite:* EDUC 950.

### **Early Childhood Leadership Practicum in Clinical Supervision**

#### **LEAD 830 3 credits (F)**

This practicum provides an opportunity to explore further the model of clinical supervision through careful evaluation of an ongoing supervisory relationship. *Prerequisite:* LEAD 615.

### **Early Childhood Leadership Practicum in Organizational Development**

#### **LEAD 831 3 credits (S)**

This practicum continues the work begun in LEAD 830. Each student implements his or her plan for change while continuing to document and evaluate the process of change. *Prerequisite:* LEAD 535.

### **Policy Issues in the Design of Children's Services**

#### **LEAD 832 1 credit (S2)**

This seminar is designed for childcare advocates who wish to play a more effective role in the formation of policies regarding childcare services. Conceptions of social policy and the policy formation process are explored in order to provide a context for the consideration of specific policy issues. The current status of and projected changes in the American family structure are examined in relation to fundamental family needs for childcare. Students engage in the critical examination of current knowledge regarding American childcare. *Corequisite:* LEAD 833.

### **Early Childhood Leadership Policy Internship**

#### **LEAD 833 3 credits (S2)**

As a necessary companion experience to LEAD 832, stu-

dents are placed in internships in institutions, agencies, and organizations which affect childcare policy on the state and federal levels, either indirectly through advocacy or directly through implementation. *Corequisite:* LEAD 832.

### **Practicum in Mathematics Leadership I**

#### **LEAD 840 3 credits (F, S2)**

This seminar consists of a small group of students who meet with a member of the faculty. The focus is on students' current fieldwork and the related leadership issues. Students are responsible for assigned readings, papers, and discussions dealing with staff development, adult development, the school change process, and the role of the leader in designing curriculum.

### **Practicum in Mathematics Leadership II**

#### **LEAD 841 3 credits (F, S2)**

This seminar consists of a small group of students who meet with a member of the faculty. The focus is on students' current fieldwork and the related leadership issues. Students are responsible for assigned readings, papers, and discussions dealing with staff development, adult development, the school change process, and the role of the leader in designing curriculum.

### **Practicum in Mathematics Leadership III**

#### **LEAD 842 0 credits (S2)**

This seminar consists of a small group of students who meet with a member of the faculty. The focus is on students' current fieldwork and the related leadership issues. Students are responsible for assigned readings, papers, and discussions dealing with staff development, adult development, the school change process, and the role of the leader in designing curriculum.

### **Museum Leadership Institutes I and II**

#### **LEAD 850 and LEAD 851 2 credits each (2/S1)**

These intensive one-week institutes during each academic year of the program include class sessions on conceptions of leadership and analysis of contemporary issues in museum education through site visits to the participants' institutions. *For Museum Leadership students only.*

### **Leading a School District I**

#### **LEAD 861 1 credit (F)**

This course focuses on the key constituencies in a district and the different relationships that exist among them. It includes understanding the district's vision, how it was developed, and how it is sustained. The course also examines a district's demographic and achievement data.

### **Leading a School District II**

#### **LEAD 862 1 credit (F, S)**

This course looks at the varied roles and responsibilities of the superintendent/district leader and ties them to the challenges of creating and sustaining dynamic, humane, effective learning communities. It emphasizes the ways that

district leaders' decisions—in such spheres as instructional policy, planning, fiscal and human resources, facilities, legal and equity issues, accountability, and external relationships—affect schools' capacity to engage students and strengthen achievement.

### **Leading a School District III**

#### **LEAD 863 1 credit (F)**

This course focuses on how human and financial resources are allocated in a district to support the instructional program and the goals of the superintendent and school board.

### **Leading a School District IV**

#### **LEAD 864 1 credit (S)**

This course focuses on examining a district's budget from multiple points of view: theoretical, conceptual, and practical. Participants will become familiar with all phases of the budget process, from its inception to its implementation throughout a district. Content will be closely aligned, whenever possible, with the "real world" budgets currently in place in districts.

### **Special Education Leadership: The District Perspective**

#### **LEAD 870 1 credit (2/F, S)**

Strong leadership at the district level is essential if schools are to become positive and successful learning environments for diverse learners, including children with disabilities and those at risk of failure. This course covers issues that enhance or create obstacles for inclusive schools and communities. Issues of equity are evident in most school districts and challenge educators to transform educational environments and processes to meet diverse needs. The course will address the issue of "achievement gaps" as well as links between social class and achievement in schools.

### **Special Education Leadership I: Implementation of IDEA**

#### **LEAD 871 3 credits (F, S, S2)**

This course provides an overview of IDEA and its implications for leading, teaching, and learning in schools and districts. Students will explore leadership challenges in creating and sustaining learning environments that support progress toward less restrictive educational alternatives and access to the general education curriculum for linguistically and culturally diverse students with disabilities. Topics include: special education law and advocacy; study of the continuum of services and models of inclusion; accountability; data-based decision making; and implications for curricular design and adaptation and professional development.

### **Special Education Leadership II: Leading**

#### **Inclusive Communities of Learners**

#### **LEAD 872 3 credits (S)**

This course focuses on systemic issues of special education leadership. Students will explore program management and service delivery with a view toward creating inclusive learning communities. Topics include curriculum planning and instruction; literacy and numeracy skills development; policies

and procedures related to behavioral issues; management of resources and facilities; and professional development.

### **Effective Management in an Educational Context**

#### **LEAD 875 3 credits**

This course is designed for students in educational leadership programs. It examines various management topics applicable to school and district leadership. Some of the topics discussed are: globalization, marketing, labor relations, coaching, power, influence, communication, and other practical skills. It aims to give students an understanding of these topics, provide opportunities to practice relevant skills, and develop habits of good leadership and management. Students will be exposed to the theories and practices proposed by well-known authors in the field of leadership and management. Students will have opportunities to practice what they learn in class through realistic assignments and classroom activities. These will include the use of various protocols including case studies.

### **Leadership for Educational Change Supervised**

#### **Fieldwork/Advisement**

#### **LEAD 900 12 credits/6 credits per semester (F, S)**

Students exercise and/or practice leadership in their own school settings or in supervised placements with expert leaders, with considerable on-site support from both their Bank Street advisor and their site supervisor. Promoting collaboration among colleagues, supporting effective curriculum and instructional practice, and fostering constructive school change are emphasized in the internship. Students work closely with their advisor and conference group peers in integrating theory and practice.

### **Leadership Supervised Fieldwork/Advisement**

#### **LEAD 905 1/2/3 credits**

Students in advisement participate in small-group conferences with their advisors twice a month. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice. *For BETLA students only.*

### **Future School Leaders Academy Supervised**

#### **Fieldwork/Advisement**

#### **LEAD 906 6 credits/1.5 credits per semester (F, S)**

This course, for Future School Leaders Academy students, is designed to meet New York State certification requirements for building and district leadership internship experiences. Students develop internship program plans each semester, linked to each semester's theme and national leadership preparation standards. Students are supervised on-site by their internship supervisor/mentor and advisor; they also participate in learning walks to other schools each semester. Three times a semester, students meet with their advisors in conference groups. Students document and reflect on their leadership development experiences by preparing a comprehensive portfolio, presented at the end of the two-year program.

**School District Leadership Supervised Fieldwork/Advisement**

**LEAD 908 6 credits (S)**

Fieldwork in an appropriate setting with supervision and advisement.

**Leadership in Technology and the Arts Supervised Fieldwork/Advisement (3 semesters)**

**LEAD 910 9 credits/3 credits per semester (F, S)**

Fieldwork in an appropriate setting with supervision and advisement.

**Principals Institute Supervised Fieldwork/Advisement LEAD 912 8 credits/2 credits per semester (F, S, S2)**

This course is designed to meet New York State certification requirements for School Building Leadership (SBL) internship experiences. By combining a field placement and ongoing advisement, the course integrates theory and practice. The internship is aligned with national ISLLC Standards and the New York City School Leadership Competencies, with an emphasis on instructional leadership. Interns work with a site supervisor as well as their Bank Street advisor, and are given substantial school-based responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders. They put into practice competencies developed in courses and conference groups, including communication, research, and analytic skills. Through these experiences, they develop the capacity to develop and support a positive school culture; build teams and enlist collaboration; and plan and sustain change efforts. Students in advisement participate in biweekly small-group conference sessions with their advisors over the 18 months of the program. Students also serve in a summer internship at a different educational level or in a site whose student population differs from the population at their usual work site.

**Practicum in Urban School Leadership**

**LEAD 913 1 credit (F, S)**

Principals Institute interns continue to engage in focused leadership experiences in their own schools and/or other sites, with an emphasis on research-based strategies for turning around low-performing urban schools. Interns will refine their ongoing leadership work based on the ISLLC Standards and the New York City School Leadership Competencies and will participate in monthly conference group sessions with their advisors. At the end of this course, each candidate presents a comprehensive portfolio of his or her internship experiences. This portfolio meets the program's Integrative Master's Project requirement.

**Early Childhood Leadership Supervised Fieldwork/Advisement**

**LEAD 930 8 credits/4 credits per semester (F, S)**

Students explore a variety of theories and methods of analysis as applied to organizations and their members. Each student prepares an in-depth analysis of his or her work set-

ting, focusing on organizational structure and behavior.

**Mathematics Leadership Supervised Fieldwork/Advisement**

**LEAD 940 6 credits/3 credits per semester (S)**

Fieldwork in an appropriate setting with supervision and advisement.

**Museum Leadership Supervised Fieldwork/Advisement LEAD 950 8 credits/2 credits per semester (F, S)**

Fieldwork in an appropriate setting with supervision and advisement.

**Museum Leadership Seminar I: Theories and Issues in Museum Learning**

**LEAD 951 1 credit (2/F)**

This initial leadership seminar provides an overview of the key themes of the program's first year. It asks students to draw upon both current research in the field and their own experiences as museum visitors in order to construct and articulate their own philosophies of museum learning. In the process, students examine their own assumptions about learning and teaching. The insights offered in this course are intended to provide a conceptual framework for students' program participation and ongoing professional growth. *For Museum Leadership students only.*

**Museum Leadership Seminar II: Current Ideas in Interpretation and Education**

**LEAD 952 1 credit (2/S)**

This seminar is usually taken in the second semester of the first year of study. This is an experiential course that typically takes place outside of the classroom, in NYC cultural institutions. The particular experiences reflect the most innovative offerings and approaches, as well as students' interests and preferences. Most recently, the course has incorporated workshops and performances at the Lincoln Center Institute for the Arts in Education and the Metropolitan Museum of Art. *For Museum Leadership students only.*

**Museum Leadership Seminar III: History and Philosophy of American Museums**

**LEAD 953 1 credit (2/F)**

This seminar looks at the history of museums and other cultural organizations, including the ideas of early innovators such as John Cotton Dana, contemporary commentators such as Stephen Weil, and many others. *For Museum Leadership students only.*

**Museum Leadership Seminar IV: Selected Topics in Community, Culture, and Policy**

**LEAD 954 1 credit (2/S)**

This seminar uses case studies and other materials to analyze trends in the field, in particular issues related to community, civic engagement, and diversity. It looks at the national and local policy contexts in which these trends emerge. *For Museum Leadership students only.*



### Community-Based Leadership Supervised Fieldwork/Advisement

#### LEAD 985 6 credits (F, S)

The supervised fieldwork experience, which integrates theory and practice, combines field placements, conference group meetings, and individual advisement. Working with a Bank Street advisor and a site mentor, candidates increasingly take on leadership responsibilities at a primary internship site—typically a community-based organization with an educational mission. This may be the site where the candidate is currently employed. By taking on a range of leadership roles and responsibilities, the candidate gains new insight into the organization’s mission/vision, theory of change, educational approach and strategies, outreach initiatives, governance, operations, development efforts, and resource management. Candidates also spend time at one or more additional sites that differ in focus, approach, or scale from the primary internship site. This aim is to support the candidate’s transformation from staff member to leader.

### Integrated Mathematics I

#### MATH 541 4 credits (S2)

This course (along with MATH 542 and MATH 543) involves students in the process of integrating mathematics. This process enables teachers to deepen their understanding of the relationship among the various mathematical disciplines, thereby making this insight available for children and other teachers. Using concrete materials and examples, the following basic topics are dealt with: elementary number theory, algebra, groups, and transformational geometry.

### Integrated Mathematics II

#### MATH 542 4 credits (S2)

This course deals with a variety of functions and their graphs, including the use of graphs in discrete mathematics, and examines the concepts of continuity and limits. The course includes combinatorics, probability and statistics, and non-Euclidean geometry. *Prerequisite: MATH 541.*

### Integrated Mathematics III

#### MATH 543 4 credits (S2)

This course continues the work with graphing begun in MATH 542. It uses the material in MATH 541 and MATH 542 to consider topics in analysis and discrete mathematics and contrasts these ways of approaching mathematics and the applications of each. *Prerequisite: MATH 542.*

## Courses offered at Parsons The New School for Design

### Drawing Concepts

#### PARS 7780 5 Credits (S2)

Approximately one-half of our class will be utilized drawing from the figure, costumed and nude. A variety of pose lengths will be explored, stressing the entire figure and the ability to see the entire picture plane. In addition, we

will draw furniture, cityscapes, still-lives, and interiors to experience and examine how 3-D space is delineated and represented on a 2-D surface. Art historical approaches, pre-Renaissance, a bit of perspective, and modern examples will be looked at to see how drawing describes and defines the picture plane. Everything we look at in this class, we will draw. We will experience drawing as a tool for understanding and problem solving. Sketchbooks will be required. *For Leadership in Technology and the Arts (with Parsons The New School for Design) students only.*

### Printmaking: Relief and Intaglio Studio Workshop

#### PARS 7781 5 credits (S2)

This course is an introduction to printmaking, which will be explored through the making of cardboard, linoleum, and wood relief prints. The course will assist in the investigation of drawing, plate making, transfer methods, inking (both black and white and color), and printing by means of a press and by hand. Students will complete a portfolio of prints reflecting their artistic concerns and development. Prior printmaking experience is not a prerequisite. In coordination with the studio part of this course, visits will be made to a museum print collection, print shop/artist studio, and galleries. *For Leadership in Technology and the Arts (with Parsons The New School for Design) students only.*

### Painting and Theory

#### PARS 7782 5 credits (S2)

This course is designed to inform and raise visual acuity and to develop students’ ability to demonstrate this variety of comprehension in painting. Attention to individual development is provided in a context that is balanced by attention to aesthetic quality, art history, and the notion of standards. Work in this course is made in acrylic and oil, with an important emphasis on the use of oil paint. This studio course also addresses issues of art education and teaching. *For Leadership in Technology and the Arts (with Parsons The New School for Design) students only.*

## Courses offered at Sarah Lawrence College

### Storytelling in Several Forms

#### SRLW 7780 5 Credits (S2)

This is the introductory course of the three-course Creative Writing Studio sequence. It sets the scene for the course sequence, beginning with the expectations and conventions of a writers’ workshop, and explores a variety of forms. The focus is on how poems and stories work, and how writers convey an authentic sense of self or create an emotional connection within the bounds of formal conventions. Participants will be challenged to reflect upon the role of models and the nature of inspiration. While the emphasis will be on participants’ own writing, links will be made with their role as classroom teachers and aspiring school leaders. *For Leadership in Technology and the Arts (with Sarah Lawrence College) students only.*

### **Poetry Workshop and Creative Nonfiction Workshop** **SRLW 7781 5 credits (S2)**

This course has two parts: a six-session Poetry Workshop and a six-session Workshop in Creative Nonfiction. A different instructor will teach each workshop. Through selected readings and participants' own writing, the Poetry Workshop considers the writing and reading of poetry as a way to access the deepest levels of what it means to be human and examines the technical particulars of how this is achieved. The Creative Nonfiction Workshop explores the nature and significance of "fact," the importance of style in nonfiction literature, and the writer's competing obligations to art and to the people he or she writes about. During both workshops, participants will also consider the implications of course content and processes for classroom and school practice. *For Leadership in Technology and the Arts (with Sarah Lawrence College) students only.*

### **Fiction Workshop and Final Project Tutorial** **SRLW 7782: 5 credits (S2)**

This course has two parts: a six-session Fiction Workshop and a six-session Final Project Tutorial. A different instructor will teach each workshop. The Fiction Workshop explores the process by which life is transformed into fiction. It examines the craft of fiction through close reading of selected stories and participants' own writing. The course considers the question of authorial intentionality and explores a variety of narrative strategies. The Final Project Tutorial challenges students to develop further one piece of writing done during the three years of the program, or assemble several pieces of work into a coherent whole. *For Leadership in Technology and the Arts (with Sarah Lawrence College) students only.*

## **State Mandated Trainings**

### **State Mandated Training on School Violence Prevention** **STMD 100: 0 credits (A)**

This workshop includes training in effective classroom management techniques, identifying the warning signs of violent and other troubling behavior, and intervention techniques for resolving violent incidents in the school. (Offered only to matriculated students.)

### **State Mandated Training in Child Abuse Identification and Reporting** **STMD 105: 0 credits (A)**

All adults working with children under eighteen years of age are required by NY State law to report suspected child abuse and neglect. This course will help you learn to identify symptoms of child abuse and neglect and will provide you with information about the required procedures for reporting abuse. (Offered only to matriculated students.)

## **Continuing Professional Studies**

### **Short-Format Graduate Courses**

Continuing Professional Studies courses are designed for teachers, administrators, artists-in-residence in the schools, childcare staff, parents, and others working with children and youth. These courses (1 day–4 days) explore an array of topics in Early Childhood, Childhood, and Middle School Education; Special Education; and Educational Leadership. Each year, Continuing Professional Studies serves more than 1,400 students. Courses are offered in a weekend format during the school year, and in a weekday format during the summer. New courses start each week.

Open, continuing registration is held on a space-available basis online at [www.bankstreet.edu](http://www.bankstreet.edu), by mail, by fax, or in person in the Continuing Professional Studies office. Courses can be taken for graduate credit or for continuing education units (CEUs). Students registered for credit can earn one graduate credit in a weekend or two credits in two weekends. Readings and a paper are required for credit. Graduate school tuition is charged (\$1,240 per credit for the 2011–2012 school year).

Continuing Professional Studies courses may be used to meet a wide variety of degree, licensing, and certification goals. Call 212–875–4649, ext. 3 for more information. Those students who wish to apply for admission to Bank Street degree programs should do so by the time they have completed three credits. Students already matriculated in degree programs must have written permission from their advisors prior to registration in a Continuing Professional Studies course.

The following is a list of courses for credit and online offerings not-for-credit. Not all courses are given every semester; see notations below. Additional not-for-credit workshops are offered throughout the year. A catalogue with descriptions and schedules of courses and workshops is published three times a year. Please visit [www.bankstreet.edu](http://www.bankstreet.edu) for current information.

### **Art and Science**

#### **Experiments in Art: The Artistic Process** **ARTS 500N 2 credits (S, S2)**

#### **Art for Children with Special Needs** **SPED 521N 2 or 3 credits (S2)**

#### **Art with Young Children** **TEED 501N 1 credit (S)**

#### **Bookmaking: A Workshop** **TEED 576N 2 or 3 credits (S, S2)**

#### **Multicultural Education Through the Arts** **TEED 578N 2 or 3 credits (S)**

**The Delicate Connection of People and the Biology of the Rainforest**  
TEED 648N 2 or 3 credits (Study Abroad, S2)  
**Plant-Based Learning: Gardening Projects in the Classroom**  
TEED 649N 1 credit (S, S2)

#### **Early Childhood and Childhood Education**

**Early Childhood Assessment**  
SETE517N 1 credit (S, S2)

**Art with Young Children**  
TEED 501N 1 credit (S)

**Words That Move Us: Teaching Language Arts Kinesthetically**  
TEED 593N 1 credit (S)

**How Young Children Learn through Play**  
TEED 595N 2 credits (S2)

**Supporting Emergent Literacy in the Classroom**  
TEED 630N 1 credit (S, S2)

**Plant-Based Learning: Gardening Projects in the Classroom**  
TEED 649N 1 credit (S, S2)

**Cultural Explorations in Morocco: Implications for Educators in Multicultural Settings**  
TEED 651N 1 or 2 credits (Study Abroad, S)

**The Reggio Emilia Approach: Interpreting Theory and Practice for Schools in the US**  
TEED 654N 1 credit (F, S2)

**Constructing a Democratic Classroom: Focus on Routines, Rules, and Transitions**  
TEED 656N 1 credit (S2)

#### **Leadership**

**Staff Development: Working with Teachers as Learners in Schools**  
LEAD 514N 2 or 3 credits (S)

**Staff Development in Early Childhood Settings**  
LEAD 528N 1 credit (S)

**Writing Winning Grant Proposals**  
LEAD 529N 1 credit (S, S2)

**Mentoring: A New and Promising Form of Professional Development**  
LEAD 530N 1 credit (F)

#### **Mathematics**

**Differentiated Math Instruction**  
SETE 516N 1 credit (S)

**Building Computational Fluency: Multiplication and Division**  
TEED 346N 1 credit (S2)

**Early Numbers, Addition, and Subtraction**  
TEED 650N 1 credit (S2)

**Fractions, Decimals, and Percents: Looking at Models, Big Ideas, Strategies, and Contexts**  
TEED 652N 1 credit (F)

#### **Methods and Management**

**Behavior Management Strategies for the Classroom Teacher**  
SETE 508N 1 credit (F, S2)

**Conflict Resolution in the Upper Grades**  
TEED 584N 1 credit (S2)

**Exploring the Art of Teaching: Learning, Reflecting, and Collaborating in Ugandan Classrooms**  
TEED 653N 2 or 3 credits (Study Abroad, S2)

**Constructing a Democratic Classroom: Focus on Routines, Rules, and Transitions**  
TEED 656N 1 credit (S2)

#### **Middle School Education**

**Differentiated Math Instruction**  
SETE 516N 1 credit (S)

**Research Skills: A Classroom Approach**  
TEED 554N 1 credit (S)

**Conflict Resolution in the Upper Grades**  
TEED 584N 1 credit (S2)

#### **Music and Movement**

**Integrating Music into the Curriculum for Young Children**  
INFP 507N 1 credit (S)

**Integrating Movement for Children with Special Needs**  
SPED 504N 1 credit (F)

**Creative Movement in the Early Childhood Curriculum**  
TEED 561N 1 credit (S)

#### **Online Workshops**

**Child Life Certification Test Preparation**  
CLWS 500N (F, S)

**Differentiated Math Instruction Using Formative Assessment (Grades 5–9)**  
SETE 516N (S)

**Beyond Google and Wikipedia: Effective Use of the Internet for Student Research Projects (Grades 5–8)**  
TEWS 699N (S2)

**Enhancing Writing Instruction with Evidence-Based Strategies (Grades 2–8)**  
TEWS 703N (S, S2)

**Engaging the Multiple Literacies of the 21st-Century Student**  
TEWS 705N (S)

**Mathematics and the Young Child (Ages Birth–5 Years)**  
TEWS 706N (S, S2)

## **Reading and Writing**

**Bibliotherapy in the Early Childhood Setting**  
SETE 513N 1 credit (S2)

**The Essential Orton-Gillingham**  
SPED 595N 1 credit (F, S, S2)

**Selecting and Evaluating Recently Published Children's Books (pre K–4)**  
TEED 505N 1 credit (S2)

**The Power of Connection in the Reading/Writing Curriculum**  
TEED 546N 1 credit

**Reaching Young Children Who Need More Time to Master the Reading Process (K–3)**  
TEED 565N 1 credit (S, S2)

**Teaching Reading Comprehension to Struggling Intermediate-Level Readers**  
TEED 566N 1 credit (S2)

**Words That Move Us: Teaching Language Arts Kinesthetically**  
TEED 593N 1 credit (S)

**Finding Diversity in Excellent Children's Literature**  
TEED 629N 1 credit (S2)

**Supporting Emergent Literacy in the Classroom**  
TEED 630N 1 credit (S, S2)

## **Social Studies and Geography**

**Research Skills**  
TEED 554N 1 credit (S)

**Multicultural Education Through the Arts**  
TEED 578N 2 or 3 credits (F)

**The Delicate Connection of People and the Biology of the Rainforest**  
TEED 648N 2 or 3 credits (Study Abroad, S2)

## **Special Education**

**Behavior Management Strategies for the Classroom Teacher**  
SETE 508N 1 credit (F, S2)

**Early Childhood Practice**  
SETE 511N 1 credit (S)

**Bibliotherapy in the Early Childhood Setting**  
SETE 513N 1 credit (S2)

**Critical Literacy for English Language Learners and Children with Exceptional Needs (Grades K–6)**  
SETE 518N 1 credit (S2)

**Integrating Movement for Children with Special Needs**  
SPED 504N 1 credit (F)

**Art for Children with Special Needs**  
SPED 521N 2 or 3 credits (S2)

**Play as a Tool of Early Intervention**  
SPED 550N 1 credit (S2)

**Applied Behavior Analysis: Teaching the Disordered Learner**  
SPED 562N 1 credit (S, S2)

**The Essential Orton-Gillingham**  
SPED 585N 2 credits (F, S, S2)

## **Study Abroad**

**The Delicate Connection of People and the Biology of the Rainforest**  
TEED 648N 2 or 3 credits (Study Abroad, S2)

**Cultural Explorations in Morocco: Implications for Educators in Multicultural Settings**  
TEED 651N 1 or 2 credits (Study Abroad, S)

**Exploring the Art of Teaching: Learning, Reflecting, and Collaborating in Ugandan Classrooms**  
TEED 653N 2 or 3 credits (Study Abroad, S2)