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# Bank Street

BANK STREET COLLEGE GRADUATE SCHOOL OF EDUCATION



BS  
378.155  
B218c  
1998-99

CATALOGUE 1998-1999

BS  
375.7  
B218c  
1998-1999

# Bank Street College Graduate School of Education

## Catalogue 1998-1999



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

# 1998-1999 Calendar

## FALL SEMESTER 1998

Sept. 1	Tues.	4:00-6:00 pm	Faculty/Student Meetings and Orientations
Sept. 2	Wed.	12:00-7:30 pm 3:00-5:15 pm	Faculty/Student Meetings and Orientations <i>Registration for Fall; Matriculated Students by Appointment</i>
Sept. 3	Thurs.	3:00-6:00 pm 3:00-8:00	<i>Open Registration for Fall</i> Faculty/Student Meetings and Orientations
Sept. 7	Mon.		LABOR DAY—COLLEGE CLOSED
Sept. 8	Tues.		FALL CLASSES BEGIN
Sept. 8-23			<i>Period of Late Registration and Add/Drop*</i>
Sept. 11	Fri.	9:00-5:00 pm	Faculty Retreat
Sept. 15	Tues.	5:30-7:30 pm	Open House for prospective graduate students
Sept. 21-22	Mon-Tues		Rosh Hashanah. No classes
Sept. 29-30	Tues-Wed		Yom Kippur. No classes
Oct. 12	Mon		COLUMBUS DAY—COLLEGE CLOSED
Oct. 15	Thur.	5:30-7:30 pm	Open House for prospective graduate students
Oct. 16	Fri.		FOLLOW MONDAY CLASS SCHEDULE
Nov. 3	Tues.		Last day for students to file for a grade of Withdrawal (WD) for the fall term
Nov. 12	Thurs.	5:30- 7:30 pm	Open House for prospective graduate students
Nov. 25	Wed.		THANKSGIVING RECESS BEGINS— NO CLASSES
Nov. 30	Mon.		CLASSES RESUME
Dec. 17	Thurs.		Last day of Thursday classes
Dec. 21	Mon.		Last day of Monday classes
Dec. 22	Tues.		Last day of Tuesday classes
Dec. 23	Wed.		Last day of Wednesday classes— FALL CLASSES END**

*\*During this period, a \$25 Late Registration Fee or a \$15 Add/Drop Fee will be charged. Students may register for classes up until but not after the second class session, except in the June and July terms when students may not register for 8-session courses after they have begun. See the section on registration for additional information.*

*\*\* Supervised Fieldwork / Advisement calendars vary by program. Students should contact their advisors for specific arrangements.*

## SPRING SEMESTER 1999

Jan. 11	Mon.	2:00-7:00 pm	Job Search Support Day
Jan. 12	Tues.	4:00-6:15 pm	Registration for Spring; Matriculated Students by Appointment
Jan. 13	Wed.	4:00-6:15 pm	Registration for Spring; Matriculated Students by Appointment
Jan. 14	Thurs.	4:00-5:30 pm	Registration for Spring; Matriculated Students by Appointment
Jan. 18	Mon.		MARTIN LUTHER KING DAY—COLLEGE CLOSED
Jan. 19	Tues.	5:30-7:30 pm	Open House for prospective graduate students
Jan. 21	Thurs.	3:00-6:00 pm	Open Registration for Spring
Jan. 25	Mon.		SPRING TERM CLASSES BEGIN
Jan. 25-Feb. 5			Period of Late Registration and Add/Drop*
Feb. 11	Thurs.	5:30-7:30 pm	Open House for prospective graduate students
Feb. 15	Mon.		PRESIDENT'S DAY—COLLEGE CLOSED
Mar. 1	Mon.		Last day for new and returning students to apply for SFW/A placements for Fall 1999 term Last day to file FAFSA form for consideration for financial aid for the 99/00 financial year
Mar. 15	Mon.		Last day for students to file for a grade of Withdrawal (WD) for the Spring term
Mar. 30	Tues.		No Tuesday classes; follow Thursday class schedule
Apr. 1	Thurs.		Last day to submit all supporting Admissions materials
Mar. 31-Apr. 9			SPRING RECESS
Apr. 12	Mon.		CLASSES RESUME
May 4	Tues.	5:30-7:30 pm	Open House for prospective graduate students
May 6	Thurs.		Last day of Thursday classes
May 10	Mon.		Last day of Monday classes
May 11	Tues.		Last day of Tuesday classes
May 12	Wed.		Last day of Wednesday classes. SPRING CLASSES END**
May 13	Thurs.	TBA	Registration for June and July; Matriculated Students by Appointment
May 17	Mon.	TBA	Registration for June and July; Matriculated Students by Appointment
May 18	Tues.	TBA	Registration for June and July; Matriculated Students by Appointment
May 20	Thurs.	TBA	Open Registration for June and July
May 27	Thurs.	4:30 pm	GRADUATION

## JUNE '99 AND JULY '99 SESSIONS

June 1	Tues.		JUNE CLASSES BEGIN
June 1-8			Period of Late Registration and Add/Drop*
June 14	Mon.		Last day for students to file for a grade of Withdrawal (WD) for the June term
June 24	Thurs.		Last day of Tuesday/Thursday classes
June 28	Mon.		Last day of Monday/Wednesday classes. JUNE TERM ENDS
June 29	Tues.	TBA	Registration for Fall; Matriculated Students by Appointment
June 30	Wed.	TBA	Registration for Fall; Matriculated Students by Appointment
July 5	Mon.		INDEPENDENCE DAY OBSERVED—COLLEGE CLOSED
July 6	Tues.		JULY CLASSES BEGIN
July 6-13			Period of Late Registration and Add/Drop*
July 19	Mon.		Last day for students to file for a grade of Withdrawal (WD) for the July term
July 29	Thurs.		Last day of Tuesday/Thursday classes
July 30	Fri.		Follow Monday class schedule Last day of Monday/Wednesday and Monday-Thursday classes. JULY TERM ENDS

# Bank Street College

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

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

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

—Lucy Sprague Mitchell



**B**ank Street College of Education, established as the Bureau of Educational Experiments in 1916, began preparing teachers in 1930. The credo that Lucy Sprague Mitchell, Bank Street's founder, wrote for the Bureau of Educational Experiments continues to hold significant meaning for the students, faculty, and staff at Bank Street today.

Although our social environment is considerably different from Mrs. Mitchell's time, and our knowledge about teaching and learning has changed, these principles endure. We believe that the education professions require intelligent, flexible, and creative individuals who have strong ethical standards. And, as in the early years, our graduate programs are designed to integrate theory and practice through close coordination of academic study and field-based work.

## ORGANIZATION

Bank Street College is a small but vibrant institution, organized into three main programmatic divisions: The Graduate School of Education, Children's Programs, and the Division of Continuing Education. It also includes a small Publications Group as well as divisions of External Affairs and Finance and Administration, which provide college-wide support services.

Bank Street's mission is to respond to the social and educational concerns of children and youth. This mission is advanced through a variety of activities conducted by the Graduate School and the other divisions of the College, which engage in an array of projects involving staff development for teachers and leaders in schools, development of specialized curricula, and research into current issues and trends.

The faculty of the Graduate School are scholars and practitioners, researchers and teachers, and they are dedicated to constantly expanding their knowledge of teaching and learning. Their work with Bank Street graduate students is their first concern: faculty and students work closely together as they strive to provide the best educational experiences possible for the children they encounter.

**The Graduate School** prepares its students for various roles in schools and other educational settings with populations ranging from infants to adults. The graduate programs are designed to meet the needs of qualified college graduates with—and without—prior experience as educators. Some graduate students come to Bank Street having just finished undergraduate study; some have worked as teachers for several years; some are moving from teaching to administration; and some are making a career change into the teaching profession. There are also opportunities for study on a non-matriculated basis. In 1997/98, more than 900 graduate students enrolled; nearly one third of the students were African American, Hispanic, Asian, or Native American.

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

students to participate in the educational process they learn about in their courses.

**The Division of Continuing Education** provides outreach and professional development to schools, districts, and other agencies. The Division implements its goal of linking the College to communities on both local and national levels through direct service programs, staff development, courses for professionals, technical assistance to other agencies and national groups launching pilot projects, research, and advocacy. During the 1997-1998 academic year, its programs served more than 4,000 participants. Many of the Division's current grant-funded projects focus on early childhood education in alternative settings, such as a shelter for homeless families in Queens, community-based organizations in Brooklyn and the Bronx, and J47 School for the Deaf in Manhattan.

**New Perspectives**, the College's continuing professional education program of weekend courses, offers short courses either with or without credit for teachers, administrators, and others who work with children and youth. More than 1,500 students annually enroll in New Perspectives courses, training seminars, and workshops.

**The Publications and Media Group** creates materials for children, teachers, and parents that reflect the Bank Street approach to helping children learn about themselves and their world. Working with many publishers in a variety of media, they extend the reach of Bank Street's values and philosophy into the wider world. All of the projects—books and curricula, TV, video, or CD-ROM—are highly interactive, respect the developmental needs of children, celebrate diversity, and encourage creativity and self-expression.

**External Affairs** furthers the mission of the College by initiating a wide range of traditional college fundraising efforts; by communicating the College's programs to members of the media and other audiences via direct contact, external publications, and special events; and by representing the needs of the Bank Street community to federal, state, and local elected officials. The Division provides other divisions of the College with such services as fundraising, media exposure, organizing special events, writing and designing relevant promotional materials, and offering assistance with legislative matters. This Division also encourages and supports the development of new program and project ideas within the College community.

**Finance and Administration** provides the College community with critical services. Important among them are the Library and Computer Services. In addition, the Division includes the Business Office, Plant and Security, Personnel, and Budget.

## ACCREDITATIONS AND AFFILIATIONS

Bank Street College of Education is accredited by the Middle States Association of Colleges and Schools and holds memberships in the Association of Independent Colleges and Universities of the State of New York, the Council of Higher Educational Institutions in New York City, the American Association of Colleges for Teacher Education, and the American Council on Education. The College is chartered by the Board of Regents of the State of New York.

# The Graduate School

Patricia A. Wasley, Dean  
Lia Gelb, Associate Dean  
Barbara Coleman, Associate Dean for Administration

**B**ank Street College offers a variety of programs and courses for individuals who are motivated to work in schools, community organizations and/or public service. The pages that follow include a comprehensive list of Bank Street programs as well as detailed descriptions of program requirements and courses. Information about Graduate School admissions, financial aid, registration, academic policies and procedures is provided here as well.

## **GRADUATE STUDY AT BANK STREET**

Graduate students enroll each term at Bank Street either as matriculated students, which means they have applied to and been accepted into a degree or certificate granting program, or as nonmatriculated students taking courses in the Graduate School of Education but not enrolled in a degree program. Students who wish to pursue a degree have a wide variety of graduate programs from which to choose. Programs lead to the Master of Science in Education (M.S.Ed.) or the Master of Education (Ed.M.) degree.

All programs are registered with the New York State Education Department, and most lead to New York State Certification. Please refer to the Programs of Study chart on page 30 and to the sections of this catalogue that describe each program in detail for additional certification information.

## PROGRAMS OF STUDY

Degree offerings are organized into six programmatic areas:

### Bilingual Education programs:

- Bilingual Teacher Education Program (M.S.Ed.)
- Bilingual Special Education Program (M.S.Ed.)
- Bilingual Educational Leadership Program (M.S.Ed. or Ed.M.)

### Educational Leadership programs:

- Educational Leadership Program (M.S.Ed. or Ed.M.)
- Early Childhood Leadership Program (M.S.Ed.)
- Leadership in Mathematics Education Program (M.S.Ed.)
- Leadership in Museum Education Program (M.S.Ed.)
- Supervision and Administration in the Visual Arts Program (M.S.Ed.)

### Elementary and Special Education Dual Certification (M.S.Ed.)

### Special Education programs:

- Early Childhood Special Education Program (M.S.Ed.)
- Elementary and Secondary Special Education Program (M.S.Ed.)

- Dual Degree Program with Columbia University School of Social Work (M.S.Ed.)
- Master of Education with Specialization in Special Education Program (Ed.M.)

### Teacher Education programs:

- Early Childhood and Elementary Education Program (M.S.Ed.) (with the subprograms Intern and Assistant Teacher, Preservice, and Teaching Practitioner)
- Infant and Parent Development and Early Intervention Program (M.S.Ed.)
- Dual Degree Program with Hunter College School of Social Work and Infant and Parent Development (M.S.Ed.)
- Museum Education and Museum Special Education Programs (M.S.Ed.)
- Early Adolescence Education Program (M.S.Ed.)
- Reading/Literacy Program (M.S.Ed.)
- Reading/Literacy Specialization: Post-Master's Degree Studies

### Studies in Education (M.S.Ed.)



# ▶▶▶ ADMISSIONS

Ann Morgan, Director

Admissions Office / 212-875-4404

Located on the first floor on the east side of the Lobby

## PREPARATION FOR ADMISSION TO A DEGREE OR CERTIFICATE PROGRAM

The Graduate School welcomes applications from individuals who have strong academic records and who have experience and interest in education or related fields. The application process requires considerable thought and preparation on the part of the prospective student. Those interested in applying are encouraged to visit the College and to ask any and all questions of the admissions staff and the faculty. Prospective students can learn about Bank Street at one of the information sessions held periodically throughout the year, as well as through individual appointments with admissions officers or program directors. Admissions and financial aid materials are available by mail or in the Admissions Office.

An undergraduate concentration in the liberal arts and sciences is preferred, and a liberal arts undergraduate concentration is required for admission to some programs (see Prerequisites for Admission to Selected Programs, below). Consideration is also given to those applicants who have majored in a professional area but who have a strong liberal arts background and/or significant and relevant work experience. In general, those applicants without a liberal arts degree are encouraged to apply to programs other than Early Childhood and Elementary Education, Bilingual Teacher Education, Museum Education, and Infant and Parent Development.

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

To apply for the Master of Science in Education Degree or for a Certificate Program, students must have completed successfully a bachelor's degree from an accredited college or university. Those undergraduates who are in the process of completing degrees may file for admission to these programs, but they will need to show evidence of a completed baccalaureate degree before receiving a final acceptance.

### Advanced Degrees Master of Education (Ed.M.)

In addition to the qualities and qualifications outlined above, students who wish to apply for the more advanced Master of Education (Ed.M.) programs must have completed a prior master's degree in a related area.

## Prerequisites for Admission to Selected Programs

Many of Bank Street's degree-granting programs are categorized as "certification programs," which means that they enable the graduates of these programs to qualify for New York State certification in teaching or in supervision and administration (see page 30). When a student graduates from a Bank Street certification program and applies for New York State certification, the College recommends that student for State certification and, in effect, vouches for the student's having met the State's academic requirements.

Applicants for certification in New York State must be citizens of the United States. However, persons holding Green Cards (permanent residents) who have (a) satisfied all academic and testing requirements for certification and (b) applied for citizenship are eligible for provisional certification if the original copy of their "Declaration of Intention" is on file with the New York State Education Department. United States citizenship is required by the time permanent certification is sought. For additional information, contact Lesly Jones in the Registrar's Office at 212-875-4416.

All students who apply to certification programs—even if they are not planning to apply for New York State certification—are required to meet the admissions requirements as specified. The Graduate School Degree Programs section of the catalogue provides more detailed information about each program's requirements for certification.

Those Bank Street certification programs that have additional admissions prerequisites are itemized below.

**Prerequisites for the Early Childhood and Elementary Education Program (Teacher Education), the Bilingual Teacher Education Program, the Elementary and Special Education Dual Certification Program, the Museum Education Program, and the Infant and Parent Development Program.** Applicants who wish to be considered for admission must have academic backgrounds that show both depth and breadth in the liberal arts and sciences. More specifically, this means they must have completed some undergraduate course work in English, math, science, and social studies. In addition, applicants are expected to have an undergraduate concentration in one of the liberal arts or sciences. Also, students must have completed the equivalent of one year of college-level study of a language other than English. This language requirement may be met by two semesters at the college level, two years of high school

study, or by completion of the full sequence of American Sign Language courses at Bank Street.

**Prerequisites for the Early Adolescence Education Program.** Applicants to the Early Adolescence Education program must meet the liberal arts requirements specified above. In addition, those applicants to the Early Adolescence program who demonstrate an undergraduate concentration in a subject that is taught at the 7th through 9th grade level will be eligible for New York State Certification in Teacher Education nursery through 6th grade with an extension of the elementary teaching certificate, which covers grades 7 through 9. The undergraduate concentrations that qualify include English, math, a foreign language, social studies (which must include history), general science, earth science, biology, chemistry, and physics.

**Prerequisites for Selected Educational Leadership Programs: Educational Leadership, Bilingual Educational Leadership, Early Childhood Leadership, Supervision and Administration in the Visual Arts (joint program with Parsons School of Design).** In general, applicants to these Educational Leadership programs must have three years of teaching experience, nursery through 12th grade. Teachers who are in the process of completing this three-year requirement may also be considered for admission. See the Educational Leadership section for more information (pages 36-43).

## THE APPLICATION PROCESS

Applicants should read the catalogue descriptions of the many programs available at Bank Street before completing the application. The admissions office staff will assist applicants in selecting the program most suited to each individual's background and interests. Some programs recommend taking course work prior to beginning fieldwork.

At Bank Street, admissions applications receive two kinds of consideration: (1) a decision regarding acceptance to a Bank Street degree program; and (2) a determination regarding which academic year an accepted student will be scheduled for Supervised Fieldwork/Advisement.

### Application Requirements and Deadlines

Admissions applications may be submitted at any time. Admissions decisions are made on an ongoing basis throughout the academic year from September through June. However, the placement of students into Supervised Fieldwork/Advisement and the awarding of Financial Aid occur each year on a specified timetable. In order to be considered for a place in Supervised Fieldwork/Advisement (which begins in the fall and continues through the spring each year, except for selected Ed.M. programs) and/or for Financial Aid, applicants must adhere to the following calendar for submission of all required items:

#### No later than March 1st:

- The Bank Street College of Education Graduate School Application form must be received by the Admissions Office.
- The (nonrefundable) application fee of \$50 (payable to Bank Street College) also must be received by the Admissions Office.
- For students applying for financial aid, the Financial Aid Application, which is the FAFSA (Free Application for Federal Student Aid) form, must be mailed to the Federal Processor (see page 14).

#### No later than April 1st, the following admissions and financial aid items must be received by the Admissions Office:

- three letters of reference;
- a reflective autobiography;
- official transcripts of all prior work in higher education.

#### Also by April 1st, applicants should come to the Bank Street Admissions Office to complete:

- a program essay\*

#### No later than April 15th:

- financial aid supplemental materials (see pages 14-15 for complete instructions).

*\*Applicants who are not in the greater New York area should contact the Admissions Office to discuss alternate arrangements for completion of the program essay.*

As soon as the applicant's file is complete with the above items, the Admissions Committee will begin the review process. If the Committee wishes to proceed in considering an applicant, the staff will contact the applicant to schedule an interview.

Those applicants who wish to be considered for acceptance into a program before the start of the spring term should submit all application materials by November 1st.

### Application Timeline for Intern Supervised Fieldwork Positions in Early Childhood and Elementary Education

Each year, 17 to 20 intern placements are available in the Early Childhood and Elementary Education program. Students use these placements for their year of Supervised Fieldwork/Advisement (see a fuller description in the Teacher Education section of this catalogue, pages 56-71). Because many applicants in Early Childhood and Elementary Education compete for these positions, individuals seeking internships must apply well in advance



of the March 1st application date. Applicants are urged to apply during the fall or early winter (preferably by January 15th) in order to be considered for an Intern placement which would begin the following September.

### **Application Requirements for International Students**

Students from countries other than the United States are welcome at Bank Street. International students must meet the admissions criteria listed above; they must also complete an "Application for Form I-20." This document, which can be obtained from the Admissions Office, affirms that a student has the financial resources to attend Bank Street. Unfortunately, financial aid is unavailable to our international students. Also, international students must provide translations of records which indicate they have completed the equivalent of an undergraduate degree.

All students whose first language is not English or who have taken their prior education in a non-English-speaking university must demonstrate proficiency in English by attaining a score of at least 550 (paper-based total) or 220 (computer-based total) on the Test of English as a Foreign Language (TOEFL). To obtain a TOEFL bulletin, prospective students should write to: TOEFL Services, Educational Testing Service, PO Box 6151, Princeton, NJ 08541-6151, USA. You may also visit the TOEFL Web site at: <http://www.toefl.org>. All documents in languages other than English must be accompanied by certified English translations. International students who seek New York State certification in education will be asked to provide the State with a Declaration of Intent to become a U.S. Citizen.

### **Admissions Decisions**

Admissions decisions are made throughout the year, except in July and August when admissions interviews usually are not scheduled. Generally, applicants receive notice from the Admissions Office about admissions and about their status in regard to Supervised Fieldwork/Advisement within four to eight weeks after the Admissions Office has received all of an applicant's materials.

The determination regarding when an accepted student is scheduled to begin Supervised Fieldwork/Advisement is also an ongoing process, but it is very important to note that, because programs have enrollment limits, applicants are strongly encouraged to apply during the fall and the winter.

Individuals who apply by March 1st are assured that every effort will be made to accommodate accepted students into Supervised Fieldwork/Advisement for the academic year of their choice.

All applicants who are accepted, regardless of when they are scheduled for Supervised Fieldwork/Advisement, may enroll in courses as matriculated students. Faculty and program directors guide all students in the selection of appropriate course work each term.

### **Provisional Acceptance**

Occasionally, applicants are admitted to Bank Street on a provisional basis. This means that the applicant is accepted as a matriculated student, but with the proviso that the student meet specific conditions indicated at the time of acceptance. The terms will be stated in the letter of acceptance.

### **MATRICULATED ENROLLMENT AT BANK STREET**

#### **Confirming Enrollment/Beginning Matriculation**

When students are admitted into a program, they receive an acceptance letter, which includes a statement regarding when they are scheduled for Supervised Fieldwork/Advisement. In order to reserve that place in Supervised Fieldwork/Advisement, students must pay a nonrefundable \$250 deposit, which is applied toward tuition costs at the time the student registers for Supervised Fieldwork/Advisement. For students accepted in September through January, the deposit is due by January 31st. For students accepted in February through June, the Fieldwork deposit is due within thirty (30) days of the date of the acceptance letter. Failure to pay the deposit may mean forfeiting the Supervised Fieldwork/Advisement placement.

Accepted students may begin their matriculation in any term. Matriculated students have four years to complete their programs, beginning with the first time they register for classes after being accepted.

#### **Postponing Enrollment**

Individuals who have been accepted into programs, but who wish to postpone their enrollment, may contact the Admissions Office and the director of the program into which they have been accepted to request a deferment. It is especially important to notify the College as soon as possible if the delay will result in a change in the year the student will be doing Supervised Fieldwork/Advisement. The College cannot guarantee a place in Supervised Fieldwork/Advisement for any student who has not kept the College informed of changes in plans.

### Status Changes for Matriculated Students

**Withdrawal and Readmission.** From time to time, matriculated students choose to withdraw formally from their graduate program before completing a degree, which means they are no longer considered active matriculated students. Students should contact the Registrar's Office for procedures about withdrawing from the College. In those instances when students have withdrawn and subsequently wish to return to their program, they must contact the Admissions Office and complete a process of readmission. They may be asked to provide updated material to the Admissions Office and/or the chair of the department. Readmission is not guaranteed.

Matriculated students who need to interrupt their studies, but who expect to resume their work toward the degree, should contact the Registrar's Office and follow procedures to take a Leave of Absence (see pages 18-19).

**Transferring between Programs.** On occasion, students wish to transfer from one program to another within the College. Transferring between programs is not automatic. Students who wish to change their degree program must obtain a Change of Degree Program application from the Admissions Office. The change must be approved both by the director of the original program and by the director of the program the student wishes to enter.

Students transferring from one program to another may also need to take additional course work to fulfill all the requirements for the degree in the program to which they have transferred.

Students in Early Childhood and Elementary Education who wish to change their role in Supervised Fieldwork (e.g., from assistant teacher to head teacher) must also make a formal request through the Admissions Office and obtain approval from both the director of their original program and from the director of the program into which the student wishes to enter so that arrangements can be made for their supervision during Supervised Fieldwork.

### Nonmatriculated Student Enrollment

Individuals who have baccalaureate degrees from accredited colleges or universities are welcome to take courses at Bank Street College as nonmatriculated students. Students choose this option for several reasons. Some have an interest in continuing professional development, others a desire to take courses which may be applicable toward provisional certification and/or licensing, and many wish to explore the idea of matriculating at the College. Registration on a nonmatriculated basis is subject each term to the approval of a faculty member, and requires that a student remain in good academic and professional standing (see page 20).

Nonmatriculated students who are considering matriculation should apply for admission by the time they have completed six credits. This will help ensure that those students planning to

enter a degree program are taking appropriate courses for the anticipated degree and are proceeding with the application process in a timely manner. The College reserves the right to withhold registration privileges from those students who are attempting more than nine credits on a nonmatriculated basis. Nonmatriculated students are also required to comply with New York State Department of Health immunization requirements (see Medical Requirements, below).

To be accepted into a degree program, nonmatriculated students must meet all stated admissions criteria. In addition, for those applicants who have taken courses at Bank Street, course grades and instructor evaluations will be taken into consideration as part of the admissions process. Enrolling on a nonmatriculated basis does not guarantee admission to a graduate program.

### Medical Requirements for Enrollment: Matriculated and Nonmatriculated Students

Upon acceptance, matriculated students are required to submit a completed medical form. All students (nonmatriculated as well as matriculated) born after January 1, 1957 who enroll for six (6) or more credits in any term are required to comply with New York State immunization requirements. These requirements specify that prior to attending class, students must provide proof of immunity to measles, mumps, and rubella. To document their immunity, students must submit the Bank Street Medical Form to the Registrar's Office.

### HOUSING

Bank Street College does not maintain dormitory facilities. Apartments to rent or share are listed in the Admissions Office and posted on several College bulletin boards. Other resources for obtaining housing are local realtors, newspapers, and various "Y" organizations.

Application for housing may be made to International House, a graduate student residence facility within walking distance of the College. International House is located at 500 Riverside Drive, New York, New York 10027-3916. Contracts run from September through mid-May and may be renewed for the summer. For more information and/or an application, call 212-316-8436.

Students enrolling for summer courses may pursue housing options at Columbia University or one of its affiliates. Many students stay in the Barnard College dormitory, just four blocks from Bank Street College. Please contact the Barnard Office of Summer Programs at 212-854-8021 for more information or to request an application for housing.

### HEALTH INSURANCE

Information about enrolling in Health and Dental Care policies is available in the Admissions Office.

## ►►► FINANCIAL AID

Barbara Washington, Interim Director  
Financial Aid Office / 212-875-4408

**T**he Financial Aid Office provides information and counseling in an effort to help students develop financial strategies that will complement their academic plans. Bank Street makes every effort to supplement the student's resources through financial aid; however, it is the responsibility of each student to finance his or her graduate school education. Eligibility for most financial aid awards is based on need. The process of determining need has been standardized by the federal government and relies on information provided annually by the student. Financial aid awards may take the form of scholarships (not to be repaid), loans (to be repaid), and/or work-study opportunities.

Bank Street's financial aid funds are limited; consequently, it is very important that applicants for aid comply with the deadlines for applying and for providing supplemental materials and/or additional information when requested. All students are encouraged to begin the financial aid application process early each year, and prospective students are encouraged to request a financial aid packet at the time of application for admission. Students who file late applications and do not meet the deadlines may be considered ineligible for scholarships and grants and may receive reduced awards. The financial aid application process must be repeated for each financial aid year (which begins with the June summer session and ends with the Spring session). Each student must complete the financial aid packet prepared each year by the Financial Aid Office. Both part-time and full-time students are eligible to apply for financial aid. Financial aid funds are not available for International students.

All financial aid materials are available in the Financial Aid Office. All students, returning and prospective, must complete and file the FAFSA (Free Application for Federal Student Aid). The FAFSA must be completed and mailed to the Federal Processor by March 1st of the calendar year prior to the academic year for which the student is seeking support. New students will not be considered for financial aid until they are formally admitted to the College (see pages 11-12 for the admissions application process).

Financial aid awards from scholarships, grants, and loans are applied first to tuition charges. Any excess funds are refunded to students to meet other educational and living expenses.

Students may be asked to attend interviews at the discretion of the Financial Aid Office. Students applying to receive aid in subsequent years must demonstrate, in addition to continued financial need, good academic standing and satisfactory progress toward their degrees.

### SCHOLARSHIPS/FELLOWSHIPS/STIPENDS

The following financial aid awards are funded through the generosity of the many supporters of Bank Street College (subject to annual funding):

- Bank Street College Scholarships
- Mitchell/Biber Scholarships
- Cowen Memorial Scholarships
- The Harry Doehla Scholarships
- Ruth Saltzman Deutsch Scholarships
- Frueauff Scholarships
- Goldberg-Ruberman Scholarships
- Iscol Scholarships
- Jephson Scholarships
- H. Thomas Langbert Scholarships
- Lucy Burrows Scholarships
- Minority Assistant Fellowships/Bank Street School for Children
- Minority Education Scholarships
- Neuberger Scholarships
- Charlotte W. Newcombe Foundation Scholarships
- Gertrude Spencer Scholarships
- Starr Foundation Scholarships
- Straus Scholarships
- Summerfield Scholarships
- DeWitt Wallace-Reader's Digest Scholarships
- Charlotte Winsor Public School Intern Program

All applications for financial aid are reviewed for eligibility for these funds, and separate applications generally are *not* required for these awards. An exception to this policy is the DeWitt Wallace-Reader's Digest Scholarship, which requires a separate application. Applications for this scholarship are circulated when funds are available.

### LOANS

Educational loans play an important role in each student's financial aid package. The Financial Aid Office reviews each student's eligibility for the following loan programs:

- William D. Ford Federal Direct Stafford Loan Program
- George W. Loft and Julia M. Loft Memorial Loan Fund
- Morris Morgenstern Short-Term Student Loan Fund
- Federal Perkins Loan



Tannenbaum Short-Term Loan Fund  
Charlotte B. Winsor Short-Term Loan Fund

Although Bank Street funds a substantial scholarship program, individual awards usually do not cover the full cost of attendance. For this reason, students requesting financial aid are expected to contribute toward these costs, usually by borrowing funds through the Direct Loan Program. Students may borrow funds to pay for the total cost of their education, which includes tuition, books, fees, and living expenses.

Students must be registered for a minimum of 5 credits (or the equivalent) per term to be eligible to receive a Direct Loan for that term. In the summer, credits taken in June and July sessions may be combined to meet the 5-credit minimum. As with all financial aid programs, students requesting loans must be in good academic standing and be making satisfactory progress toward their degree (see page 20).

Federal Direct Stafford Loans at Bank Street include the Subsidized Stafford Loan and the Unsubsidized Stafford Loan.

As with other financial aid, students must complete and file the Free Application for Federal Student Aid (FAFSA). If students intend to apply *only* for a Direct Loan and no other forms of financial aid, they may do so throughout the year; the March 1st deadline does not apply.

Students who are first time borrowers at Bank Street *must* attend an entrance interview with a financial aid counselor in order to be eligible to receive loan funds. An exit interview is required of *all* borrowers prior to graduation *or* when the student falls below half-time status (fewer than 5 credits or the equivalent).

Students should stay in contact with the Financial Aid Office in order to receive the most current information about financial aid awards.

## FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study program enables students to meet part of their educational expenses by working in various positions on campus and in community service locations approved by the College. Matriculated students who are interested in federal work-study positions must request in writing that they be considered for a federal work-study position. The current compensation for these positions is \$10.00 per hour. After the work-study allocation letter has been received, students should contact the Human Resources Department for work-study assignments.



## TUITION ASSISTANCE PROGRAM (TAP)

Students who are legal residents of New York State and who will be registered for at least 12 credits per academic semester as degree candidates are urged to apply for the New York State Tuition Assistance Program (TAP). TAP is a grant program with awards ranging from approximately \$75 to \$550 per year, with the amount based on a student's taxable income reported on the New York State tax return of the previous calendar year. Applications can be obtained from the Financial Aid Office.

## OTHER AID SOURCES

In order to support the maximum number of students with financial need, we ask matriculated students to explore and obtain other financial resources. To this end, the Financial Aid Office maintains a small library of additional financial aid sources. In addition, there are a number of electronic sources of financial aid information. A listing of these web sites is available in the Financial Aid Office; students are welcome to look through these sources.

Several Bank Street graduate students may be employed as research or project assistants and in College offices. Graduate students who are interested in part-time employment are encouraged to review job announcements in the Human Resources Office.

Alternative loans are available to students with less than 5 credits and those with extraordinary expenses. Alternative loans are secured from private lenders (e.g., a bank) and are based on the student's financial credit history. Applications are available in the Financial Aid Office.

## ►►► REGISTRATION

Elizabeth C. Segal, Registrar  
Registrar's Office / 212-875-4406

**S**tudents are invited to register on the dates published in the academic calendar. In general, registration is done in person, and those students who are closest to graduation are invited to register first. Prior to registration, all matriculated students should meet with their advisor or the program director for program planning and course selection. A signed registration form indicating faculty approval is an important component of the process. Nonmatriculated students are invited to open registration where faculty advisors approve their course choices. Students should consult the Schedule of Courses, which

is published each term, for more specific information.

Tuition and fees are due at the time of registration, and students are not allowed to register unless previous outstanding balances are paid. Books or fines owed to the Library must also be cleared prior to registration. A deferred payment plan is an option for the fall and spring semesters, and financial aid may be used toward payment for any term. Registration is not complete until tuition and fees are paid in full or the deferred payment plan is on file with the Business Office.

### TUITION AND FEES

Application fee (nonrefundable) .....	\$ 50
Tuition for each course credit .....	560
Tuition for Supervised Fieldwork/Advisement per credit .....	560
Deposit (to be applied to Supervised Fieldwork/Advisement, nonrefundable) .....	250
Registration fees per term (nonrefundable):	
3 credits or fewer .....	50
4 credits or more .....	100
Late registration fee .....	25
Transcript request** .....	7
Add/Drop fee .....	15
Directed Essay fee .....	250
Independent Study fee .....	250
Independent Study extension fee .....	100
(Effective 9/1/95, students who do not complete the Independent Study within one year will be charged an additional \$100.)	
Portfolio fee .....	250
Technical Assistance fee for selected independent studies and portfolios .....	150
(Optional, see Guide to Integrative Master's Project)	
Removal of incomplete grade .....	25
ID card replacement fee .....	10
Diploma replacement fee .....	25
Returned check fee .....	20

\*Tuition and fees are subject to change during the academic year.

\*\*Fee for multiple transcripts requested at same time: \$7 first copy, \$2 each additional copy.

**BUSINESS OFFICE SERVICES**

It is the responsibility of the College's Business Office to collect tuition and fees and to maintain students' financial accounts. In addition, Business Office staff work with the Financial Aid and Registrar's offices in the administration of student loans and scholarships.

**Payment of Tuition and Fees**

Students may pay tuition and fees by one of the methods described below.

**Fall and Spring Semesters**

**Full Payment.** Tuition and fees may be paid at the time of registration with cash, check, money order, VISA or MasterCard, evidence of financial aid, or valid courtesy course voucher.

**Deferred Payment Plan.** Total tuition and fees may be paid in four equal installments as indicated on the Payment Agreement form completed at registration. Deferred payments are only allowed for fall and spring semesters. There is no finance charge when payments are received in the College's Business Office according to the following schedule, but there is a \$20 processing fee each term.

Due	Fall Semester 1998	Spring Semester 1999
25%	At registration	At registration
25%	October 15	February 16
25%	November 16	March 15
25%	December 15	April 15

A finance charge of 1.33% per month (16% annual rate) will be imposed on any payment, or portion thereof, not received in the College's Business Office (Room 712) by the due date. A \$20 fee will be assessed on all returned checks. Invoices that include details of all charges will be mailed regularly by the College. When student accounts become past due, they are referred to a collection agency and students are then billed for the cost of the collection service. In addition, delinquent accounts are routinely reported to the credit bureau.

**Summer Sessions**

**Full Payment.** A student pays the full amount of tuition and fees at registration with cash, check, money order, VISA or MasterCard, evidence of financial aid, or valid courtesy course voucher. There is no deferred payment plan available for summer sessions. (An exception to this is made for the summer degree programs for which a deferred payment plan is available. Contact the appropriate program director for details.)

**Estimated Expenses**

Tuition costs vary according to the time and number of credits required for program completion. During the 1998-99 year, tuition is \$560 per credit or \$23,520 for a typical 42-credit program. Since Bank Street College does not provide room and board, it is suggested that students moving to New York City allow themselves ample time and funds for finding housing (see Housing, page 13).

Living expenses (including room, board, transportation, clothing, laundry, entertainment, and medical care) will be different for each student. Bank Street's Financial Aid budget indicates that the following costs can be expected for the 1998-99 nine-month academic period:

Tuition (18 credits) .....	\$ 10,080
Books and Fees .....	600
Living Expenses .....	11,700

**Late Registration / Adding/Dropping  
Withdrawal from Courses**

The academic calendar specifies the dates for Late Registration, Add/Drop Periods, and deadlines to withdraw from courses each term. Students who wish to add a course must do so before the second class session, except in the June and July terms when students may not register for 8-session courses after they begin. Changing from one section to another of the same course is also considered a change of schedule. Requests for adding or dropping Supervised Fieldwork/Advisement must be accompanied by written approval from the student's advisor and the department chair.

After the Add/Drop period, students can no longer drop a course from their records. However, up until the midpoint of each term (see academic calendar for specific dates), they may request a grade of withdrawal from a course or courses. This option retains the course on the student's transcript and records a grade of withdrawal (WD). The form to be filed for course withdrawal is available in the Registrar's Office, and requires the instructor's and advisor's signature.

After a student has registered and made payment arrangements, s/he has committed to a place in the course(s) and/or Supervised Fieldwork/Advisement indicated on the student's confirmation. Students are accountable for the completion of this work, unless a request to drop or withdraw from the course(s) is submitted to the Registrar's Office in writing, using the appropriate form. Students who have registered for a course, and then stop attending it without either formally dropping it or requesting a grade of withdrawal, will receive a grade of No Pass (NP), and will be held responsible for the cost of the course.

**Refund Policy / Liability for Tuition and Fees**

Upon registering, students become liable for the full cost of course/fieldwork for which they have registered. When students drop or withdraw from courses, requests for tuition refunds are considered according to the date that the request, with appropriate signatures, was received in the Registrar's Office. Students should note that they remain fully liable for any portion of course/fieldwork that is not refunded, and that registration fees are nonrefundable. Liability is the same for students who opt for the deferred payment plan as it is for those who pay in full at registration.

In the fall and spring semesters, refunds will be made according to the following schedule:

Date of Drop or Withdrawal	Refund	Remaining Liability
Prior to the 2nd session	100% of tuition	Registration fees
Prior to the 3rd session	50% of tuition	50% plus Registration fees
Prior to the 4th session	25% of tuition	75% plus Registration fees
After the 4th session	No Refund	100% plus Registration fees

In the summer terms, a modified refund schedule, which is specified in the Summer Course Brochure, is implemented. In each term, refunds for those courses that meet in unusual calendar configurations will be handled individually.

Title IV recipients attending Bank Street College for the first time may be eligible to receive a refund amount calculated according to the following formula: the refund shall not be less than that portion of the tuition and fees and other charges assessed the student by the institution equal to that portion of the period of enrollment for which the student has been charged that remains after the withdrawal date (rounded down to the nearest 10 percent of that period, less any unpaid amount of a scheduled cash payment for the period of enrollment for which the student has been charged). Any portion of a refund allocable to Title IV, HEA programs will be allocated in the following order: William R. Ford Federal Direct Stafford Unsubsidized Loans, William R. Ford Federal Direct Stafford Subsidized Loans, and Perkins Loans.

### Course Cancellation

The College reserves the right to cancel a course for which there is insufficient registration. Tuition and registration fees will be refunded in full to any student who has registered and paid for a course which is subsequently canceled.

## GRADUATE SCHOOL POLICIES

### Attendance

Once enrolled, students are expected to attend all classes, fieldwork placements, and conference groups. Should illness or another emergency necessitate absence, the student must inform the instructor and/or advisor, who will determine how the student can complete missed work. If a student is in Supervised Fieldwork, the school or agency should also be apprised of any absences. The College respects individuals' observances of religious holidays. When students anticipate absences for religious reasons, they are responsible for informing instructors and advisors at the beginning of the semester about any such anticipated absences. They are also responsible for working with faculty to develop alternative means of fulfilling missed course and field assignments.

### Enrollment Status / Timetable for Completing Degree Requirements

Once a student is matriculated, continuous enrollment is expected. Students may study on a full-time (9 credits or more) or part-time basis after consulting with an Advisor or Program Director regarding appropriate course load. The length of time students take to complete their degrees varies depending on individual circumstances; however, all students are expected to complete the degree requirements for the M.S.Ed. or Ed.M. **within four years** of matriculation. After four years, if a student has not completed the requirements, s/he must apply to the Committee on Academic Standing for permission to continue working toward a degree. The Committee determines whether or not additional time will be granted. Additional course work may be required to ensure that a student's study is sufficiently current to warrant the awarding of a degree. In instances where a great deal of time has elapsed since a student began a degree, the Committee may require that student to reactivate his or her record by applying for readmission (see Readmission Process, page 13).

### Interruptions in Study

#### Leave of Absence

Sometimes it becomes necessary for students to interrupt their study. In these instances, students must request a formal leave of absence in writing from the chairperson of their department. A leave of absence form, available from the Registrar's Office, is designed for this purpose. Each request is reviewed with the student's department, and the student is notified in writing by the department chair of the approval or denial of the leave. The chair will also inform the student's advisor, program director, and Registrar's Office. The Registrar will process a withdrawal from any course and fieldwork in progress. The standard calendar for tuition liability and refunds will apply and will be based on the date that the written request for the leave of absence is received by the chair.

Leaves of absence may be granted for up to one year at a time. If a leave is granted, a date for the student's anticipated return to the program must be established and recorded. When students resume matriculation, they may be required to complete additional course work. Normally, there is a four-year time period to complete all degree requirements. The leave of absence extends this matriculation period by the length of time for which the leave is granted.

#### Medical Leave of Absence

Students who for medical reasons are unable to continue course and/or fieldwork should write directly to the Registrar requesting a medical leave of absence. Students are expected to apply for a medical leave during the term in which the illness begins. The student's letter should be accompanied (or followed) by a letter that provides supporting documentation of the illness from the attending health practitioner. The Registrar's Office will review



the request and notify the student in writing of the approval or denial of the medical leave. The Registrar will also inform the department chair, who will notify the student's program director and advisor. The Registrar will also process a withdrawal from affected course and/or fieldwork currently in progress, and refund applicable tuition paid for the term (not registration fees).

If granted, the medical leave of absence extends the student's matriculation period by the length of time for which the leave is in effect. When students are ready and able to resume matriculation, they should contact the Registrar's Office. They may be required to complete additional course work, depending on the duration of the medical leave.

### **Transfer Credit from Other Graduate Study**

Matriculated students may file a request to transfer in up to six (6) graduate credits. To be considered for transfer, courses must have been completed at an accredited institution with a grade of B or better, and must not have been applied to any prior degree. (An exception to this policy is made for Museum Leadership students, who may receive permission to transfer credits earned toward a prior master's degree.) There is also a time limit on transfer credit eligibility: only if the credit was completed within eight years prior to the student's matriculation at Bank Street will the course(s) be

considered. It is the responsibility of the student to initiate any request for transfer credit, which should occur during the first semester the student is matriculated. To be granted transfer credit, a student must secure written approval from an advisor and program director/chairperson, indicating that the course(s) is (are) acceptable substitutes for Bank Street College offerings toward the degree. Courses being transferred in lieu of a required course must also be approved by a Bank Street instructor in that discipline. A Transfer Credit Report form, available from the Registrar's Office, is designed for this purpose.

### **Waiving a Course Requirement**

Occasionally, a student comes to Bank Street with sufficient depth of study in an area that would warrant the College to consider waiving one or more course requirements. Students should request a Course Waiver form from the Registrar's Office and follow the procedures outlined on the form.

### **Graduation Policies and Practices**

As students prepare for completing their degrees, they should be mindful of—and adhere to—the Timeline for Review of Degree Completion Requirements. The timeline is printed in the Fall and Spring Schedule of Classes, and is available from the Registrar's

Office. Candidates for graduation must file an Application for Degree Completion Review (also available in the Registrar's Office) in order to initiate the review of their records.

The month in which a student completes his/her degree requirements is the date indicated on the student's Official Transcript and diploma as that student's "date of graduation." All financial obligations must be fulfilled before a degree is conferred or a diploma or certificate is issued, and diplomas and transcripts will be withheld from any student who is in default on a loan. Degrees are conferred by the President of the College at an annual ceremony each May.

### **Withdrawal from Matriculated Status**

Any matriculated student who chooses to leave his or her program should file a withdrawal form in the Registrar's Office. Students who have withdrawn and who subsequently wish to return to Bank Street must apply for readmission.

### **Professional and Academic Standards**

Bank Street endeavors to hold its students to high academic and professional standards and to prepare them to be effective, highly skilled practitioners. The course and fieldwork experiences are designed to challenge students' intellectual and creative abilities, and to encourage students' personal and professional growth. Students are expected to meet the requirements specified for each course, and to work closely with their advisors to establish and meet goals set for Supervised Fieldwork/Advisement.

The evaluation process is designed to enable each student to become aware of his or her development as a professional in the field of education, as well as to provide an assessment of his or her academic and supervised fieldwork. As a result, communication between faculty and students is essential and encouraged. The evaluations are designed to reflect students' academic and professional understanding, behavior, and competencies.

### **Satisfactory Professional Conduct**

In order to maintain good professional standing, students are expected to observe the College's Code of Conduct, which is outlined in the Student Handbook, and to demonstrate the academic and/or personal qualities necessary for completion of graduate studies leading to degrees in teaching and/or administration, or for study on a nonmatriculated basis. Should one or more faculty member(s) judge that a student lacks these qualities, they may request that the Dean convene an Individual Review Committee to review the situation. Problems may involve suspected plagiarism, excessive absences, inappropriate classroom behavior, or other questions regarding a student's professional conduct. Should the Dean of the Graduate School convene an Individual Review Committee, s/he seeks the Committee's advice and recommendations and together they implement a course of action. The student is encouraged to present any pertinent information to this committee.

### **Satisfactory Academic Achievement**

There are three academic standards to which every student must adhere in order to remain in good academic standing:

- Students must achieve and maintain a minimum of a B (3.0) grade point average
- Students must comply with the Graduate School's standard of satisfactory academic progress. This means that students must progress toward their degrees at a pace sufficient to complete all degree requirements within a four-year time frame.
- Students must maintain satisfactory work in the field setting, as assessed by the advisor.

Students who do not remain in Good Academic Standing may be placed on probation and/or be subject to academic dismissal.

### **Grade Point Average**

After each grading period, the Registrar's Office reviews students' records to determine academic standing. If a student is placed on probation due to a low grade point average, s/he must meet with a representative of the department to develop a plan to restore good standing. Minimally, the plan must meet the following criteria:

- In the next term the student enrolls (following the identification of a G.P.A. less than 3.0), s/he must complete all courses in progress (no incompletes), and achieve at least a B (3.0) average for that term. Students may opt to withdraw from a course or courses as part of the plan.
- In the subsequent term, the student must achieve an overall cumulative grade point average of at least 3.0.
- Thereafter, s/he must retain a grade point average of 3.0.

### **Satisfactory Progress Toward the Degree**

If a student is in poor academic standing because s/he is not completing sufficient credits to be making satisfactory progress toward the degree, s/he must establish a plan with the advisor/program director for earning additional credit or completing the course work that the student has attempted, but not finished. The student may be ineligible to register for additional credits until the specified plan has been implemented successfully. A chart of the Graduate School's standard for satisfactory progress is available from the Registrar's Office.

### **Satisfactory Work in Supervised Fieldwork/Advisement**

Normally, students receive the grade of IP (In Progress) for the first semester of Supervised Fieldwork/Advisement; at the end of the next semester, the grade for both semesters of Supervised Fieldwork/Advisement is converted to P (Pass) or NP (No Pass). If, however, the student does not achieve satisfactory work in the Supervised Fieldwork/Advisement setting in the *first* term, the advisor may award a grade of NP. Whenever a grade of NP is awarded for supervised fieldwork, the student is academically dismissed. In some instances, after two semesters of fieldwork, it is the assessment of the advisor that additional fieldwork is required. Credit for completion of the fieldwork year may be withheld until the additional term of fieldwork is successfully completed. Additional information about expectations for successful performance in supervised fieldwork are specified in the Graduate School *Student Handbook*.

## GRADING POLICY

Grades are defined as follows:

	<b>Value in Calculation of Grade Point Average</b>
A .....	Excellent (no A+ may be awarded) 4.0
A- .....	Very Good 3.8
B+ .....	Good 3.5
B .....	Acceptable achievement; Minimum grade for Good Academic Standing 3.0
B- .....	Below minimum for Good Academic Standing 2.8
C+ .....	Fair 2.5
C .....	Poor 2.0
C- .....	Very poor 1.8
NP .....	No Pass 0.0
P .....	Pass: awarded (only) for Supervised Fieldwork/Advisement; selected seminars and practica; museum leadership courses; and selected one-credit courses Neutral Value
IN .....	Incomplete (This grade must be requested by a student; an IN can become an NC [No Credit]; see below) Neutral Value
IP .....	In Progress: recorded at the end of the first semester of selected full-year courses and for year-long Supervised Fieldwork/Advisement. The IP grade is changed after completion of the full year's work to a Pass or No Pass Neutral Value
NC .....	No Credit: If Incomplete work is not submitted by the required due date, the Incomplete grade is converted to a No Credit grade Neutral Value
WD .....	Withdrawal: This grade must be requested by the student and the request must be submitted by a specific deadline which is no later than the mid-point of each term (see Academic Calendar for pertinent dates) Neutral Value
Z .....	No grade submitted by the instructor. (This is a temporary indicator only. It is replaced by an actual grade when grades are submitted.)

*Auditing courses is not permitted, and there is no grade of Audit offered by the Graduate School.*

Students are expected to complete the work for a course by the end of the term in which it is taken. If, however, a student finds that s/he is unable to finish assignments within the term, s/he may request a grade of Incomplete (IN), and additional time to complete the course work. Incompletes are granted at the discretion of the instructor and are only considered if the student has done satisfactory work up to that point. If granted, the student and instructor must agree on a final due date for submission of the outstanding work, and complete an Incomplete Grade Request form. To receive credit for the course, the student must complete all requirements by the date set. Extensions are limited to June 1st of the following year for a fall semester course, or January 1st for a spring or summer course. If the work is not completed by the due date, the grade is changed to NC (No Credit).

In exceptional circumstances, a student may petition the Committee on Academic Standing for additional time to make up incomplete work. The Committee decides whether any additional time will be granted. Students should bear in mind that excessive incompletes may interfere with satisfactory progress toward their

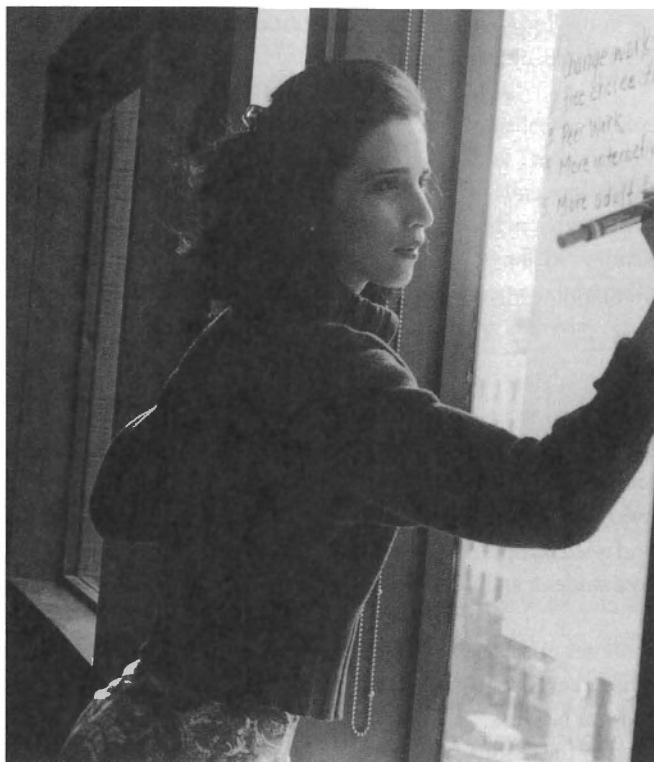
degree and jeopardize their academic standing (see Satisfactory Progress Toward the Degree, above).

### **Grade Reports / Transcripts**

Students are mailed grade reports approximately one month after the end of each semester. Requests for official or student copies of transcripts are generally processed within three to five working days after receipt of a written request, which must include an original signature. There is a \$7.00 fee for each transcript requested. If students request more than one copy at a time, the charge is \$7.00 for the first copy and \$2.00 for each additional copy. The cost is the same for official and student copies. Transcript requests sometimes take a little longer to fulfill during registration periods.

### **Release of Transcripts / Access to Students' Records**

Bank Street complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, also known as the Buckley Amendment. The act is designed to protect the privacy of education records, to establish the right of students to inspect and



review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act. The policy and procedures used by the institution to comply with the provisions of the Act are available in the Registrar's Office. The Registrar's Office also maintains a Directory of Records that lists all education records maintained on students by this institution. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Registrar's Office. (For additional information concerning FERPA, please see Appendix, page 111.)

### Academic Grievance Procedures

Faculty members in the Graduate School work very closely and effectively with their students. Occasionally, differences occur between graduate student and advisor or course instructor about course grades, evaluation of Supervised Fieldwork, or participation in advisement. Students are encouraged to resolve such problems directly with the individual advisor or instructor.

If the difficulty cannot be resolved in this way, the following formal grievance procedure should be followed:

- The student discusses the problem with the program director or chair of the department (if discussed with the program director, the program director alerts the chair).
- The program director or chair discusses the issue with the involved faculty member (and the student's advisor, if appro-

priate). The director or chair prepares documentation and notifies the student in writing of his or her recommendation.

- If the student deems the problem still unresolved, the student may write a report and submit it to the Chair of the Committee on Academic Standing.
- The Committee on Academic Standing reviews the report and the issue with the student (and an outside person if desired) and, either together or separately, with the faculty member.
- The Committee on Academic Standing makes a decision and shares it with the student, the faculty member, the program director, department chair, and dean. The decision of the Committee on Academic Standing is final.

### Other Grievances

Information about procedures for other grievances, including complaints of sexual harassment, can be found in the *Student Handbook*.

### Student Handbook

A Handbook for all students is available from the Graduate School Office, the Registrar's Office, or from faculty advisors. Designed to complement the catalogue, it contains additional details about the academic programs, student services and student life, and information regarding due process, the code of conduct, and grievance procedures. It is the responsibility of every student to obtain a copy of the *Student Handbook* and to be knowledgeable about its contents.

## CAMPUS POLICIES

### Campus Drug and Alcohol Policy

In accordance with the federal legislation known as the "Drug Free Schools and Communities Act Amendments of 1989," Bank Street College of Education established the following policy:

Bank Street College prohibits the unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs and/or alcohol on School property or while conducting College business by employees and students. This policy includes School activities taking place on or off Bank Street property, including driving to and from College-related activities.

Alcoholic beverages may be served at Bank Street College events/activities on or off School premises, but are not to be served to anyone under twenty-one (21) years of age. A security guard is on duty during all campus events.

### Campus Security and Law Enforcement Pamphlet

The College publishes an annual security report, which contains safety tips, emergency procedures, and campus crime statistics. This publication is available from the Director of Security, and from the Registrar's Office.



## ▶▶▶ CAREER SERVICES

Susan Levine, Director  
Career Services Office / 212-875-4657

**T**he Career Services Office, located on the first floor in the Admissions Suite, serves as a career resource and information center. Career Services are provided to alumni and to students matriculated in degree programs. Students are encouraged to take advantage of the variety of services the office has to offer at the beginning of their matriculation at the College.

Services include listings of current job openings, a reference book library, a collection of sample résumés, and school directories. Résumé and interview skills workshops are offered individually and in small groups throughout the year. Students are encouraged to meet with the Director to discuss strategies to be used during the job search process, such as how to organize a job search, networking, and researching schools, institutions, and agencies.

A job bulletin is produced weekly March-June, and monthly during the remainder of the year. Students in Supervised Field-

work/Advisement receive the job bulletin in their spring semester of Supervised Fieldwork free of charge, and alumni are eligible to receive it on a subscription basis.

All eligible students are encouraged to register with the Career Services Office and to maintain an updated reference file to be sent to prospective employers when applying for a position. In addition, the Career Services Office hosts the following annual events: a Job Search Support Day, with representatives from Bank Street and from public and private schools providing information on the job search process; and a job fair with representatives from many of the New York City Board of Education Districts. Career Services often co-sponsors job related events with the Alumni Office.

Bank Street graduates are innovative professional teachers and leaders who make wonderful contributions to the schools within which they work. Our graduates are in demand, and are the reason Bank Street has the fine reputation it does.



## ►►► COLLEGE SERVICES

### LIBRARY

Linda Greengrass, Director

The Bank Street Library contains a wide range of materials in support of instruction and independent research: books, journals, reference sources, Graduate School independent studies and portfolios, ERIC microfiche, audio recordings, vertical file materials, electronic databases, and more. Copies of heavily used books, as well as files of reserved readings arranged by name of course instructor are available at the Circulation Desk for use in the Library.

Librarians help students and faculty identify and locate pertinent information, teaching them to conduct bibliographic searches using various computer databases. Library staff also offer instructional orientation for students, introducing them to the Library and to computerized searches on ERIC, PsychLit, and other services on CD-ROM or through the Internet. Access to the catalogs of neighboring libraries is also available. In addition, the Library houses several computer workstations, which are available for word processing, e-mail, and Internet access. The Reference Librarian can obtain materials from other libraries through interlibrary loan or provide passes to other libraries. A schedule of instructional groups to familiarize patrons with all of these services is posted in the Library, and individuals may schedule additional sessions at their convenience.

In the Children's Collection, picture books, easy-to-read books, juvenile fiction, nonfiction, and young adult fiction are available, as are a selection of nonprint materials. The Children's Librarian provides instruction to School for Children classes and is available to assist children and adults with research or book selection.

Current bibliographies, instructional handouts, Books of the Month lists, Library Instruction Schedules, and *A Student's Guide to the Bank Street College Library* may be picked up at the Circulation or Reference Desks. The circulation policy and schedule of fines for overdue materials are available at the Circulation Desk. Library hours and special events are posted throughout the building.

### BOOKSTORE

Beth Puffer, Manager

The Bank Street Bookstore, located at the corner of Broadway and 112th Street, offers two floors of books, games, videos, and audio cassettes for children, parents, and educators. Professional books, including all books required in courses, are on the second floor.

The Bookstore is open Monday through Thursday from 10:00 a.m. to 9:00 p.m.; Friday and Saturday from 10:00 a.m. to

6:00 p.m.; and Sunday from noon until 5:00 p.m. The Bookstore's address is 2879 Broadway, New York, NY 10025; the telephone number is 212-678-1654/toll-free 800-724-1486. Visit their Web site at [www.citysearch.com/nyc/bankstbooks](http://www.citysearch.com/nyc/bankstbooks). There is a free monthly newsletter and a catalog available.

### OFFICE OF DISABILITY SERVICES

Bank Street College does not discriminate against qualified individuals with disabilities in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by applicable federal laws and regulations. The designated coordinator for compliance is Delores Riggins, Director of Human Resources.

We do encourage students with visible or hidden disabilities to self-identify and provide us with further information so that they may receive the accommodations to which they are entitled.

### COMPUTER CENTER

Arlen Rauschkolb, Director

The Computer Center, located in the Office of Finance and Administration on the seventh floor, provides services to the College community in all areas of administrative and academic computing. Microcomputer systems supported include the Apple Macintosh family and Windows 95. The Center runs and maintains the SUN SPARC STATION 10 server for all administrative and fiscal operations.

The College's computer laboratories are located on the first floor. The facilities house modern networked computer workstations and are used as a drop-in facility and a classroom. The room is available to students during late afternoons, evenings, and Saturdays. Hours are posted next to the lab. Computers are also available for use in the Library by graduate students.

The College has become a full-fledged node on the Internet. E-mail accounts are available for students on a semester basis with a note from their advisor or program director. The College also has a Web site ([www.bnkst.edu](http://www.bnkst.edu)).

The staff is available for consultation and assistance Monday through Friday, 9:00 a.m. to 5:00 p.m.

### CAFETERIA

The Bank Street cafeteria, located on the C level of the building, is open to the public as well as to the College community. The cafeteria offers a wide selection of wholesome foods, including homemade soups and breads, seasonal salads, and hearty entrees. The cafeteria is open from 7:30 a.m. to 6:45 p.m. Monday through Thursday, and from 7:30 a.m. to 3:00 p.m. on Friday.

## ▶▶▶ SPECIAL PROGRAMS

### COLLABORATIVE UNDERGRADUATE PROGRAMS

#### 5-Step

Lia Gelb, Director

This is a collaborative program between Bank Street and a number of undergraduate liberal arts colleges (Albion College, Bennington College, Carleton College, Earlham College, Eugene Lang College of the New School for Social Research, Kenyon College, Oberlin College, and Whitman College). Students begin their professional studies at Bank Street while still undergraduates. Students must be recommended by their college and meet all Bank Street admissions requirements. The program is completed during two summers and one full academic year at Bank Street. It culminates in a bachelor's degree from the undergraduate college and a master's degree from Bank Street within five years.

#### Urban Education Semester

Margaret Deluca, Director

The Urban Education Semester program is a collaborative project of Bank Street College, New York City Community School District 4, and the Venture Consortium (Bates College, Brown University, College of the Holy Cross, Swarthmore College, Vassar College, and Wesleyan University). Liberal Arts undergraduates attending Venture colleges and universities are engaged for one semester in the formal study of education in an urban setting.

The Urban Education Semester program offers an opportunity for juniors to combine student teaching in a variety of public school settings and group visits to alternative educational sites with related course work that may include: Current Issues in Urban Education, Anthropology of Education, Foundations of Modern Education, Child Development, and Principles and Problems in Elementary and Early Childhood Education. A weekly seminar—Learning Theory and Practice: Making Connections—and individual conferences help students integrate theory and practice in ways that relate to their academic programs and career aspirations.

Students in the program earn 15 graduate credits, which are applied to their undergraduate transcript.



### CENTERS AND INSTITUTES

There are several funded projects in the Graduate School. Many faculty work as staff developers, consultants, evaluators, and researchers on these and other projects.

#### The Center for Folk Arts in Education

Amanda Dargan, Director

Nina Jaffe, Co-founder

This project was established as a collaborative between the Graduate School and City Lore: The New York Center for Urban Folk Culture, spearheading a nationwide effort to link educators with the culturally diverse resources and materials of folklore, oral history, and traditional arts. The Center's programming includes biannual seminars, ongoing staff development workshops, a newsletter, and artist-residencies in public and independent schools. The resource center, located at 72 East First Street, houses a collection of primary and secondary source materials in print, audio, and electronic media. Bank Street/City Lore staff offer consultation and networking services.

#### Center for Minority Achievement

Gil Schmerler, Director

The Center for Minority Achievement (CMA) has worked with teachers and administrators in the middle schools of New York City and elsewhere to improve the instruction and increase the opportunities available to urban youngsters. Through sustained staff and program development with school-based teams and individual teachers, CMA has helped schools develop teacher leadership and confront teaching, learning, and structural issues that stand in the way of positive change.

In recent years, CMA has replicated its process nationally through the creation of university-school partnerships in Baltimore, Milwaukee, and Newark.

### **DeWitt Wallace-Reader's Digest Pathways to Teaching Careers Program**

Y. Nona Weekes, Director

Cathleen Wiggins, Assistant Director

Phase I of the Pathways program was designed to assist paraprofessionals and other unlicensed teaching personnel, particularly minorities, in becoming fully certified. The program, funded by the DeWitt Wallace-Reader's Digest Fund and coordinated by Bank Street College of Education, is being implemented in ten major northeast and midwest cities by colleges of education. Participating colleges/universities are: Alverno College, Cleveland State University, Drexel University, Indiana University of Pennsylvania, Kean University, Lesley College, University of Illinois at Chicago, University of Louisville, University of Wisconsin-Milwaukee, and Wayne State University. These institutions are major contributors of teachers to their city's public schools.

In Phase II, from Fall 1998 through Spring 2001, the focus shifts from improving teacher recruitment and preparation to institutionalizing best practices developed in Phase I. In addition, Phase II will see the expansion of the Pathways network to an additional 35 colleges and universities that have made a commitment to Pathways' goals and practices.

### **Infancy Institute**

Nancy Balaban and Virginia Casper, Co-directors  
(usually offered during late June)

Designed to meet the needs of those who work in varied settings with infants, toddlers, and families, the three-day Infancy Institute provides a high-quality, individualized experience. Past programs have included a visit to an infant/toddler program, choices among numerous workshops, and all-day seminars on such topics as attachment, infant/toddler development, teen parents, working with toddlers, creating a philosophy, early intervention, staff development, and working with children who are homeless.

### **Leadership Center**

Bernard Mecklowitz, Director

The Leadership Center is a collaborative program with the New York City Public School Districts. Principals, assistant principals, and other administrators participate in a mentoring, advising, and staff development program. In addition, experienced principals participate in short-term, full-time programs at Bank Street. As an outgrowth of its work with administrators, the Leadership Center conducts staff development projects in individual schools and in collaboration with New York City school districts.

### **The Mathematics Learning Forums Project**

This project was initially funded by the Annenberg/CPB Mathematics and Science Project as a collaboration between Bank Street College of Education and the Educational Development Center. Employing a combination of computer-based communication, print, and videotape, 24 different on-line seminars that support teachers in extending their students' mathematical learning.

Teachers engage in reflective and instructive conversations about content, learning, teaching, and assessment issues in mathematics. Each forum lasts eight weeks and brings together small groups of teachers (10-18) from different schools and different regions of the country. Bank Street faculty guide teachers as they try new activities and techniques in their classes and help one another reflect on the meaning of those experiences.

Forums are offered for graduate credit, inservice credit, or personal enrichment.

### **The Principals Institute**

Bernard Mecklowitz, Director

The Principals Institute, established in 1989 as a partnership between the Board of Education and Bank Street College, offers a tuition-free 36-credit master's degree in Supervision and Administration to qualified New York City public school teachers, resulting in state certification (SAS) and New York City licensing as a school supervisor and administrator or district administrator. Students without a prior master's degree in education will need to transfer in an additional 6 credits.

The program is concerned especially with increasing the number of women and minorities in positions of leadership in the New York City Public School System. The Principals Institute is organized around a cohort system of 25 to 30 students, taking 18 months to complete. Students begin course work in September, move to their full-time/5-day-a-week internship semester in February, take a course in each of the June and July semesters, and complete their course work during the following fall semester.

The selection of schools with mentor principals is made very carefully. The mentor supports the intern through a learning experience that is developmental, thoughtfully assessing the intern's growth. Interns are screened by Principals Institute staff so that careful matches can be made. Connected to the internship is the role of the advisor. The advisor helps the intern to make sense of this experience through weekly conference groups, meeting with seven to ten interns, and also through the twice-a-month meetings with each intern at their internship site.

In addition to the course work, internship, and advisory services, interns visit schools in the city illustrating cutting-edge work in governance, curriculum or organization of classes. A series of training days is organized to support their understanding of conflict resolution, intergroup relations, and a folkloric

slant to multicultural education. Guest speakers invited from the Central Board of Education, Community Based Organizations, Corporations, and Foundations meet with interns.

Interns and staff also take a 2- to 3-day field trip to study schooling in another city. Here the interns integrate the theory they are learning with the practice they've observed and, through daily debriefings with the Institute staff, examine and process what they have seen.

### **Tiorati Workshop for Environmental Learning**

**Don S. Cook, Director**

The Tiorati Workshop for Environmental Learning is a collaborative venture between Bank Street and the Palisades Interstate Park Commission. At the laboratory and classroom facility in

Bear Mountain/Harriman State Park, New York, elementary school teachers, graduate students, and children investigate the natural world of wooded slopes, lakes, streams, meadows, and marshes around Tiorati Workshop. The Tiorati Program for Schools offers the opportunity for teachers to bring their students to Tiorati and, with Tiorati staff assistance, design curriculum to introduce natural materials to the classroom. The graduate courses that Bank Street offers at Tiorati excite teachers' curiosity about the natural world and help them develop plans to introduce nature study to classrooms in both urban and suburban settings. The summer Hudson Watch Institute is an opportunity for teachers, scientists, and science educators to pursue scientific field inquiries, exploring possibilities for field studies by middle-school and junior high school students.



# Degree Programs

**T**he Graduate Programs prepare professional educators for a variety of roles in schools and other educational settings. All Graduate Programs include three components: course work; supervised fieldwork and advisement; and a culminating integrative activity. There are four academic terms: Fall, Spring, June, and July.

## **COURSE WORK**

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

Graduate courses are generally held during weekday evenings, from 4:30 to 6:30 p.m. and from 6:50 to 8:50 p.m. In the July term, courses are offered during the day as well. Courses designed for the Museum Education, Museum Leadership, and the summer programs meet on a different timetable.

## **SUPERVISED FIELDWORK/ ADVISEMENT**

At the heart of a Bank Street education, and unique to this College, is Supervised Fieldwork/Advisement. This is a multifaceted process which enables students to integrate the study of theory with practice. The process encourages students to develop personal knowledge that is connected with their educational practice.

Each student works with a faculty advisor and meets with a small group of students (from 5 to 7) across an academic year. Advisors visit students in field-work settings for half days at least once a month. If the student is a student teacher, assistant teacher, or intern, advisors also work closely with the cooperating classroom teacher. In addition, the advisor and student meet twice monthly for in-depth consultative meetings. All of the advisor's students meet together weekly for Conference Group in a setting in which students as a group collaborate on understanding the challenging issues that face them as educators in their field placements. Students are expected to participate as responsible professionals in all facets of Supervised Fieldwork/Advisement. This is normally a year-long process; however, there are rare instances in which students may be required to complete additional fieldwork.

## INTEGRATIVE MASTER'S PROJECT A Guide to the Directed Essay, the Independent Study, and the Portfolio

Bank Street degree programs require students to complete a Directed Essay, an Independent Study, or Culminating Portfolio. The Guide to these integrative activities is designed to help students understand these three options and to aid students in completing the activity they select. Guides are available from the Graduate Suite (6th floor) and from the Registrar's Office.

In the Educational Leadership program (Ed.M.) and the Bilingual Educational Leadership program (Ed.M.), the Professional Seminar is an alternative culminating activity. Students are encouraged to discuss their choices with their advisors early in their studies at Bank Street.

## ACADEMIC SUPPORT SERVICES The Writer's Workshop and the Writer's Handbook

The Writer's Workshop, a semester-long, noncredit course offered during the academic year, and the *Writer's Handbook*, a

publication of the Graduate School, are both designed to assist students with the development and improvement of their writing skills.

Students should contact the Dean's Assistant (Graduate Suite, 6th Floor) for information regarding the Workshop. The *Handbook* is available from the Graduate Suite (6th Floor) and from the Registrar's Office.



## PROGRAMS OF STUDY

Programs	Degree	New York State Certification	Pages
<b>BILINGUAL EDUCATION</b>			
Bilingual Teacher Education	M.S.Ed.	Nursery through 6th grade with an Extension to teach in bilingual classrooms	31-35 31, 32
Bilingual Special Education	M.S.Ed.	Special Education Nursery through 12th grade with an Extension to teach in bilingual classrooms	31, 33
Bilingual Educational Leadership	M.S.Ed. or Ed.M.	School Administration and Supervision	31, 34-35
<b>EDUCATIONAL LEADERSHIP</b>			
Educational Leadership	M.S.Ed. or Ed.M.	School Administration and Supervision	36-43 36, 38-39
Early Childhood Leadership	M.S.Ed.	School Administration and Supervision	36, 40
Leadership in Mathematics Education	M.S.Ed.		37, 41
Leadership in Museum Education	M.S.Ed.		37, 42
Supervision and Administration in the Visual Arts	M.S.Ed.	School Administration and Supervision	37, 43
<b>ELEMENTARY AND SPECIAL EDUCATION DUAL CERTIFICATION</b>			
Elementary and Special Education Dual Certification	M.S.Ed.	Teacher Education—Nursery through 6th grade and Special Education—Nursery through 12th grade For those students who are fluent in Spanish or Haitian Creole, a variation of the program is available that leads to an Extension to teach in bilingual classrooms.	44-46 45-46
<b>SPECIAL EDUCATION</b>			
Early Childhood Special Education	M.S.Ed.	Special Education—Nursery through 12th grade	47-55 48, 49-50
Elementary and Secondary Special Education	M.S.Ed.	Special Education—Nursery through 12th grade	48, 51-52
Dual Degree Program with Columbia University School of Social Work	M.S.Ed.	Special Education—Nursery through 12th grade and Social Work (through Columbia University School of Social Work)	48, 53-54
Master of Education with Specialization in Special Education	Ed.M.	Special Education—Nursery through 12th grade	48, 55
<b>TEACHER EDUCATION</b>			
Early Childhood and Elementary Education	M.S.Ed.	Nursery through 6th grade <sup>1</sup>	56-71 56, 60-61
Infant and Parent Development and Early Intervention	M.S.Ed.	Nursery through 6th grade <sup>1,2</sup>	57, 62-63
Dual Degree Program with Hunter School of Social Work and Infant and Parent Development	M.S.Ed.	Social Work (through Hunter School of Social Work)	58, 64
Museum Education and Museum Special Education	M.S.Ed.	Nursery through 6th grade <sup>1,2</sup>	59, 65-67
Early Adolescence (10-15 Years): Middle-Level Education	M.S.Ed.	Nursery through 6th grade and a 7 through 9 extension <sup>3</sup>	59, 68
Reading/Literacy Specialization	M.S.Ed.	Reading	59, 69-71
<b>STUDIES IN EDUCATION</b>			
Studies in Education	M.S.Ed.		72-73 73

Certification by the New York State Education Department is a requirement for teaching or supervisory/administrative positions in all public schools and most independent schools in New York State. New York enjoys reciprocal certification arrangements with many other states. Students seeking certification in another state should contact that state's education department or department of public instruction for the current requirements pertaining to the specific certification. U.S. citizenship is required for permanent certification (see page 12 for additional information). Additional certification information is available from Bank Street's Registrar's Office.

<sup>1</sup>These programs may lead to the additional "Early Childhood Annotation" depending on courses selected toward the degree and/or prior courses. See Program description.

<sup>2</sup>Students may select a noncertification track.

<sup>3</sup>Those students with undergraduate majors in teachable subjects are in the certification track; those without are not.



# ▶▶▶ BILINGUAL EDUCATION

Olga Romero, Chair

**T**he Bilingual Education programs are designed to prepare teachers, educational evaluators, and administrators to provide effective bilingual education experiences for children. The ability to communicate well in more than one language is viewed as an invaluable skill that should be encouraged and developed. The Bilingual programs support the continued development of the children's ability in the home language and the opportunity for them to acquire English. Respect for the child's native language translates into an emphasis on the cultural wealth that children bring to school.

The Bilingual programs require demonstrated competence in English and in either Spanish or Haitian Creole. Depending on their area of specialization, bilingual students take courses in Teacher Education, Special Education, or Educational Leadership. In this way, the bilingual programs are integrated with other Graduate School programs. Moreover, bilingual students, whether they are preparing to teach, evaluate, or administer, also share in some common course work and thereby focus directly on the particular needs of language minority children. All students participate in supervised fieldwork in settings relevant to their specialization. They must also complete an independent study, directed essay, or portfolio. The Professional Seminar is an additional option for those students pursuing the Ed.M. degree. Because students have different backgrounds, experiences, and interests, they must consult with their advisor on course selection and course sequence.

The Bilingual Education Department offers the Master of Science in Education (M.S.Ed.) degree in three specializations:

- Bilingual Early Childhood and Elementary Education
- Bilingual Special Education
- Bilingual Educational Leadership

Each of these programs leads to New York State Certification in the area of specialization (Early Childhood and Elementary Education; Special Education; and Supervision and Administration). Graduates of the Bilingual Early Childhood/Elementary Education program and the Bilingual Special Education program are eligible for the New York State Extension Certificate in Bilingual Education.

The Bilingual Education Department also offers the Master of Education (Ed.M.) degree in Bilingual Educational Leadership. Ed.M. programs are designed for students who have completed a prior master's degree in a related area.

**The Bilingual Teacher Education Program (M.S.Ed.)** is a 44-credit program for preservice and inservice bilingual teachers. All graduates are eligible for New York State Teacher Certification and the extension in Bilingual Education. The program requires a

full year (12 credits) of Supervised Fieldwork/Advisement in a bilingual setting. Students who are particularly interested in working with the early childhood population take some of their courses within the Early Childhood sequence. Those who wish to work with school-age children follow the regular Teacher Education/Bilingual sequence. Either track may be completed in two years. Students are expected to demonstrate a strong commitment to the education of language-minority children. Through the program, they receive a solid foundation in child development, curriculum, and bilingualism. They learn to work effectively within a variety of bilingual programs and to adapt curriculum requirements to the specific needs of bilingual children.

**The Bilingual Special Education Program (M.S.Ed.)** is one of a handful in the nation that prepares teachers to work with language-minority children who have disabilities. By combining Bilingual and Special Education, this 44- to 47-credit program allows students to qualify for state certification in Special Education with an Extension in Bilingual Education. The course sequence includes theory on handicapping conditions, as well as practical issues concerning remediation techniques. Most of the courses address the needs of bilingual children in special education settings. The rigorous course of study includes a year of Supervised Fieldwork/Advisement (12 credits), which has to be completed in an appropriate bilingual special education setting. The program generally takes two years to complete.

**The Bilingual Educational Leadership Program (M.S.Ed.)** prepares bilingual educators to take supervisory and administrative roles in the educational system. Commitment to bilingual education and successful classroom teaching experience are considered to be important qualifications for admission into the program. Students are required to complete 42 credits, including one full year (12 credits) of Supervised Fieldwork/Advisement. For those students who do not have administrative or supervisory positions, it is essential to arrange, with their school supervisors, an appropriate placement during the advisement period. Graduates are eligible for state certification in School Administration and Supervision.

**The Bilingual Educational Leadership Program (Ed.M.)** is designed for experienced educators who already have a master's degree in education or a related area. The Ed.M. requires 36 approved credits at Bank Street, including one semester (6 credits) of Supervised Fieldwork/Advisement. Graduates are eligible for state certification in School Administration and Supervision.

Details of requirements are listed by program on the following pages.

# Bilingual Teacher Education Program

M.S.Ed. Degree ► 44 Credits

## Required Courses

Course selections must be approved by advisor or program director.

Number	Credits	Course Title
<b>CHOOSE ONE:</b>		
TE 500	3	Child Development
<b>OR</b>		
TE 503	3	Child Development with a Focus on the Upper-Elementary and Middle-School Years
<b>CHOOSE ONE:</b>		
TE 502	3	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording <i>(The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.)</i>
<b>OR</b>		
CP/SE 710	3	The Computer in Special Education
<b>CHOOSE ONE:</b>		
TE 510	3	Curriculum in Early Childhood Education
<b>OR</b>		
TE 511	3	Curriculum Development through Social Studies: Elementary and Middle-School Years
<b>OR</b>		
TE 535	2	Science for Teachers (N-6)
<b>OR</b>		
TE 536	3	Integrative Learning for Children in the Natural Environment
<b>OR</b>		
SE/TE 512	3	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs
<b>CHOOSE ONE:</b>		
TE 520	3	The Teaching of Reading, Writing, and Language Arts
<b>OR</b>		
TR/TE 527	3	Teaching Reading and Writing in the Content Areas for Elementary and Middle-School Classrooms
<b>CHOOSE ONE:</b>		
TE 530	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings (N-6) <i>(The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.)</i>
<b>OR</b>		
TE 531	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle-School Years <i>(The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.)</i>
BI 501	3	History and Principles of Bilingual Education and Bilingualism
<b>CHOOSE ONE:</b>		
BI 513	3	Teaching Reading and Native Language Arts to Spanish-speaking Children
<b>OR</b>		
BI 514	3	Teaching Reading and Native Language Arts to Haitian Creole-speaking Children
BI 517	3	The Teaching of English as a Second Language
BI 520	3	Evaluation, Development, and Use of Curriculum in the Bilingual Classroom
BI 591	6	Advanced Seminar in Bilingual Education (2 semesters)
BI/SE 631	3	Special Education for Linguistically and Culturally Diverse Children <i>(Approved for Human Relations credit by the New York City Board of Education)</i>
BI/TE 555	1	Linguistics: Implications for Teachers
SE/BI 604	2	Language Development, Diversity, and Disorders: Impact on Reading and Literacy Development

## Supervised Fieldwork

BI 590	6	Supervised Fieldwork/Advisement in Bilingual Education (2 semesters) <i>(Concurrent with BI 591; see above)</i>
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**Additional Requirements:** Completion of Independent Study OR Directed Essay OR Portfolio.

# Bilingual Special Education Program

M.S.Ed. Degree ▶ 44-47 Credits

## Required Courses

Course selections must be approved by advisor or program director.

Number	Credits	Title
<b>CHOOSE ONE:</b>		
TE 500	3	Child Development
<b>OR</b>		
TE 503	3	Child Development with a Focus on the Upper-Elementary and Middle-School Years
<b>OR</b>		
TE 567/SE 567	6	Child Development/Disturbances in Development: An Integrated Approach I and II (2 semesters)
<b>CHOOSE ONE:</b>		
TE 520	3	Teaching Reading, Writing, and Language Arts (TE 520 is not required if a student has completed at least two undergraduate courses in reading with a grade of "B" or above. In these cases, the program can be completed with 44 credits.)
<b>OR</b>		
TR/TE 527	3	Teaching Reading and Writing in the Content Areas for Elementary and Middle-School Classrooms
<b>CHOOSE ONE:</b>		
TE 530	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings (N-6) (The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.)
<b>OR</b>		
TE 531	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle-School Years (The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.)
BI 501	3	History and Principles of Bilingual Education and Bilingualism
<b>CHOOSE ONE:</b>		
BI 513	3	Teaching Reading and Native Language Arts to Spanish-speaking Children
<b>OR</b>		
BI 514	3	Teaching Reading and Native Language Arts to Haitian Creole-speaking Children
BI 517	3	The Teaching of English as a Second Language
BI 520	3	Evaluation, Development and Use of Curriculum in the Bilingual Classroom
BI/SE 591	6	Advanced Seminar in Bilingual Special Education (2 semesters)
BI/SE 631	3	Special Education for Linguistically and Culturally Diverse Children (Approved for Human Relations credit by the New York City Board of Education)
BI/TE 555	1	Linguistics: Implications for Teachers
<b>CHOOSE ONE:</b>		
SE 601	3	Disturbances in Development: Emotional, Cognitive, Social, and Physical I (Prerequisite: TE 500) (Approved for Human Relations credit by the New York City Board of Education)
<b>OR</b>		
SE 602	3	Disturbances in Development: Emotional, Cognitive, Social, and Physical II (Prerequisite: TE 500 or TE 567/SE 567)
<b>OR</b>		
TE 567/SE 567	6	Child Development/Disturbances in Development: An Integrated Approach I and II (2 semesters)
SE 603	3	Reading and Writing Problems of Children and Youth with Special Needs (Prerequisite: TE 520 or by permission of the instructor)
<b>CHOOSE ONE:</b>		
SE/BI 611	3	Formal Testing of Children with Reading and Learning Issues: An Overview (Prerequisites: SE 603 and SE/BI 604)
<b>OR</b>		
SE 706	3	Practicum in Evaluation and Testing of Children and Youth with Reading Problems and Other Special Needs (Prerequisite: SE 603)
SE/BI 604	2	Language Development, Diversity, and Disorders: Impact on Reading and Literacy Development

## Supervised Fieldwork

BI/SE 590 6 Supervised Fieldwork/Advisement in Bilingual Special Education (2 semesters) (Concurrent with BI/SE 591; see above)

**Additional Requirements:** Completion of Independent Study OR Directed Essay OR Portfolio.

# Bilingual Educational Leadership Program

M.S.Ed. Degree ▶ 42 Credits

## Required Courses

*Course selections must be approved by advisor or program director.*

Number	Credits	Title
BI 501	3	History and Principles of Bilingual Education and Bilingualism
BI/SA 591	6	Advanced Seminar in Bilingual Administration (2 semesters)
BI/SA 623	3	Administration of Bilingual Education Programs
BI/SE 631	3	Special Education for Linguistically and Culturally Diverse Children ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
SA 510	3	Adult Development: Implications for Educational Leadership
SA 530	3	Processes of Supervision in Education
SA 545	3	Research in Supervision and Administration

## Supervised Fieldwork

BI/SA 590	6	Supervised Fieldwork/Advisement in Bilingual Administration (2 semesters) ( <i>Concurrent with BI/SA 591; see above</i> )
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## Electives

*To be taken as needed to fulfill total number of credits required for degree.*

*Select in consultation with and approval of advisor.*

### SUGGESTED ELECTIVES

BI/SA 701	3	Politics of Language Minority Education
SA 640	1	Grants and Proposal Development in Education
SA 642	1	Planning, Budgeting, and Financing of Educational Programs
SA 661	3	Law for the School Administrator

## Additional Requirements

Completion of Independent Study OR Directed Essay OR Portfolio.

# Bilingual Educational Leadership Program

Ed.M. Degree ▶ 36 Credits

## Degree Requirements

The program requirements can be satisfied with a master's degree in education or a related area, and the following program.

## Required Courses

*Course selections must be approved by advisor or program director.*

Number	Credits	Title
BI 501	3	History and Principles of Bilingual Education and Bilingualism
BI/SA 591	3	Advanced Seminar in Bilingual Administration
BI/SA 623	3	Administration of Bilingual Education Programs
BI/SE 631	3	Special Education for Linguistically and Culturally Diverse Children ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
SA 510	3	Adult Development: Implications for Educational Leadership
SA 530	3	Processes of Supervision in Education
SA 545	3	Research in Supervision and Administration

## Supervised Fieldwork

BI/SA 590	3	Supervised Fieldwork/Advisement in Bilingual Administration ( <i>Concurrent with BI/SA 591; see above</i> )
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## Electives

*To be taken as needed to fulfill total number of credits required for degree.*

*Select in consultation with and approval of advisor.*

### SUGGESTED ELECTIVES

BI/SA 701	3	Politics of Language Minority Education
SA 640	1	Grants and Proposal Development in Education
SA 642	1	Planning, Budgeting, and Financing of Educational Programs
SA 661	3	Law for the School Administrator

## Additional Requirements

Completion of Independent Study OR Directed Essay OR Professional Seminar OR Portfolio. (Note: Students who choose the Professional Seminar may count the three credits toward the 36-credit requirement.)

## ▶▶▶ EDUCATIONAL LEADERSHIP

Frank Pignatelli, Chair

**T**he programs in Educational Leadership are designed for persons preparing to take leadership roles and for those already in leadership roles. The program goals include the identification and analysis of leadership; understanding the relationship between collaborative leadership and school effectiveness; and the acquisition of attitudes, knowledge, and skills for meeting changing and challenging issues in our pluralistic society.

These goals are met through study in the areas of administration, policy, research, and supervision. Required courses emphasize the basic knowledge leaders need. Elective courses and two semesters of Supervised Fieldwork/Advisement enable students to tailor their studies to their interests and needs. Students consult with their advisors in developing their course sequences.

The programs of study include Educational Leadership; Early Childhood Leadership; Leadership in Mathematics Education; Leadership in Museum Education; and Supervision and Administration in the Visual Arts (in collaboration with Parsons School of Design).

Within Educational Leadership is the Principals Institute, a funded project for selected New York City public school teachers and educators who want to become principals. In this program, students are in cohort groups and study at Bank Street for four terms. They participate in a full-time internship for one semester. (Interested persons should contact Bernard Mecklowitz, Director of the Principals Institute, for additional information.)



The Department offers the Master of Science in Education (M.S.Ed.) and the Master of Education (Ed.M.) degrees. The M.S.Ed. requires from 38 to 42 credits (depending on the program). The Ed.M., an advanced degree program for candidates who already have a master's degree in education, requires 36 credits of study at Bank Street. Students who have completed the M.S.Ed. Leadership degree at Bank Street College are eligible to earn the Ed.M. by completing 18 additional course-work credits.

All programs fulfill the educational requirements for New York State Certification as School Administrator and Supervisor, with the exceptions of Leadership in Museum Education and Leadership in Mathematics Education.

### **The Educational Leadership Program (M.S.Ed., 42 credits or Ed.M., 36 credits)**

is the core program, which leads to New York State Certification as School Administrator and Supervisor. (Students must also have successfully completed three years of classroom teaching, nursery through 12th grade.) In addition to required courses, students participate in Leadership Skills Seminar(s). The Educational Leadership Program enables students to acquire skill and knowledge of basic educational issues, the foundations of administration, curriculum development, organizational development, supervision and practices of administration, evaluation, and research. Through Supervised Fieldwork/Advisement, students practice leadership activities in their work settings and, with guidance, develop the ability to synthesize studies and practice.

Students work closely with their advisors in course selection and throughout the year-long Supervised Fieldwork/Advisement component.

### **The Early Childhood Leadership Program**

(Denise Prince, Director), which leads to New York State certification as School Administrator and Supervisor, requires 38 credits and is designed for those interested in leadership positions in early childhood programs, including persons in the New York metropolitan area and persons who live at a distance. For New York State certification as School Administrator and Supervisor, students must also have successfully completed three years of classroom teaching, nursery through 12th grade.



Students take courses in the summer and complete the program in three summers, with guided field assignments during the two intervening academic years. The third summer of the program requires that students work together in policy internships and related course work.

**The Leadership in Mathematics Education Program** (Barbara Dubitsky, Director) is a 42-credit program designed for elementary, middle, or junior high school teachers and administrators who want to focus on leadership issues in mathematics teaching. The program enhances the mathematics knowledge of its participants, enables them to develop mathematics curricula that promote the goals of a technological society, and provides them with the experiences to work effectively as leaders with other adults. In addition to study of mathematics and its integration into curricula, students develop materials for teacher workshops and integrate their studies with fieldwork. The program takes place over three summers, with Supervised Fieldwork/Advisement during the two intervening academic years.

**The Leadership in Museum Education Program** (Amy Lawrence, Director) is a 42-credit, noncertification program in supervision and administration for working museum educators who want to prepare for an administrative position. Built on the

assumption that museum programs for audiences of all ages are best based on knowledge of human development, including adult development, and on principles of program design, the program includes study of development, fiscal management, planning, and personnel and program evaluation. Contemporary issues in museum education are analyzed through monthly seminars, discussions, and visits to the institutions of the students in the program. The program integrates course work and Supervised Fieldwork/Advisement as students are visited in their work settings by their advisors.

Thirty-six of the program credit requirements are completed at Bank Street over two years in class sessions that meet once a month from September to June and for one full week in June. Weekend class sessions are from 6:00 to 9:00 p.m. on Fridays and from 9:00 a.m. to 4:00 p.m. on Saturdays. The remaining six credits are graduate transfer credits in the student's museum field—anthropology, art history, history, science, or other appropriate areas. With the approval of the advisor and program director, students may opt to take all 42 credits at Bank Street.

**Supervision and Administration in the Visual Arts Program** (Elaine Wickens, Director), in collaboration with Parsons School of Design, requires 42 credits, 15 of the credits from the Parsons School of Design. Students are in residence in New York City for three consecutive summers and engage in guided field assignments at their home sites during the two intervening academic years.

Graduates of the program are in positions as public and independent school principals, regional art supervisors and administrators, and teachers in colleges. Others are pursuing careers related to art, design, and education in the business sector and nonprofit organizations. Some continue as art teachers and extend that role to leadership activities within their schools. Some are full-time artists, illustrators, and craftspersons. At Bank Street, students acquire the skills necessary for competent and responsive educational leadership. At Parsons, students refine and expand their art skills and knowledge through studio courses.

Upon completion of this program, students receive a Master of Science in Education degree with a specialization in Supervision and Administration in the Visual Arts from Bank Street College and a Certificate from Parsons School of Design. Students who have had three years of teaching experience (nursery through 12th grade) may apply for New York State certification in School Administration and Supervision through Bank Street College. Those with provisional certification in Art Education from New York State or from most other states may apply through the alternate route for permanent certification in Art Education.

Details of requirements are listed by program on the following pages.

## Educational Leadership Program

M.S.Ed. Degree, with Specialization in Supervision and Administration ► 42 Credits

(A minimum of 18 credits in Educational Leadership)

### Required Courses

*Course selections must be approved by advisor or program director.*

Number	Credits	Title
SA 501	3	Social Foundations of Educational Administration
SA 510	3	Adult Development: Implications for Educational Leadership
SA 530	3	Processes of Supervision in Education
SA 545	3	Research in Supervision and Administration

### Supervised Fieldwork

SA 590	12	Supervised Fieldwork/Advisement (2 semesters)
	0	Leadership Skills Seminar(s). Executive Communication Skills: Writing and Speaking

### Electives

*To be taken as needed to fulfill total number of credits required for degree.*

*Select in consultation with and approval of advisor.*

#### SUGGESTED ELECTIVES

BI/SA 623	3	Administration of Bilingual Education Programs
SA 624	3	Practice of School Administration
SA 625	3	Team Building and Collaborative Decision Making: Practices of Democratic Schooling
SA 630	3	Staff Development and the Consultation Process
SA 640	1	Grants and Proposal Development in Education
SA 642	1	The Planning, Budgeting, and Financing of Educational Programs
SA 650	3	Supervision and Administration for Curriculum Development
SA 660	3	Development of Educational Policy
SA 661	3	Law for the School Administrator
SA 670	1/2/3	Individual Study in Supervision and Administration
TE 501	2	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
TE 592	3	Anthropology of Education ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
CP/TE 511	3	Introduction to Computers and Other Technologies for Educators
CP/SE 710	3	The Computer in Special Education

### Additional Requirements

Completion of Independent Study OR Directed Essay OR Portfolio.



## Educational Leadership Program

**Ed.M. Degree, with Specialization in Supervision and Administration ▶▶ 36 Credits**

The Ed.M. is an advanced degree program for candidates who already have a master's degree in education. Students follow the required courses and supervised fieldwork as listed for the M.S.Ed. degree. In addition, students are required to take 6 credits of electives and the Professional Seminar, listed below. Electives must be chosen in consultation with and approval of a Leadership advisor.

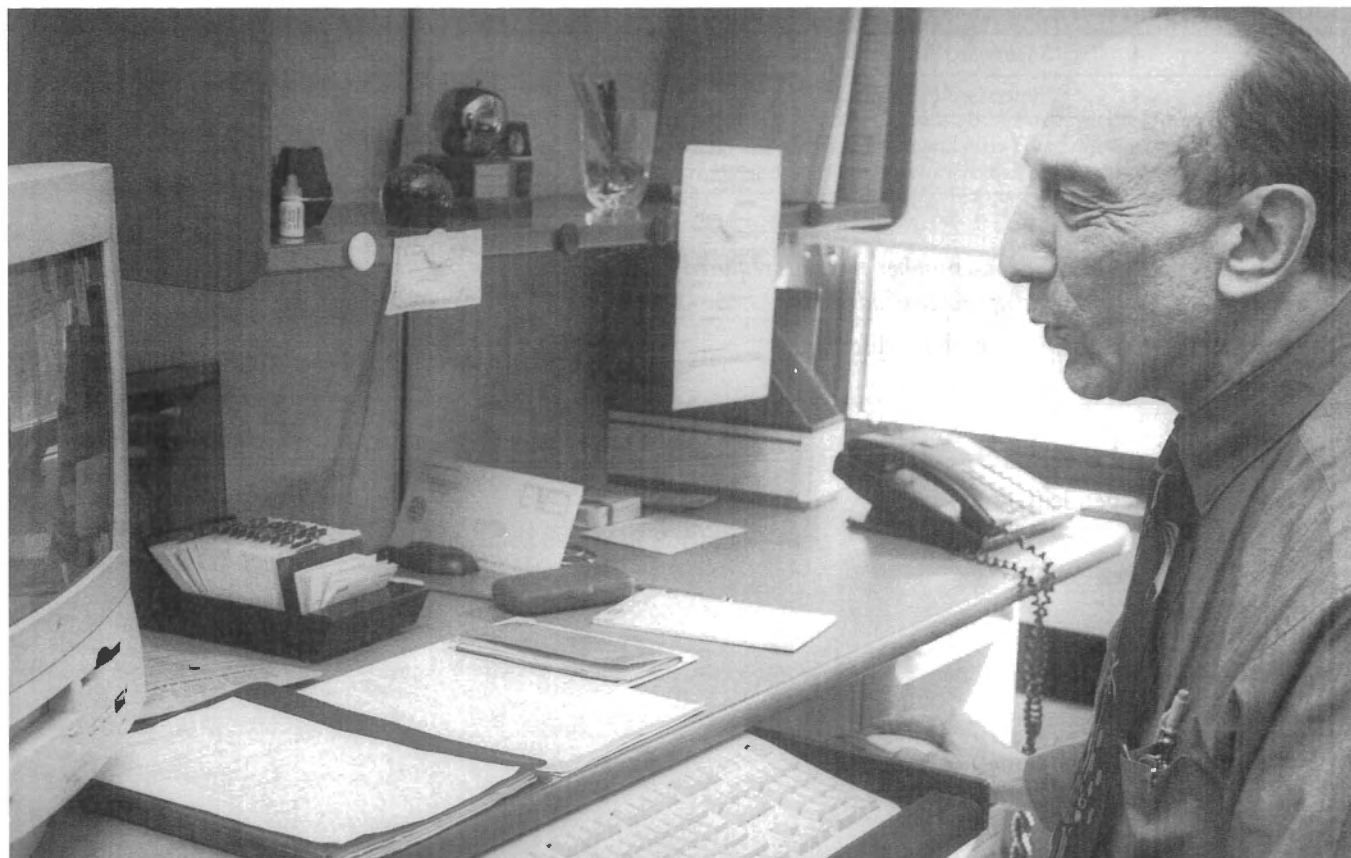
Number	Credits	Title
SA 770	3	Professional Seminar

## Educational Leadership Program

**Ed.M. Degree, with Specialization in Supervision and Administration ▶▶ 18 Credits**

The Ed.M. is an advanced degree program for candidates who have the Bank Street M.S.Ed. Leadership degree. They take 18 credits: 15 electives and the Professional Seminar, listed below. Electives must be chosen in consultation with and approval of a Leadership advisor.

Number	Credits	Title
SA 770	3	Professional Seminar



## Early Childhood Leadership Program

M.S.Ed. Degree ► 38 Credits

### Required Courses

Number	Credits	Title
TE 500	3	Child Development
SA/P 503	1	Foundations of Educational Administration: History and Economics
SA/P 510	1	Foundations of Educational Administration: Adult Development
SA/P 540	1	Foundations of Educational Administration: Organizational Development
SA 530	3	Processes of Supervision in Education
SA 545	3	Research in Supervision and Administration
SA 640	1	Grants and Proposal Development in Education
SA 642	1	The Planning, Budgeting and Financing of Educational Programs
SA 650	3	Supervision and Administration for Curriculum Development
SA/D 631	3	Practicum in Clinical Supervision
SA/D 643	3	Practicum in Organizational Development
SA/D 662	1	Policy Issues in the Design of Children's Services
SA/D 663	3	Policy Internship

### Supervised Fieldwork

SA/D 591	4	Supervised Fieldwork/Advisement
SA/D 592	4	Supervised Fieldwork/Advisement

### Electives

*To be taken as needed to fulfill total number of credits required for degree.*

*Select in consultation with and approval of advisor.*

Three (3) additional credits in Teacher Education.

### Additional Requirements

Completion of Independent Study.

# Leadership in Mathematics Education Program

M.S.Ed. Degree ▶ 42 Credits

## Required Courses

Course selections must be approved by advisor or program director.

Number	Credits	Title
<b>CHOOSE ONE:</b>		
TE 500	3	Child Development
<b>OR</b>		
TE 503	3	Child Development with a Focus on the Upper-Elementary and Middle-School Years
MA 500	4	Integrated Mathematics I
MA 501	3	Computer Topics for Mathematics Educators
MA 600	4	Integrated Mathematics II
MA 601	4	Integrated Mathematics III
MA/SA 502	3	Designing and Developing Methods and Content for Staff Development in Mathematics
MA/SA 503	3	Mathematics Curriculum Development for Leaders
MA/SA 545	1	Research in Mathematics Education
MA/SA 631	3	Practicum in Leadership I
MA/SA 632	3	Practicum in Leadership II
MA/SE 504	3	Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator
<b>CHOOSE ONE:</b>		
TE 530	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings (N-6) ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )
<b>OR</b>		
TE 531	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle-School Years ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )

## Supervised Fieldwork

MA/SA 591	3	Supervised Fieldwork/Advisement
MA/SA 592	3	Supervised Fieldwork/Advisement

## Additional Requirements

Completion of Independent Study OR Directed Essay OR Portfolio.

## Leadership in Museum Education Program

M.S.Ed. Degree ► 42 Credits

### Required Courses

*Course selections must be approved by advisor or program director.*

Number	Credits	Title
SA/M 510	4	Human Development I: Child and Adolescent Development
SA/M 511	2	Principles of Museum Programming I: Programs for Children and Adolescents
SA/M 512	3	Human Development II: Adult Development
SA/M 513	2	Principles of Museum Programming II: Programs for Adults and Intergenerational Audiences
SA/M 530	4	Processes of Supervision and Administration
SA/M 591	1	Seminar in Museum Educational Leadership I
SA/M 592	1	Seminar in Museum Educational Leadership II
SA/M 593	1	Seminar in Museum Educational Leadership III
SA/M 594	1	Seminar in Museum Educational Leadership IV
SA/M 620	1	Organizational Behavior in Museums
SA/M 624	1	Budget and Finance
SA/M 625	3	Management Aspects of Museum Leadership
SA/M 628	1	Museum Programming for Special Needs Audiences
SA/M 663	1	History, Philosophy, and Development of American Museums
SA/M 730	0	Museum Leadership Institute
SA/M 732	2	Research in Museum Settings

### Supervised Fieldwork

SA/M 590	8	Supervised Fieldwork/Advisement (4 semesters)
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### Electives and Transfer Credits

To be taken as needed to fulfill total number of credits required for degree. Selection of transfer credits or electives must be made in consultation with and approval of advisor and/or program director.

### Additional Requirements

Completion of Independent Study OR Directed Essay.

## Supervision and Administration in the Visual Arts Program

A collaborative degree with Parsons School of Design

M.S.Ed. Degree ▶ 42 Credits

### Required Courses

*Course selections must be approved by advisor or program director.*

Number	Credits	Title
SA 530	3	Processes of Supervision in Education
SA 545	3	Research in Supervision and Administration
SA 640	1	Grants and Proposal Development in Education
SA 650	3	Supervision and Administration for Curriculum Development
SA/P 501	1	Foundations of Educational Administration: Philosophy
SA/P 503	1	Foundations of Educational Administration: History and Economics
SA/P 510	1	Foundations of Educational Administration: Adult Development
SA/P 540	1	Foundations of Educational Administration: Organizational Development
SA/P 760	1	Foundations of Educational Administration: Cultural and Sociopolitical Issues
SA/P 631	3	Practicum in Clinical Supervision

### Supervised Fieldwork

SA/P 590	9	Supervised Fieldwork/Advisement (3 semesters)
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### Parsons School of Design Courses ▶ 15 Credits

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

### Additional Requirements

Completion of Independent Study OR Directed Essay.

## ►►► ELEMENTARY AND SPECIAL EDUCATION DUAL CERTIFICATION

Linda Levine, Coordinator

**T**his new Bank Street program has been designed in response to calls for teachers who are more broadly prepared to meet the needs of today's children and families. Historically, general education classrooms have always included children with a wide range of abilities and learning differences. As these students are joined by rising numbers of new immigrant children and more children with special needs, teachers with a wider range of understandings and pedagogical strategies will be in especially high demand.

Rooted firmly in Bank Street's developmental/interaction approach, this 55-56 credit program offers a substantive combination of well-established courses in general education, special education, and ESL (English as a Second Language) together with one year of supervised fieldwork and advisement. For most students in the program, placements during the first semester of the fieldwork year will be in general education classrooms; second semester placements will be in special education or inclusive classrooms or, alternatively, in hospitals and/or clinics.

We seek to attract graduate students who value the democratic implications of broader teacher preparation and are engaged by its aims. Graduates of the program will have the diverse skills needed to be successful practitioners and child advocates who can work collaboratively with others in a variety of professional roles. Given emergent mandates in the field, we expect graduates of this program to be leaders and change agents who will make a significant difference in the ways that education is understood and practiced.

Students who complete this master's degree program will be eligible for New York State certification in both Elementary Education and in Special Education. Graduate students who are fluent in Spanish or in Haitian Creole and who have a commitment to bilingual education may pursue a 59-60 credit variation of the program that includes a Bilingual Extension.

Details of requirements are listed by program on the following pages.



# Elementary and Special Education Dual Certification Program

M.S.Ed. Degree ▶ 55-56 Credits

Number	Credits	Title
<b>CHOOSE ONE</b>		
TE 500	3	Child Development
<b>OR</b>		
TE 503	3	Child Development with a Focus on the Upper-Elementary and Middle-School Years
<b>OR</b>		
TE 600**	3	The Social Worlds of Childhood
SE 601**	3	Disturbances in Development: Emotional, Cognitive, Social, and Physical I ( <i>Prerequisite: TE 500 or TE 503 or TE 600</i> )
TE 520	3	Teaching of Reading, Writing and Language Arts
<b>CHOOSE ONE</b>		
TE 530*	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings
<b>OR</b>		
TE 531*	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle-School Years
SE 603	3	Reading and Writing Problems of Children and Youth with Special Needs ( <i>Prerequisite: TE 520; or by permission of the instructor</i> )
SE/BI 604	2	Language Development, Diversity and Disorders: Impact on Reading and Literacy Development
SE 502**	3	Designing and Managing Classroom Environments for Children and Youth Including Those with Special Needs
SE/TE 512	3	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs
<b>CHOOSE ONE</b>		
TE 535	2	Science for Teachers (N-6)
<b>OR</b>		
TE 536	3	Integrative Learning for Children in the Natural Environment (at Tiorati)
SE/BI 611	3	Formal Testing of Children with Reading and Learning Issues: An Overview ( <i>Prerequisites: SE 603 and SE/BI 604</i> )
<b>CHOOSE ONE</b>		
TE 542	2	Arts Workshop for Teachers
<b>OR</b>		
TE 545*	2	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Classes (N-6)
<b>CHOOSE ONE</b>		
TE 517	3	Principles and Problems in Elementary and Early Childhood Education
<b>OR</b>		
TE 518	3	Foundations of Modern Education
<b>OR</b>		
TE 592**	3	Anthropology of Education
TE 501* **	2	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings
BI 517	3	The Teaching of English as a Second Language
TE 502*	3	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording
SE/BI 702	3	Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems (Developing curriculum for groups) ( <i>Prerequisites: SE 601; SE 603; and SE/BI 611</i> )
TE/SE 590	12	Supervised Fieldwork (One semester in a special education setting; one in regular education. Assistant teachers or head teachers who work in an inclusion setting may use this placement for their SFW.)

*\*The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.*

*\*\*Approved for Human Relations credit by the New York City Board of Education*

## Elementary and Special Education Dual Certification Program with an Option for the Bilingual Extension

M.S.Ed. Degree ► 59-60 Credits

Number	Credits	Title
<b>CHOOSE ONE</b>		
TE 500	3	Child Development
<b>OR</b>		
TE 503	3	Child Development with a Focus on the Upper-Elementary and Middle-School Years
<b>OR</b>		
TE 600**	3	The Social Worlds of Childhood
SE 601**	3	Disturbances in Development: Emotional, Cognitive, Social, and Physical I ( <i>Prerequisite: TE 500 or TE 503 or TE 600</i> )
TE 520	3	Teaching of Reading, Writing and Language Arts
<b>CHOOSE ONE</b>		
TE 530*	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings
<b>OR</b>		
TE 531*	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle-School Years
SE 603	3	Reading and Writing Problems of Children and Youth with Special Needs ( <i>Prerequisite: TE 520; or by permission of the instructor</i> )
SE/BI 604	2	Language Development, Diversity and Disorders: Impact on Reading and Literacy Development
SE 502**	3	Designing and Managing Classroom Environments for Children and Youth Including Those with Special Needs
<b>CHOOSE ONE</b>		
BI 513	3	Teaching Reading and Native Language Arts to Spanish-Speaking Children
<b>OR</b>		
BI 514	3	Teaching Reading and Native Language Arts to Haitian Creole-Speaking Children
BI 520	3	Curriculum for Bilingual Classrooms
BI/TE 555	1	Linguistics: Implications for Teachers
<b>CHOOSE ONE</b>		
TE 535	2	Science for Teachers (N-6)
<b>OR</b>		
TE 536	2	Integrative Learning for Children in the Natural Environment (at Tiorati)
SE/BI 611	3	Formal Testing of Children with Reading and Learning Issues: An Overview ( <i>Prerequisites: SE 603 and SE/BI 604</i> )
<b>CHOOSE ONE</b>		
TE 542	2	Arts Workshop for Teachers
<b>OR</b>		
TE 545*	2	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Classes (N-6)
BI 501	3	History and Principles of Bilingual Education
TE 501***	2	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings
TE 502*	3	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording
BI 517	3	The Teaching of English as a Second Language
BI/SE 631**	3	Special Education for Linguistically and Culturally Diverse Children
BI/TE/SE 590	12	Supervised Fieldwork (Three settings: One in special education setting; one in regular education; one in bilingual education. Assistant teachers or head teachers who work in a bilingual inclusion setting may use this placement for their SFW.)

\*The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.

\*\*Approved for Human Relations credit by the New York City Board of Education.



## ▶▶▶ SPECIAL EDUCATION

Claire Wurtzel, Chair

**T**he Special Education programs prepare graduate students to become innovative professionals able to work collaboratively with others in the school and community. We look to attract students with diverse points of view who are interested in the perspectives of others. We select individuals who are interested in children and youth with “exceptional” needs and who will be committed to providing optimal educational opportunities for all children while valuing and incorporating their ethnic and cultural diversity. Informing every aspect of the Special Education program is the belief that the goals for all children—including those with “disabilities”—is to maximize independence and self-determination.

We enroll students who are willing to challenge their own assumptions while appreciating the complexity of the teaching-learning continuum. These are students who can live with ambiguity, who are not content with easy answers, and who can wrestle

with varied and often contradictory notions. The Bank Street approach to special education is based on the belief that children and youth with disabilities have the same needs as all students: joy and excitement in learning, rich curricula, opportunities for individual and cooperative learning, and a supportive school environment. Graduate students learn to meet the needs of diverse learners—exploring strengths and interests of students while strengthening their areas of weakness. Labels and categories are deemphasized. Graduate students are helped to develop a repertoire of approaches that address the needs of students who are very different learners.

The Special Education faculty have a broad range of experiences in teaching, administration, and therapy in many areas of special and general education. Having worked in both private and public settings, faculty are expert in numerous areas, including learning disabilities, behavioral disorders, orthopedic and multiple disabilities, language diversity and disorders, and emotional and cognitive disabilities.

Bank Street graduate students receive ongoing mentoring and support to develop the attitudes and values that will enable them to become effective teachers of and dynamic advocates for children with disabilities. Through fieldwork and advisement, students experience the intricate and often subtle interplay of theory and practice. Supervised Fieldwork/Advisement and the sequence of course work vary somewhat from program to program. Decisions about fieldwork sites and course selection are made in consultation with the student’s advisor or program director. Working teachers who wish to use their current setting as a fieldwork site must gain approval from the program director before beginning supervised fieldwork.

Program graduates serve as special, general, and inclusion education teachers in public and independent schools on all levels from preschool through high school. Other graduates work in roles as varied as resource room teachers, teacher trainers, consultant teachers, early intervention itinerant teachers, special education administrators, and educational evaluators. The programs in special education lead to the degree of Master of Science in Education (M.S.Ed.) or Master of Education (Ed.M.). All programs lead to New York State Certification in Special Education. A Dual Degree program with the School of Social Work at Columbia University leads to the M.S.Ed. degree with a Specialization in Special Education from Bank Street College of Education and the Master of Social Work (M.S.W.) from Columbia, and certification in special education and in social work.





**The Early Childhood Special Education Program** (Karen Marschke-Tobier, Director), is a 48-credit program designed to focus on children with diverse needs in a variety of settings such as integrated preschool programs, day care, head start, hospitals, and other early childhood settings. A Child Life concentration is offered within the Early Childhood Special Education Program. Occasionally, students with extensive graduate study in Special Education or a related area enter with “advanced standing” status. This means they may complete the degree in 42 credits. Advanced standing is awarded at the discretion of the Special Education Chair.

**The Elementary and Secondary Special Education Program** (Buffy Smith, Director) is a 48-credit program which prepares teachers to work with children and youth with special needs in elementary and middle schools, and junior and senior high schools. A Child Life concentration is offered within the Elementary and Secondary Special Education Program. Occasionally, students with extensive graduate study in Special Education or a related area enter with “advanced standing” status. This means they may complete the degree in 42 credits. Advanced standing is awarded at the discretion of the Special Education Chair.

**The Dual Degree Program with Columbia University School of Social Work** is an 81-credit program, 36 from Bank Street and 45 from Columbia School of Social Work. To qualify for the program, a student must be admitted to both institutions. (Students with no

background in education who want certification as special education teachers or as regular education teachers need additional credits.) The knowledge and clinical and educational skills acquired across disciplines prepare students to work with children and youth and their families in transdisciplinary teams in a variety of settings.

Dual Degree students must complete all the requirements of both institutions in order to be awarded the Bank Street College degree. A Guide to the Dual Master’s Degree Program in Special Education and Social Work is available to students.

**The Master of Education with Specialization in Special Education (Ed.M.)** is an advanced degree program for candidates who already have a related master’s degree. Areas of specialization include Educational Evaluation, Educational Therapy, Special Education Teacher Consultant, and Learning Specialist. The program is highly individualized, with courses selected in consultation with the advisor and in accordance with each student’s goals and needs. The program requirements can be satisfied as follows: (a) with a Bank Street master’s degree in Special Education, plus 12 additional approved Bank Street credits; (b) with a Bank Street master’s degree in Teacher Education, plus 30 additional approved Bank Street credits; or (c) with a master’s degree from another institution, plus 36 additional approved Bank Street credits.

Details of requirements are listed by program on the following pages.

# Early Childhood Special Education Program

M.S.Ed. Degree ▶ 48 Credits

(A minimum of 24 credits in Special Education; remainder of credits should be taken in Teacher Education)

## Required Courses

Course selections must be approved by advisor or program director.

Number	Credits	Title
TE 500	3	Child Development
<b>OR</b>		
TE 567/SE 567	6	Child Development/Disturbances in Development: An Integrated Approach I and II (2 semesters)
SE 516	3	Integrated Curriculum for Children with Special Needs in Preschool and Kindergarten
TE 520	3	The Teaching of Reading, Writing, and Language Arts
TE 530	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings (N-6) ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )
SE 603	3	Reading and Writing Problems of Children and Youth with Special Needs ( <i>Prerequisite: TE 520; or by permission of the instructor</i> )
SE 601	3	Disturbances in Development: Emotional, Cognitive, Social, and Physical I ( <i>Prerequisite: TE 500 or TE 503 or TE 600</i> ) ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
<b>OR</b>		
TE 567/SE 567	6	Child Development/Disturbances in Development: An Integrated Approach I and II (2 semesters)
SE 621	1	Play Therapy ( <i>Prerequisite: SE 601 or TE 567/SE 567; or by permission of the instructor</i> )
SE 629	2	Developmental Neuropsychology and Its Assessment in Infancy and Early Childhood ( <i>Pre- or corequisite: SE 601 or TE 567/SE 567</i> )
SE 700/701	4	Case Studies I and II: Working with Special Needs Children and Youth and Their Families (2 semesters) ( <i>Prerequisite: SE 601 or TE 567/SE 567</i> )
SE/BI 604	2	Language Development, Diversity, and Disorders: Impact on Reading and Literacy Development
SE/TE 623	3	Developmental Delays in the Early Years of Life ( <i>Prerequisite: TE 500 or TE 503 or TE 567/SE 567 or TE 600</i> )

## Electives

To be taken as needed to fulfill total number of credits required for degree.

Select in consultation with and approval of advisor.

SE 502	3	Designing and Managing Classroom Environments for Children and Youth with Special Needs (N and up) ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
SE 506	1	American Sign Language: Module One
SE/TE 602	1	Advanced Issues in Observing and Recording the Behavior of the Child with Special Needs
CP/SE 710	3	The Computer in Special Education

## Supervised Fieldwork

Number	Credits	Title
SE 590	12	Supervised Fieldwork/Advisement (2 semesters)

Continued on the following page

## Additional Requirements

Completion of Independent Study OR Directed Essay OR Portfolio.

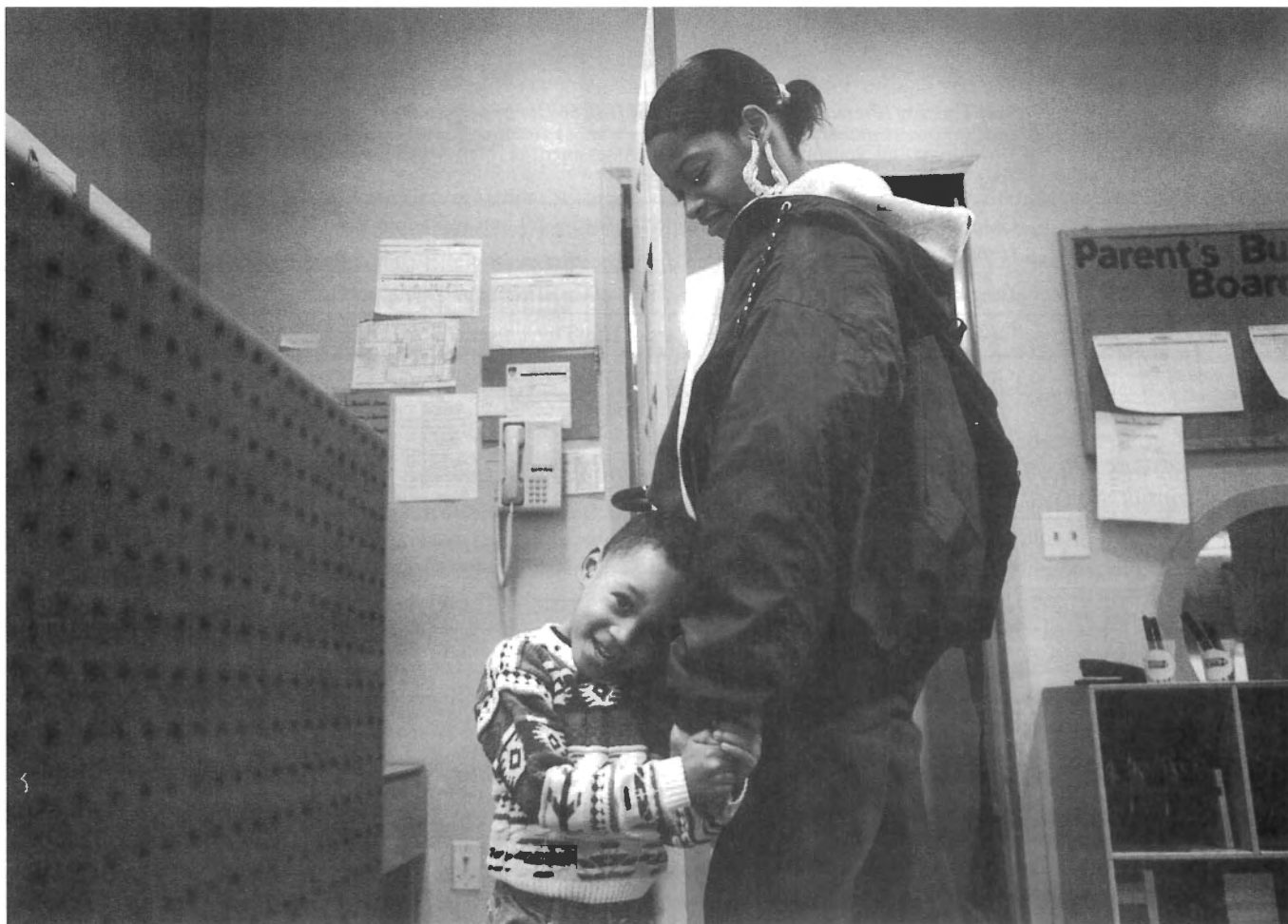
- For students who wish to bridge Early Childhood and Elementary programs, required courses will be selected in consultation with an advisor.

## Child Life Concentration (Early Childhood)

### Required Courses

*These two courses may be taken as 6 elective credits, as designated by the advisor.*

Number	Credits	Title
SE 513	3	Introduction to Child Life in the Health Care Setting: Psychosocial and Educational Intervention Care of Sick Children and Their Families ( <i>Prerequisite: TE 500 or TE 503 or TE 567/SE 567 or TE 600</i> )
SE 627	3	The Severely or Chronically Ill Child: Health Care Issues and Implications for Family, School, and Hospital ( <i>Prerequisite: SE 513</i> )



# Elementary and Secondary Special Education Program

M.S.Ed. Degree ▶ 48 Credits

(A minimum of 24 credits in Special Education; remainder of credits should be taken in Teacher Education)

## Required Courses

Course selections must be approved by advisor or program director.

Number	Credits	Title
<b>CHOOSE ONE:</b>		
TE 500	3	Child Development
<b>OR</b>		
TE 503	3	Child Development with a Focus on the Upper-Elementary and Middle-School Years
<b>OR</b>		
TE 567/SE 567	6	Child Development/Disturbances in Development: An Integrated Approach I and II (2 semesters)
<b>OR</b>		
TE 600	3	The Social Worlds of Childhood ( <i>Prerequisite: TE 500; or by permission of the instructor and advisor</i> ) (Approved for Human Relations credit by the New York City Board of Education)
TE 520	3	The Teaching of Reading, Writing, and Language Arts
<b>CHOOSE ONE:</b>		
TE 530	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings (N-6) ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )
<b>OR</b>		
TE 531	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle-School Years ( <i>The New York City Board of Education and the New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )
SE 502	3	Designing and Managing Classroom Environments for Children and Youth with Special Needs (N and up) (Approved for Human Relations credit by the New York City Board of Education)
SE/TE 512	3	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (can be applied to either SE or TE Certification requirements)
<b>CHOOSE ONE:</b>		
SE 601	3	Disturbances in Development: Emotional, Cognitive, Social, and Physical I ( <i>Prerequisite: TE 500 or TE 503 or TE 600</i> ) (Approved for Human Relations credit by the New York City Board of Education)
<b>OR</b>		
TE 567/SE 567	6	Child Development/Disturbances in Development: An Integrated Approach I and II (2 semesters)
SE 602	3	Disturbances in Development: Emotional, Cognitive, Social, and Physical II ( <i>Prerequisite: SE 601 or TE 567/SE 567; or by permission of instructor</i> ) ( <i>Middle-Years and Secondary-Age Students</i> ) For students working with children ages 5-8, this course may be waived with permission of advisor. If waived, select Special Education electives below.
SE 603	3	Reading and Writing Problems of Children and Youth with Special Needs ( <i>Prerequisite: TE 520; or by permission of the instructor</i> )
SE/BI 604	2	Language Development, Diversity, and Disorders: Impact on Reading and Literacy Development
SE/BI 611	3	Formal Testing of Children with Reading and Learning Issues: An Overview ( <i>Prerequisites: SE 603 and SE/BI 604</i> )
SE/BI 702	3	Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems ( <i>Prerequisites: SE 601 or TE 567/SE 567; SE 603; and SE/BI 611 or SE 706</i> )

Continued on the following page

**Electives**

To be taken as needed to fulfill total number of credits required for degree.  
Select in consultation with and approval of advisor.

SE 506	1	American Sign Language: Module One
SE 507	1	American Sign Language: Module Two (Prerequisite SE 506; or by permission of the instructor)
SE 508	1	American Sign Language: Module Three (Prerequisite SE 507; or by permission of the instructor)

**Electives choose one:**

Number	Credits	Title
SE 706	3	Practicum in Evaluation and Testing of Children and Youth with Reading Problems and Other Special Needs
CP/SE 710	3	The Computer in Special Education

**Supervised Fieldwork**

SE 590	12	Supervised Fieldwork/Advisement (2 semesters)
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**Additional Requirements**

Completion of Independent Study OR Directed Essay OR Portfolio.

- For students who wish to bridge Early Childhood and Elementary programs, required courses will be selected in consultation with an advisor.

**Child Life Concentration (Elementary and Secondary)****Required Courses**

These two courses may replace up to 6 credits of the above required Special Education courses, as designated by the advisor.

Number	Credits	Title
SE 513	3	Introduction to Child Life in the Health Care Setting: Psychosocial and Educational Intervention Care of Sick Children and Their Families (Prerequisite: TE 500 or TE 503 or TE 567/SE 567 or TE 600)
SE 627	3	The Severely or Chronically Ill Child: Health Care Issues and Implications for Family, School, and Hospital (Prerequisite: SE 513)

## Dual Degree Program with Columbia University School of Social Work

### M.S.Ed. and M.S.W. Degrees ▶ 36 Credits at Bank Street College

(A minimum of 24 Special Education and 6 Teacher Education credits is required. Students must be admitted to both institutions in order to qualify for this program.)

### New York State Certification

Students with no background in education who wish to be eligible for New York State Certification in Special Education need six (6) additional TE credits, two (2) of which must be TE 530, Mathematics for Teachers in Diverse and Inclusive Settings (N-6).

### Required Courses for All Dual Degree Students

Course selections must be approved by advisor or program director.

Number	Credits	Title
<b>CHOOSE ONE:</b>		
TE 500	3	Child Development
<b>OR</b>		
TE 503	3	Child Development with a Focus on the Upper-Elementary and Middle-School Years
<b>OR</b>		
TE 567/SE 567	6	Child Development/Disturbances in Development: An Integrated Approach I and II (2 semesters)
<b>OR</b>		
TE 600	3	The Social Worlds of Childhood ( <i>Prerequisite: TE 500; or by permission of the instructor and advisor</i> ) ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
TE 520	3	The Teaching of Reading, Writing, and Language Arts
SE 591	6	Advisement Seminar (2 semesters)
SE 601	3	Disturbances in Development: Emotional, Cognitive, Social, and Physical I ( <i>Prerequisite: TE 500 or TE 503 or TE 600</i> ) ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
<b>OR</b>		
TE 567/SE 567	6	Child Development/Disturbances in Development: An Integrated Approach I and II (2 semesters)
SE/BI 604	2	Language Development, Diversity, and Disorders: Impact on Reading and Literacy Development

### Additional Required Courses for Early Childhood Specialization

SE 603	3	Reading and Writing Problems of Children and Youth with Special Needs ( <i>Prerequisite: TE 520; or by permission of the instructor</i> )
SE 516	3	Integrated Curriculum for Children with Special Needs in Preschool and Kindergarten
SE 621	1	Play Therapy ( <i>Prerequisite: SE 601 or TE 567/SE 567; or by permission of instructor</i> )
SE 629	2	Developmental Neuropsychology and Its Assessment in Infancy and Early Childhood ( <i>Pre- or corequisite: SE 601 or TE 567/SE 567</i> )
SE/TE 623	3	Developmental Delays in the Early Years of Life ( <i>Prerequisite: TE 500 or TE 503 or TE 567/SE 567 or TE 600</i> )

Continued on the following page

### Additional Required Courses for Elementary and Secondary Specialization

Number	Credits	Title
SE/TE 512	3	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (can be applied to either SE or TE Certification requirements)
SE 602	3	Disturbances in Development: Emotional, Cognitive, Social, and Physical II ( <i>Prerequisite: SE 601 or TE 567/ SE 567; or by permission of the instructor</i> )
SE 603	3	Reading and Writing Problems of Children and Youth with Special Needs ( <i>Prerequisite: TE 520; or by permission of the instructor</i> )
SE/BI 611	3	Formal Testing of Children with Reading and Learning Issues: An Overview ( <i>Prerequisite: SE 603 and SE/BI 604</i> )

### Supervised Fieldwork

SE 590	6	Supervised Fieldwork/Advisement (2 semesters) ( <i>Concurrent with SE 591; see above</i> )
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### Electives

To be taken as needed to fulfill total number of credits required for degree.  
Select in consultation with and approval of advisor.

### Additional Requirements

Completion of Independent Study OR Directed Essay OR Portfolio.



# Master of Education with Specialization in Special Education Program

Ed.M. Degree

## Degree Requirements

The program requirements can be satisfied as follows: (a) with a Bank Street M.S.Ed. in Special Education, plus 12 additional approved Bank Street credits; (b) with a Bank Street M.S.Ed. in Teacher Education, plus 30 additional approved Bank Street credits; or (c) with a master's degree in education from another institution, plus 36 additional approved Bank Street credits. In the 30- and 36-credit programs, 24 Special Education credits are required in addition to Supervised Fieldwork/Advisement. There is no Supervised Fieldwork/Advisement requirement in the 12-credit program.

**Courses will be selected with the approval of the advisor.**

## Supervised Fieldwork

Number	Credits	Title
SE 590		Supervised Fieldwork/Advisement
	6	30-credit program requires one (1) semester
	12	36-credit program requires two (2) semesters

## Additional Requirements

Completion of Independent Study OR Directed Essay OR Portfolio (required for the 36-credit program only).



## ►►► TEACHER EDUCATION

Linda Levine, Chair

**T**eacher Education was Bank Street's first graduate program. Initially focused on early childhood education, it has expanded through the years to include other areas of specialization: elementary education, early adolescent education, infant and parent development and early intervention, museum education, and reading and literacy. While each additional program has its distinctive emphasis, all maintain the basic principles of education that characterized the original program.

Bank Street's Teacher Education programs prepare graduates to understand and support children and youth as individuals with a range of origins, learning styles, and aspirations, as well as a shared stake in building and maintaining a democratic society. All programs emphasize a broad knowledge of human development in which commonality and diversity both play a part, socio-historical foundations for coming to understand and situate contemporary schooling, ways to recognize and nurture individual learning styles in social settings, and the curricular resources and methodologies available for teaching, acquiring, and representing knowledge. Integration of curricular areas has long received central attention at Bank Street, as has the significance of developing an inquiring and reflective approach to both teaching and learning.

Graduates of the Teacher Education programs work with infants and toddlers, preschoolers, elementary students, middle school students, and families in schools, museums, colleges, childcare and parenting centers, as well as nonprofit organizations. They are teachers, reading and literacy specialists, writers of books and plays for children and youth, curriculum developers, toy designers, and program developers.

Students who apply to programs leading to the Master of Science in Education (M.S.Ed.) must meet the application criteria and prerequisites described on pages TK. (This pertains to all Teacher Education programs leading to certification.) In addition, students in the Early Childhood and Elementary Education and the Infant and Parent Development programs may be eligible for an additional "Annotation in Early Childhood" depending on courses selected from among the course requirements. Advisors work closely with students on such choices.

Students who complete the Early Adolescence Education program may be eligible for nursery through grade 6 certification with an "Extension to grades 7 through 9," depending on their undergraduate preparation.

**Please note:** Candidates interested in preparing to teach a broader range of children may apply for admission to a dual

certification program in Teacher Education/Special Education (with an optional Bilingual extension). Please consult with Linda Levine, Chair of the Teacher Education Department for additional information about this new option.

Programs are described in detail below.

### EARLY CHILDHOOD AND ELEMENTARY EDUCATION PROGRAM

This is a 42-credit sequence organized with three subprograms: Intern and Assistant Teacher; Preservice; and Teaching Practitioner. All graduates are eligible to apply for New York State Teacher Certification and the Common Branches License of the New York City Public Schools. Note that the New York City Board of Education requires teachers to have completed 6 credits in Special Education within five years of receiving the Common Branches License. Many students select Bank Street courses that will allow them to complete these 6 Special Education credits as part of the degree. The Early Childhood and Elementary Education program requires 30 credits of course work, a year-long 12-credit Supervised Fieldwork/Advisement component (organized differently in each of the three subprograms), and the completion of a Directed Essay, Independent Study, or Portfolio.

Students learn to create supportive, productive learning environments for children through their course work and their experiences in Supervised Fieldwork/Advisement. Through an emphasis on child development and social, cultural, and philosophical foundations, and throughout other courses in the various subject areas, students acquire the ability to synthesize and integrate curriculum in ways that support the interaction of various developmental areas and the development of the individual with the social, cultural, and physical environments of the school and community. Courses include consideration of theory, various instructional approaches, and inquiry.

Through fieldwork and advisement, students experience the interrelationship of theory and practice. As they interact within this integrative process, they develop professional and personal attitudes and values that strengthen their work with children.

Supervised Fieldwork/Advisement and the sequencing of course work differ somewhat according to the subprogram. Students make course selections in consultation with their advisor or the program director.

The Early Childhood and Elementary Education Program includes the following subprograms:

**The Intern and Assistant Teacher Program** (Stan Chu, Director) includes students who are either employed as para-professionals or assistants in approved settings or as interns who work in classrooms for four full days a week, with stipend. Interns have had some substantive work with children; for example, they may have worked with children in community-based settings, with the Peace Corps, or as student teachers in undergraduate education programs. Interns are hired as staff members to work in independent and public schools associated with Bank Street College. Interns have been placed at the Bank Street School for Children, Little Red School House, Manhattan Country School, Midtown West, Central Park East I, P.S. 87, and P.S. 234. Interns have two placements, most often in the same school, at two different age levels. There is a limited number of internships; applicants should apply early (see page 12 for the Application Timeline for Interns). Assistant teachers are responsible for obtaining their own positions, which then must be approved by Bank Street as Supervised Fieldwork/Advisement sites. The Supervised Fieldwork/Advisement process entails collaboration between the graduate faculty advisor, intern or assistant teacher, and the head or cooperating teacher.

**The Preservice Program** (Judith Leipzig, Director) is designed for students who are new to the field of educating children and/or those with experience who wish to participate in a wider variety of placements during supervised fieldwork. The Preservice Program is also an excellent option for those who are considering a career change to teaching. Most students complete the program in two years so that they have ample opportunity to integrate their new skills and reflect upon their development as teaching professionals. It is possible to complete the program in one academic year and two summer sessions. In a typical schedule, students may take a limited number of courses in the first summer, participate in Supervised Fieldwork/Advisement, and take two or three courses each semester during the first academic year. They complete their course work and integrative study during the second academic year. Most students take jobs as teachers or assistant teachers after the second summer, while they are in the process of completing the program.

During the Supervised Fieldwork/Advisement year, Preservice students are placed in three different sites in public and independent schools. For New York State certification, all students must have one placement in the early childhood grades (nursery through 3rd grade) and one in the upper elementary grades (4th

through 6th grades). Students discuss their placements with their advisors, and decisions are made through mutual agreement and in accordance with certification requirements. (Please note that there is a range of teachers, schools, and communities for these placements. Not every student has a placement at the Bank Street School for Children.)

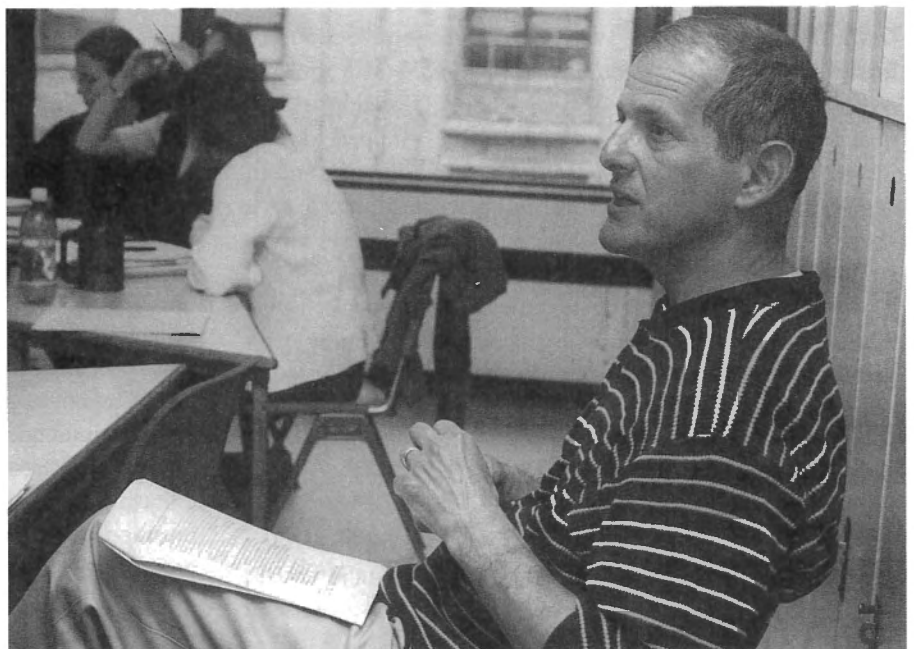
Typically, the student teaching schedule requires three full days per week in each site; however, in some cases, other scheduling arrangements equivalent to three full days are desirable.

**The Teaching Practitioner Program** (Donald St. John-Parsons, Director). This is an inservice program for full-time teachers working in public, independent, or religious schools. Courses are given in the late afternoon or evening. Approval of the school site by the director of the Teaching Practitioner program is required for the year of Supervised Fieldwork/Advisement. Since the teacher's own classroom is the training site during the supervised fieldwork year and the faculty advisor will be making regular visits, the school principal/director must approve of the teacher's participation in the program. The principal/director also needs to be aware that the teacher's instructional approaches and curriculum in the class may change as the result of the advisement process. The faculty advisor and the program director communicate with the school administration as necessary. The program provides eligibility for New York State Certification (N-6).

## THE INFANT AND PARENT DEVELOPMENT AND EARLY INTERVENTION PROGRAM

Virginia Casper, Director

This program prepares women and men for careers with infants, toddlers, and their families. Graduates work in diverse settings,



such as infant/toddler centers, early intervention programs, teen parent programs, hospitals and community centers as teachers, parenting-group facilitators, child life or infant mental health specialists, and early intervention teachers.

The program emphasizes human growth and development from the prenatal period through adolescence, with a special focus on the earliest years and on family life and its relation to very young children. Specific skills are developed: teaching children under three; assessing infants and toddlers; working with families; working in early intervention; and supervising paraprofessionals and others involved in the care/education of very young children.

Preservice students do supervised fieldwork in two contrasting settings in order to gain experience with children of typical development as well as children with special needs. In both cases, students also work with families. Placement sites include the Bank Street Family Center, infant-toddler centers, early intervention programs, hospital child life programs, therapeutic nurseries, teenage parent-child programs, and parent education/support centers. Students without prior experience with infants/toddlers are required to work in some capacity with this age group before entering fieldwork. Inservice students, with the permission of the director, may use their place of employment as the site for focused learning in supervised fieldwork.

The program offers a noncertification track (42 credits), as well as a New York State certification track in teacher education (nursery-6) with 11 additional credits and a placement with school-age children. With 12 additional credits in special education, students may apply individually for Special Education (nursery-12) certification, which qualifies them for early intervention work.

**Dual Degree Program with Hunter College School of Social Work** is an 87- or 88-credit program, 35-36 from Bank Street and 52 from Hunter College School of Social Work. To qualify for the program, a student must be admitted to both institutions. This program leads to an M.S. in Education and an M.S.W., incorporating theoretical and practical aspects of each discipline. On completing this dual degree, graduates will be prepared to work in varied clinical capacities with the youngest and most vulnerable of our populations and their families in a wide array of community-based and early-intervention settings. Degrees will be awarded simultaneously upon completion of all requirements of both programs.

## THE MUSEUM EDUCATION PROGRAM

Nina Jensen, Director

This program prepares students for two professional roles: (1) museum educators knowledgeable about children and schools; and, (2) classroom teachers skilled in making effective use of

museum resources. Graduates currently work in more than 30 museums of all kinds—art, history, science, and children's museums. Others teach in elementary school classrooms, coordinate school use of museums through positions as school administrators, and work in a wide variety of related settings such as colleges, theaters, arts councils, and museum consulting firms.

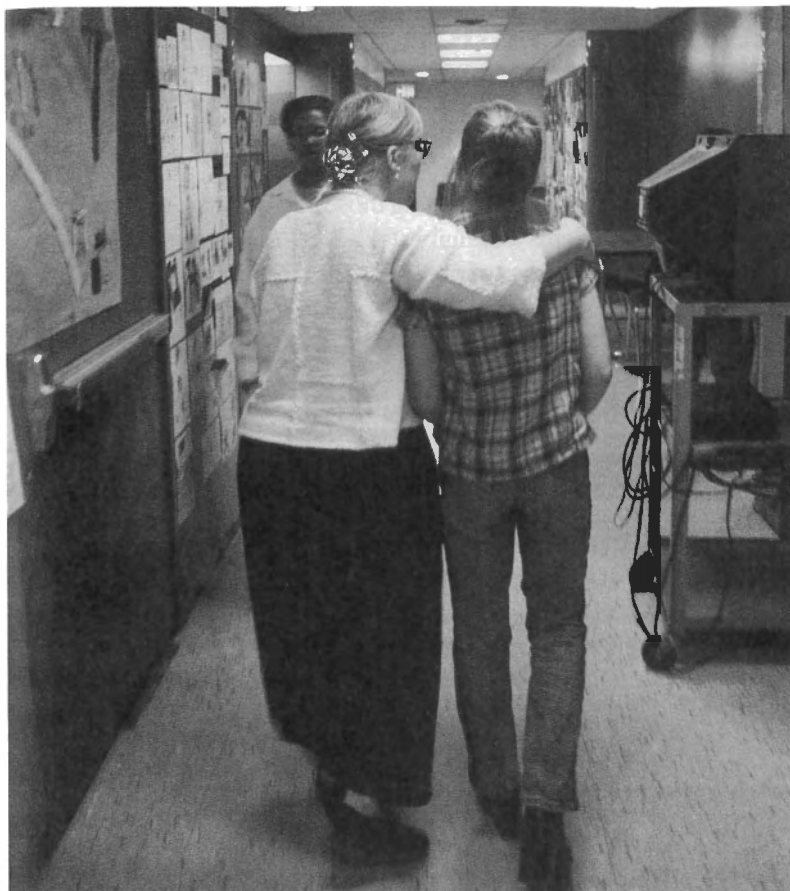
The program emphasizes the educational role and mission of museums in a pluralistic society by providing a sound foundation in human development, learning theory, and school curriculum. The program takes advantage of the rich cultural resources in New York City. Core experiences include frequent visits to museums, meetings with museum staff, and the development of museum-based projects. Faculty are drawn from both teaching and museum backgrounds and include working museum professionals.

Students are expected to have a strong background through undergraduate training or work experience in a museum discipline such as anthropology, art history, fine arts, history, or science.

The 42-credit program is full time and takes a minimum of one year and two summers to complete (museum education courses, 10 credits; teacher education courses, 20 credits; Supervised Fieldwork/Advisement, 12 credits). Supervised Fieldwork/Advisement extends across the academic year, with three full days required each week. During the fall semester, the student is placed in two school settings, to include student teaching in two contrasting schools and at two different age levels for eight to ten weeks each. Part of the work in these settings involves the planning and implementation of a museum visit and its integration into the classroom curriculum. The supervised fieldwork setting for the spring semester is a museum, where the student develops and teaches programs for a variety of ages and may also engage in a special project.

The program provides eligibility for New York State Teacher Certification (nursery-6). Students not seeking New York State Teacher Certification follow the requirements of the Museum Education Program, with the exception detailed on page TK. In place of the eight (8) credits in reading/literature and in mathematics, students may choose a combination of up to six (6) transfer credits and Bank Street electives.

**Museum Special Education** combines the Museum Education Program with 10 additional credits in Special Education courses. Supervised fieldwork placements in the fall semester include one regular and one special education classroom. During the spring semester museum placement, students focus on programs for visitors with a variety of disabilities. The program provides eligibility for New York State Teacher Certification (N-6). Students must apply on their own to the New York State Education Department for Special Education certification.



### **EARLY ADOLESCENCE (9-15 YEARS): MIDDLE-LEVEL EDUCATION**

Gil Schmerler, Director

Recognizing that early adolescence is a unique period of life with its own attitudes, perspectives, and issues, this 42-credit program enables participants to develop specific knowledge and skills for teaching children aged 9 to 15 years. The program emphasizes understanding the dynamics of adolescent development and the design of interdisciplinary curricula. Candidates with and without classroom experience are eligible to apply.

During the Supervised Fieldwork/Advisement year, practicing teachers are supervised in their school settings and, therefore, their participation in the program must be approved by their principal or director as well as by the Bank Street program director. For preservice students, Supervised Fieldwork/Advisement is required in both public and independent schools. At least one placement is completed in the 4th, 5th, or 6th grade, and at least one placement is taken in the 7th, 8th, or 9th grade. With permission of the program director, students may take one placement in

a nonschool setting that serves early adolescent children. The student teaching schedule is typically three full days a week during each placement. In addition, all students will engage in at least three visits to different middle/junior high school settings as part of program activities during the fieldwork year.

Eligibility for certification is determined in part by undergraduate preparation. Students should consult with the program director or the Admissions Office for further information.

### **THE READING/LITERACY SPECIALIZATION PROGRAM**

Virginia Miller, Director

This is a 42-credit program designed to prepare reading teachers and literacy specialists interested in developing special skills for classroom teaching and/or work with individuals and small groups. Through course work and Supervised Fieldwork/Advisement, students understand that reading and writing are language-based thinking processes acquired and developed in interactive cognitive and social contexts.

Supervised Fieldwork/Advisement may be completed in a variety of settings, including schools, clinics, and literacy centers. The program, which accepts preservice and inservice students, is designed to accommodate students with varying teaching and work experiences. Inservice students are required to

do some additional fieldwork outside their classrooms. Reading Program graduates work as classroom teachers and reading teachers or specialists in public and private schools, as clinicians in clinics and literacy centers, in publishing, and as private tutors. Upon completion of the program, students are eligible to apply for New York State Certification in Reading Specialization.

**Reading/Literacy Specialization: Post-Master's Degree Studies.** This sequence is open to candidates already holding a graduate degree in Teacher or Special Education. Students plan, with an advisor, an individually tailored sequence of courses and supervised fieldwork within the Reading/Literacy Program that will meet New York State requirements for Certification as a Reading Teacher. At the completion of all those requirements, students will be eligible to apply independently to receive certification.

Details of requirements are listed by program on the following pages.

## Early Childhood and Elementary Education Program

M.S.Ed. Degree ► 42 Credits

Students who wish to be eligible for New York City licensing should consider choosing those courses which will result in a total of six (6) credits in Special Education as part of their degree. Students are eligible for a New York City license without these Special Education credits, but must complete them within five (5) years of obtaining the city license.

### Required Courses

*This chart represents degree requirements for Preservice, Intern and Assistant Teacher, and Teacher Practitioner subprograms. Course selections must be approved by advisor or program director.*

Number	Credits	Title
<b>CHOOSE ONE:</b>		
TE 500	3	Child Development
<b>OR</b>		
TE 503	3	Child Development with a Focus on the Upper-Elementary and Middle-School Years
<b>OR</b>		
TE 600	3	The Social Worlds of Childhood ( <i>Prerequisite: TE 500, or by permission of the instructor and advisor</i> ) ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
<b>OR</b>		
TE 567/SE 567	6	Child Development/Disturbances in Development: An Integrated Approach I and II (2 semesters)
TE 501	2	Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings ( <i>For students who have completed at least one [1] semester of Supervised Fieldwork/Advisement</i> ) ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> ) ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
<b>CHOOSE ONE:</b>		
TE 502	3	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording ( <i>For students currently in classrooms or who are able to volunteer two [2] mornings a week.</i> ) ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )
<b>OR</b>		
TE 505	3	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording with a Focus on the Upper-Elementary Age Child ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )
<b>CHOOSE ONE: (These courses are for students who have completed at least one [1] semester of Supervised Fieldwork/Advisement)</b>		
TE 507	3	Geography in the Social Studies Curriculum (Upper Elementary and Middle School)
<b>OR</b>		
TE 510	3	Curriculum in Early Childhood Education
<b>OR</b>		
TE 511	3	Curriculum Development through Social Studies (Elementary and Middle School)
<b>OR</b>		
SE/TE 512	3	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs
<b>CHOOSE ONE:</b>		
TE 517	3	Principles and Problems of Elementary and Early Childhood Education
<b>OR</b>		
TE 518	3	Foundations of Modern Education
<b>OR</b>		
TE 592	3	Anthropology of Education ( <i>Teaching Practitioner students require the permission of their advisor</i> ) ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )

Continued on the following page

**Required Courses (cont.)**

Number	Credits	Title
<b>CHOOSE ONE:</b>		
TE 520	3	The Teaching of Reading, Writing, and Language Arts ( <i>Strongly recommended before Supervised Fieldwork/Advisement</i> )
<b>OR</b>		
TR/TE 527	3	Teaching Reading and Writing in the Content Areas for Elementary and Middle-School Classrooms
<b>OR</b>		
SE 500	3	Learning Disabilities and Reading Problems in Special Education and Mainstreamed Classrooms ( <i>an option for Teacher Practitioner students only and with the permission of their advisor</i> )
<b>CHOOSE ONE:</b>		
TE 521	3	Language, Literature, and Emergent Literacy ( <i>a focus on grades N-3</i> )
<b>OR</b>		
TE 522	3	Children's Literature in a Balanced Reading Program ( <i>a focus on grades 3-8</i> )
<b>OR</b>		
TE 523	3	The Uses of Language: Whole Language Curriculum for Reading Programs (K-Middle School) ( <i>Teaching Practitioner students require the permission of their advisor</i> )
<b>CHOOSE ONE:</b>		
TE 530	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings (N-6) ( <i>Strongly recommended before Supervised Fieldwork/Advisement</i> ) ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )
<b>OR</b>		
TE 531	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on Upper-Elementary and Middle-School Years ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )
<b>CHOOSE ONE:</b>		
TE 535	2	Science for Teachers (N-6)
<b>OR</b>		
TE 536	3	Integrative Learning for Children in the Natural Environment (at Tiorati)
<b>OR</b>		
TE 537	3	Curriculum Building in Natural Science: (N-6) (at Tiorati)
<b>CHOOSE ONE:</b>		
TE 542	2	Arts Workshop for Teachers (N-6)
<b>OR</b>		
TE 545	2	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Educational Settings (N-6) ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )

**Supervised Fieldwork**

TE 590	12	Supervised Fieldwork/Advisement (2 semesters)
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**Electives**

To be taken as needed to fulfill total number of credits required for degree.  
Select in consultation with and approval of advisor.

**Additional Requirements**

Completion of Independent Study OR Directed Essay OR Portfolio.

# Infant and Parent Development and Early Intervention Program

M.S.Ed. ▶ 42 Credits

## Required Courses

*Course selections must be approved by advisor or program director.*

Number	Credits	Title
TE 500	3	Child Development
TE 502	3	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording <i>(The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.)</i>
IN/TE 501	3	Educating Infants and Toddlers: Environments
IN/TE 502	3	Educating Infants and Toddlers: Programs and Activities
IN/TE 504	2	Parent, Adult, and Family Development <i>(The New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.)</i>
IN/TE 600	3	The World of the Infant: The First Year of Life <i>(Prerequisite: TE 500 or TE 567/SE 567)</i>
IN/TE 601 or	3	The World of Toddlers and Twos: The Second and Third Years of Life <i>(Prerequisite: TE 500 or TE 567/SE 567; by permission of the instructor)</i>
IN 603	3	Practicum in Developmental Assessment of Infants and Toddlers <i>(Prerequisites: TE 502, IN/TE 600, IN/TE 601)</i>
IN/SE/TE 505	3	Understanding and Working with Parents of Young Normal and Exceptional Children <i>(Approved for Human Relations credit by the New York City Board of Education)</i>
SE/TE 623	3	Developmental Delays in the Early Years of Life <i>(Prerequisite: TE 500 or TE 503 or TE 567/SE 567)</i>
	1	Elective

## Supervised Fieldwork

TE 590/SE 590	12	Supervised Fieldwork/Advisement (2 semesters)
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## Additional Requirements

Completion of Independent Study OR Directed Essay OR Portfolio.



**ADDITIONAL PROGRAMS IN INFANT AND PARENT DEVELOPMENT AND EARLY INTERVENTION****Teacher Education Certification ▶ 53 Credits****Requirements**

All courses and requirements in the Infant and Parent Development and Early Intervention Program (except for the elective) AND the 12 credits listed below, and a school-age placement. For an "Annotation in Early Childhood," certification students must also demonstrate completion of college-level study of art or music.

Number	Credits	Title
TE 510	3	Curriculum in Early Childhood
<b>CHOOSE ONE:</b>		
TE 517	3	Principles and Problems in Elementary and Early Childhood Education
<b>OR</b>		
TE 518	3	Foundations of Modern Education
<b>OR</b>		
TE 592	3	Anthropology of Education ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
TE 520	3	The Teaching of Reading, Writing, and Language Arts
TE 521	3	Language, Literature, and Emergent Literacy

**Special Education Certification ▶ 54-55 Credits****Requirements**

All courses and requirements in the Infant and Parent Development and Early Intervention Program (except for TE 500, EITHER IN/TE 501 OR IN/TE 502, and the elective) AND the 19-20 credits listed below. (Prerequisite: a graduate course in Child Development)

Number	Credits	Title
SE 500	3	Learning Disabilities and Reading Problems in Special Education and Mainstreamed Classrooms
SE 601	3	Disturbances in Development: Emotional, Cognitive, Social, and Physical I ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
<b>CHOOSE ONE:</b>		
SE 629	2	Developmental Neuropsychology and Its Assessment in Infancy and Early Childhood ( <i>Pre- or corequisite: SE 601 or TE 567/SE 567</i> )
<b>OR</b>		
SE 621	1	Play Therapy
<b>OR</b>		
Any 1-credit Special Education course, as approved by the advisor		
<b>CHOOSE ONE:</b>		
SE 513	3	Introduction to Child Life in the Health Care Setting: Psychosocial and Educational Intervention Care of Sick Children and Their Families ( <i>Prerequisite: TE 500 or TE 503 or TE 567/SE 567</i> )
<b>OR</b>		
SE 516	3	Integrated Curriculum for Children with Special Needs in Preschool and Kindergarten
<b>OR</b>		
SE 627	3	The Severely or Chronically Ill Child: Health Care Issues and Implications for Family, School, Hospital ( <i>Prerequisite: SE 513</i> )
SE 700/701	4	Case Studies I and II: Working with Special Needs Children and Youth and Their Families (2 semesters) ( <i>Prerequisite: SE 601 or TE 567/SE 567</i> )
<b>CHOOSE ONE:</b>		
TE 520	3	The Teaching of Reading, Writing, and Language Arts
<b>OR</b>		
TE 521	3	Language, Literature and Emergent Literacy
SE/BI 604	2	Language Development, Diversity and Disorders: Impact on Reading and Literacy Development

**ADDITIONAL PROGRAMS IN INFANT AND PARENT DEVELOPMENT AND EARLY INTERVENTION****Dual Degree Program with Hunter College  
School of Social Work****M.S.Ed. and M.S.W. Degrees ► 35-36 Credits at Bank Street College****Required Courses (Bank Street only)***To obtain the complete interface of Hunter and Bank Street courses, call the Bank Street Admissions Office (212-875-4404).***Year 1: Bank Street Residence**

Number	Credits	Title
<b>Summer</b>		
TE 500	3	Child Development
<b>Fall</b>		
IN/TE 600	3	The World of the Infant: The First Year of Life ( <i>Prerequisite: TE 500 or TE 567/SE 567</i> )
IN/TE 501	3	Educating Infants and Toddlers: Environment
TE 590	6	Supervised Fieldwork
<b>Spring</b>		
IN/TE 601	3	The World of Toddlers and Twos: The Second and Third Years of Life ( <i>Prerequisite: TE 500 or TE 567/SE 567</i> )
TE 502	3	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as Special Education credit</i> )
SE 590	6	Supervised Fieldwork/Advisement

**Year 2: Hunter Residence**

Number	Credits	Title
<b>Fall</b>		
<b>CHOOSE ONE</b>		
IN/SE/TE 505	3	Understanding and Working with the Parents of Young, Normal and Exceptional Children ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
<b>OR</b>		
IN/TE 504	2	Adult, Parent, and Family Development (offered in July)
<b>Spring</b>		
SE/TE 623	3	Developmental Delays in the Early Years of Life ( <i>Prerequisite: TE 500 or TE 503 or TE 567/SE 567</i> )

**Year 3: Joint Residence**

Number	Credits	Title
IN 603	3	Practicum in Developmental Assessment of Infants and Toddlers ( <i>Prerequisites: TE 502; IN/TE 600; and IN/TE 601</i> )

**Additional Requirements**

Independent Study (completed at Hunter College School of Social Work)

# Museum Education Program

M.S.Ed. Degree ▶ 42 Credits

## Required Courses

Course selections must be approved by advisor or program director.

Number	Credits	Title
ME/TE 560	2	Exhibition Development and Evaluation
ME/TE 561	3	Teaching with Objects in Museum and Classroom Settings ( <i>Required before museum internship</i> )
ME/TE 562	2	Seminar in Museum Education I ( <i>Required before museum internship</i> )
ME/TE 563	2	Seminar in Museum Education II
ME/TE 564	1	Introduction to Research Practice in Museum Education
<b>CHOOSE ONE:</b>		
TE 500	3	Child Development ( <i>Strongly recommended before student teaching</i> )
<b>OR</b>		
TE 503	3	Child Development with a Focus on Upper-Elementary and Middle-School Years ( <i>Strongly recommended before student teaching</i> )
TE 502	3	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )
<b>CHOOSE ONE:</b>		
TE 507	3	Geography in the Social Studies Curriculum (Upper-Elementary and Middle-School Years)
<b>OR</b>		
TE 510	3	Curriculum in Early Childhood Education
<b>OR</b>		
TE 511	3	Curriculum Development through Social Studies: Elementary and Middle School
<b>OR</b>		
SE/TE 512	3	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs ( <i>by permission of the advisor</i> )
<b>CHOOSE TWO (including either TE 520 or TR/TE 527):</b>		
TE 520	3	The Teaching of Reading, Writing, and Language Arts ( <i>Strongly recommended before student teaching</i> )
<b>OR</b>		
TE 521	3	Language, Literature, and Emergent Literacy
<b>OR</b>		
TE 522	3	Children's Literature in a Balanced Reading Program
<b>OR</b>		
TE 523	3	The Uses of Language: Whole Language Curriculum for Reading Programs (K-Middle School)
<b>OR</b>		
TR/TE 527	3	Teaching Reading and Writing in the Content Areas for Elementary and Middle-School Classrooms
<b>CHOOSE ONE:</b>		
TE 530	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings (N-6) ( <i>Strongly recommended before student teaching</i> ) ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )
<b>OR</b>		
TE 531	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and School Years ( <i>Strongly recommended before student teaching</i> ) ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )

Continued on the following page

**Required Courses (continued)**

Number	Credits	Title
<b>CHOOSE ONE:</b>		
TE 535	2	Science for Teachers (N-6)
<b>OR</b>		
TE 536	3	Integrative Learning for Children in the Natural Environment (at Tiorati)
<b>OR</b>		
TE 537	3	Curriculum Building in Natural Science: N-6 (at Tiorati)
<b>OR</b>		
TE 542	2	Arts Workshop for Teachers (N-6)

**Supervised Fieldwork**

TE 590	12	Supervised Fieldwork/Advisement (2 semesters)
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**Electives**

To be taken as needed to fulfill total number of credits required for degree.  
Select in consultation with and approval of advisor.

**Additional Requirements**

Completion of Independent Study OR Directed Essay OR Portfolio.

## Museum Education Program

(for students NOT seeking New York State Teacher Certification, K-6)

M.S.Ed. Degree ▶ 42 Credits

### Requirements

All courses and requirements in the Museum Education Program *except* the two courses in reading/literature (TE 520 or TR/TE 527 or TE 521 or TE 522 or TE 523) and the course in mathematics (TE 530 or TE 531). In place of these courses, students may opt to transfer in graduate credits in their discipline (art history, science, anthropology, etc.) and/or choose Bank Street courses as electives to fulfill the remaining total number of credits required for the degree. In lieu of TE 500 and three [3] elective credits, students may opt for TE 567/SE 567. A maximum of six (6) credits may be transferred. Transfer credits and elective credits must be chosen in consultation with and must have the approval of the student's advisor.

## Specialization in Museum Special Education

▶ 52 Credits

### Requirements

All courses and requirements in the Museum Education Program and ten (10) credits in Special Education, recommended and approved by the advisor.



## Early Adolescence (9-15 Years): Middle-Level Education

M.S.Ed. Degree ► 42 Credits

### Required Courses

Course selections must be approved by advisor or program director.

Number	Credits	Title
TE 503	3	Child Development with a Focus on the Upper-Elementary and Middle-School Years ( <i>Recommended before Supervised Fieldwork/Advisement</i> )
TE 502	3	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )
TE 511	3	Curriculum Development through Social Studies (Elementary and Middle School)
<b>CHOOSE ONE:</b>		
TE 518	3	Foundations of Modern Education
<b>OR</b>		
TE 517	3	Principles and Problems in Elementary and Early Childhood Education
<b>OR</b>		
TE 592	3	Anthropology of Education ( <i>Approved for Human Relations credit by the New York City Board of Education</i> )
<b>CHOOSE ONE:</b>		
TE 522	3	Children's Literature in a Balanced Reading Program
<b>OR</b>		
TE 523	3	The Uses of Language: A Perspective on Whole-Language Curriculum for Reading Programs (K-Middle School) ( <i>Strongly recommended before Supervised Fieldwork/Advisement</i> )
TR/TE 527	3	Teaching Reading and Writing in the Content Areas for Elementary and Middle-School Classrooms
TE 531	2	Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle-School Years ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )
TE 544	1	Issues in the Physical Development of the Early Adolescent
TE 548	1	Group Processes in Early Adolescence
TE 551	3	Special Study: Integrated Environment of the Hudson River
TE 557	1	Assembly: Issues in Early Adolescence

### Supervised Fieldwork

TE 590	12	Supervised Fieldwork/Advisement (2 semesters)
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### Electives

To be taken as needed to fulfill total number of credits required for degree.  
Select in consultation with and approval of advisor.

### Additional Requirements

Completion of Independent Study OR Directed Essay OR Portfolio.

# Reading/Literacy Program

M.S.Ed. Degree ▶ 42 Credits

## Required Courses

Course selections must be approved by advisor or program director.

Number	Credits	Title
<b>CHOOSE ONE:</b>		
TE 500	3	Child Development ( <i>Strongly recommended before Supervised Fieldwork/Advisement</i> )
<b>OR</b>		
TE 503	3	Child Development with a Focus on Upper-Elementary and Middle-School Years ( <i>Strongly recommended before Supervised Fieldwork/Advisement</i> )
<b>OR</b>		
TE 567/SE 567	6	Child Development/Disturbances in Development: An Integrated Approach I and II (2 semesters)
<b>CHOOSE ONE:</b>		
TE 502	3	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording ( <i>The New York City Board of Education and New York State Division of Teacher Certification will accept one [1] credit of this course as a Special Education credit.</i> )
<b>OR</b>		
SE/TE 602	1	Advanced Issues in Observing and Recording the Behavior of the Child with Special Needs ( <i>Prerequisite: SE 601 or TE 567/SE 567 or TE 502</i> )
TE 520	3	The Teaching of Reading, Writing, and Language Arts ( <i>Required before entering Supervised Fieldwork/Advisement</i> )
<b>CHOOSE ONE:</b>		
TE 521	3	Language, Literature, and Emergent Literacy ( <i>Strongly recommended before Supervised Fieldwork/Advisement</i> )
<b>OR</b>		
TE 522	3	Children's Literature in a Balanced Reading Program ( <i>Strongly recommended before Supervised Fieldwork/Advisement</i> )
<b>OR</b>		
TE 523	3	The Uses of Language: Whole Language Curriculum for Reading Programs (K-Middle School) ( <i>Strongly recommended before Supervised Fieldwork/Advisement</i> )
TR/TE 609	2	Writing in the Elementary Grades
SE/N 518	1	Teaching Writing to Reading and Learning Disabled Children: The Writing Workshop Approach in Special Education Settings ( <i>This course is offered as a New Perspectives Short-Format Graduate Course.</i> )
SE 603	3	Reading and Writing Problems of Children and Youth with Special Needs ( <i>Prerequisite: TE 520; or by permission of the instructor</i> ) ( <i>Strongly recommended before Supervised Fieldwork/Advisement</i> )
SE/BI 604	2	Language Development, Diversity, and Disorders: Impact on Reading and Literacy Development ( <i>Strongly recommended before Supervised Fieldwork/Advisement</i> )
SE/BI 611	3	Formal Testing of Children with Reading and Learning Issues: An Overview ( <i>Prerequisites: SE 603 and SE/BI 604</i> )
<b>CHOOSE ONE:</b>		
TR/TE 527	3	Teaching Reading and Writing in the Content Areas for Elementary and Middle-School Classrooms
<b>OR</b>		
BI 517	3	The Teaching of English as a Second Language

Continued on the following page

## Reading/Literacy Program (continued)

### Supervised Fieldwork

Number	Credits	Title
TR 590	6	Supervised Fieldwork/Advisement Reading Practicum (2 semesters) <i>(Concurrent with TR 591)</i>
TR 591	6	Advanced Seminar in Reading and Language Disability (2 semesters) <i>(Concurrent with TR 590)</i>

### Electives

*To be taken as needed to fulfill total number of credits required for degree.  
Selections must be made in consultation with and approval of advisor.*

TE 528	1	Storytelling for Children (N-6)
TE 539	1	Stories, Songs, and Folkgames: Multilingual Resources for Educators
TE 592	3	Anthropology of Education <i>(Approved for Human Relations credit by the New York City Board of Education)</i>
TR/TE 529	1	Teacher-Made Materials for Reading and Writing
TR/TE 601	1-3	Current Topics in Reading and Writing in Multicultural Classrooms <i>(Prerequisite: TE 520 or TR/TE 527; or by permission of instructor)</i>
TR/TE 604	1	Looking Beyond Reading Scores: An Approach to Reading Evaluation
TR/TE 701	1-3	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms <i>(Prerequisites: SE 603; or by permission of instructor)</i>
TE/N 537	1	Big Books and Whole Language: Encouraging Emerging Readers (K-2)
TE/N 546	1	The Power of Story in the Reading/Writing Curriculum: A Whole Language Approach
TE/N 638	1	The Power of Poetry

### Additional Requirements

Completion of Independent Study OR Directed Essay OR Portfolio.



## Reading/Literacy Specialization: Post-Master's Degree Studies

(for candidates already holding a graduate degree in Teacher or Special Education)

### ► 24-33 Credits

The Reading/Literacy Post-Master's Degree sequence is for candidates who already hold a graduate degree in Teacher or Special Education and who wish to apply independently for New York State Reading Certification. In consultation with an advisor, students devise an individualized plan of course work (which may include prior credits in Reading) and supervised fieldwork. The sequence is tailored to meet both the student's needs and the State requirements.

These requirements can be satisfied as follows: (a) with a Bank Street M.S.Ed. in Teacher or Special Education, plus 24 approved Bank Street credits; or (b) with a master's degree in Special or Teacher Education from another institution, plus 24-33 approved Bank Street credits.

### Required Courses

*Course selection must be approved by advisor.*

Number	Credits	Title
SE 603	3	Reading and Writing Problems of Children and Youth with Special Needs ( <i>Prerequisite: TE 520, or by permission of the instructor</i> ) ( <i>Strongly recommended before Supervised Fieldwork/Advisement</i> )
SE/BI 604	2	Language Development, Diversity, and Disorders: Impact on Reading and Literacy Development
SE 611	3	Formal Testing of Children with Reading and Learning Issues: An Overview ( <i>Prerequisite: SE 603 and SE/BI 604</i> )

### Recommended Courses

*Selections must be made in consultation with and approval of advisor.*

TE 521	3	Language, Literature, and Emergent Literacy
TE 522	3	Children's Literature in a Balanced Reading Program
TE 523	3	The Uses of Language: Whole-Language Curriculum for Reading Programs (K-Middle School)
BI 517	3	The Teaching of English as a Second Language
SE/N 518	1	Teaching Writing to Reading and Learning Disabled Children: The Writing Workshop Approach in Special Education Settings ( <i>This course is offered as a New Perspectives Short-Format Graduate Course</i> )
TR/TE 527	3	Teaching Reading and Writing in the Content Areas for Elementary and Middle-School Classrooms
TR/TE 529	1	Teacher-Made Materials for Reading and Writing
TR/TE 601	1-3	Current Topics in Reading and Writing in Multicultural Classrooms ( <i>Prerequisite: TE 520 or TR/TE 527; or by permission of the instructor</i> )
TR/TE 604	1	Looking Beyond Reading Scores: An Approach to Reading Evaluation ( <i>Prerequisite: TE 520; or by permission of the instructor</i> )
TR/TE 701	1-3	Current Topics in Reading and Writing Difficulties in Multicultural Classrooms ( <i>Prerequisites: SE 603 and SE/BI 604; or by permission of the instructor</i> )

### Required: Supervised Fieldwork

TR 590	6	Supervised Fieldwork/Advisement Reading Practicum (2 semesters) ( <i>Concurrent with TR 591</i> )
TR 591	6	Advanced Seminar in Reading and Language Disability (2 semesters) ( <i>Concurrent with TR 590</i> )

## ▶▶▶ STUDIES IN EDUCATION

Lia Gelb, Coordinator

**T**his Master of Science degree program is designed for students who wish to pursue an individualized course of study across the programmatic spectrum or in some area of concentration. It prepares professionals for nontraditional educational roles and is not a certification program.

Some of the interests that students may wish to focus on are children's literature, writing for children, child development over the age span, and science and environmental education. Prospective



students are invited to discuss their interest in this program with Lia Gelb, Associate Dean, to explore individual interests.

Each student has an advisor who may call on other faculty with expertise in the field of the student's special interest. Together, the student, the advisor, and other appropriate faculty will plan the course of study.

The program is interdisciplinary and allows students to take courses in any department. All students, regardless of special interest or concentration, are required to take at least one course in each of the following areas: development, philosophy of education, curriculum development and the social context. Other courses are selected according to student interest. The individualized plan may include transfer credits and individual study. Typically, the student will have three placements in Supervised Fieldwork/Advisement over a year. One will be in a school classroom; the other two will be selected with the student's special focus in mind. For students already working in an appropriate setting, this may become the major site for supervision. If a student is working in an unrelated field, field placements can be arranged over a longer period of time to allow the student to continue employment while meeting this requirement.

Requirements are listed below.

### Studies in Education

**M.S.Ed. Degree ▶ 42 Credits**

This program is interdisciplinary. Students take courses in any of the existing departments. All students, regardless of special interest or concentration, are required to take at least one [1] course in each of the following areas: development, philosophy of education, curriculum development and the social context. Other courses are selected according to the student's interest.

The individualized plan may include transfer credits and individual study.

#### Course Work ▶ 30 credits

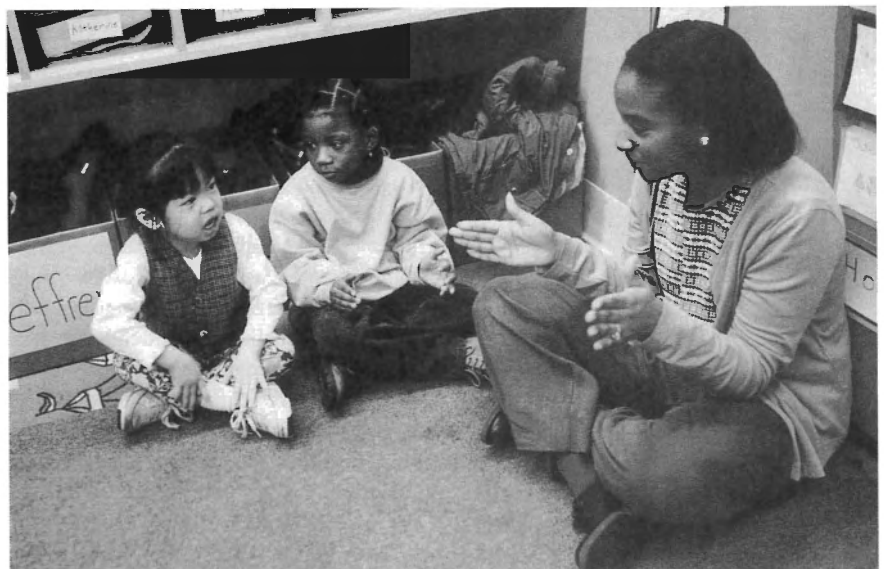
*Course selections must be approved by advisor or program director.*

#### Supervised Fieldwork

Number	Credits	Title
GS 590	12	Supervised Fieldwork / Advisement (2 semesters; or by special arrangement)

#### Additional Requirements

Completion of Independent Study OR Portfolio. (For some concentrations, the Directed Essay is an option.)



# Course Descriptions

## ▶▶▶ BILINGUAL EDUCATION

### **History and Principles of Bilingual Education and Bilingualism**

BI 501 3 credits

This course presents students with the basic principles of bilingual education, its history in the U.S. and around the world, the legal basis of bilingual education, and research in bilingualism emphasizing areas of psycholinguistics and sociolinguistics.

### **Comparative Migration Experiences of the Caribbean, Latin American, and Asian Peoples**

BI 502 1 credit

Designed to make students more aware of and sensitive to ethnic groups in the U.S., this course focuses on the history and culture of the three groups and discusses such topics as migration, education, employment, and welfare. The course emphasizes environmental influences that affect the education of culturally different children in urban settings.

### **Teaching Reading and Native Language Arts to Spanish-Speaking Children**

BI 513 3 credits

Through this course, students explore the acquisition of literacy skills in the child's first language. A contrastive analysis of English and Spanish leads students to the different approaches in the teaching of reading and writing in Spanish. Students assess some of the commercially available materials, analyze ways of using children's literature and children's writing in a reading program, and explore ways to teach reading and writing through content areas such as Social Studies. Teacher-made materials are discussed, particularly in the context of different learning styles.

### **Teaching Reading and Native Language Arts to Haitian Creole-Speaking Children**

BI 514 3 credits

Students analyze ways to use children's literature to develop the reading skills of bilingual children in early childhood and primary grades. Students critique children's books, examine teacher-made materials, and discuss problems that are specific to learning and mastering the written code of the native language. Major consideration is given to writing, spelling, and oral tradition.

### **The Teaching of English as a Second Language**

BI 517 3 credits

The purpose of this course is to prepare participants to teach English to students who are speakers of other languages and are of limited English proficiency. Curriculum and materials, diagnoses of students' abilities, placement, class organization, lesson planning, and developing communication skills with ESL techniques are the major areas discussed. Demonstration lessons on various approaches to ESL instruction are presented.

### **Evaluation, Development, and Use of Curriculum in the Bilingual Classroom**

BI 520 3 credits

This course is designed to acquaint teachers with curriculum mandates and methods of implementation. Students will explore the methods of teaching core subjects such as social studies, science, and math through the native language. Participants will also acquire skills to evaluate existing curricula and materials, to adapt them to fit different learning styles and needs, and to create materials for the bilingual/bicultural learner. Evaluation and assessment tools such as alternative assessment



and portfolio assessment will also be explored. A great deal of emphasis will be placed on the actual development of curricular units and themes in the native language by all course participants.

**Individual Study**

BI 550 1/2/3 credits

This course provides an opportunity to investigate a problem or area of interest related to bilingual education under the supervision of a faculty member.

*Permission of the student's advisor is required.*

**Special Study**

BI 551 1/2/3 credits

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

*Offered by special arrangement.*

**Supervised Fieldwork/Advisement in Bilingual Education**

BI 590 3 credits per semester

Fieldwork in an appropriate setting with supervision and advisement.

**Advanced Seminar in Bilingual Education**

BI 591 3 credits per semester

The purpose of this seminar is to provide a forum for exchange and analysis of ongoing professional experiences and discussion of current issues within the field. This seminar in-

cludes exploration of cultural perspectives of bilingual education. Students will examine the impact of migration on the individual as well as the impact of different immigrant groups on their host society.

**Cultural Perspectives of Hispanic and Haitian Peoples**

BI 600 3 credits

This course provides an overview of the history and culture of the many Hispanic and Haitian groups who continue to migrate to the United States, as well as analysis of the impact of these groups on American society.

**Individual Study**

BI/SA 550 1/2/3 credits

This course provides an opportunity to investigate a problem or area of interest related to bilingual administration under the supervision of a faculty member.

*Permission of the student's advisor is required.*

**Supervised Fieldwork/Advisement in Bilingual Administration**

BI/SA 590 3 credits per semester

Fieldwork in an appropriate setting with supervision and advisement.

**Advanced Seminar in Bilingual Administration**

BI/SA 591 3 credits per semester

This seminar includes the exchange and analysis of ongoing professional experiences and discussion of current issues within the field. It also

provides a forum for integrating theory and practice.

**Administration of Bilingual Education Programs**

BI/SA 623 3 credits

Students explore the programmatic, legal, financial, and managerial aspects of bilingual education programs at the elementary and secondary levels. Students work to acquire the skills necessary to plan, design, and implement instructional programs to meet the needs of bilingual children and children with limited English proficiency.

**The Politics of Language Minority Education**

BI/SA 701 3 credits

The purpose of this course is to familiarize educators with the major factors influencing the education of language minority children and youth. Participants will examine the role of government in education and the effectiveness of legislated programs designed to help language minority populations. Areas of discussion will include the politics of policy making, the dynamics of funding, access, and equity in higher education, and the impact of media on decision making.

*Prerequisite: BI 501.*

**Individual Study**

BI/SE 550 1/2/3 credits

This course provides an opportunity to investigate a problem or area of interest related to bilingual special education under the supervision of a faculty member.

*Permission of the student's advisor is required.*

**Supervised Fieldwork/Advisement in Bilingual Special Education**

BI/SE 590 3 credits per semester

Fieldwork in an appropriate setting with supervision and advisement.

**Advanced Seminar in Bilingual Special Education**

BI/SE 591 3 credits per semester

The purpose of this seminar is to provide a forum for the exchange and analysis of ongoing professional experiences and discussion of current issues within the field. The seminar includes exploration of cultural perspectives of bilingual special education. Students will examine the impact of migration on the individual as well as the impact of different immigrant groups on their host society.



### Special Education for Linguistically and Culturally Diverse Children

BI/SE 631 3 credits

This course helps students develop the insights and skills needed to work with handicapped children who are linguistically and culturally diverse. Topics covered include legislation and litigation affecting students of limited English proficiency, mainstreaming, psychoeducational assessment, definitions and classifications, instruction models, and funding for the exceptional child.

*Approved for Human Relations credit by the New York City Board of Education.*

### Research Issues in Education

BI/SE/TE 545 3 credits

This course is designed to enable teachers, special educators, and administrators to be effective consumers of research, as well as to plan and carry out research in response to specific educational questions. Students analyze and evaluate research in the areas of school effectiveness, teaching, curriculum reform, and leadership and apply the findings to their ev-

eryday roles as educators. 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.

### Linguistics: Implications for Teachers

BI/TE 555 1 credit

The purpose of this course is to give students a brief introduction to the systematic study of language and the way language works. The focus will be on four basic linguistic areas: phonetics and phonology (sounds and sound patterning); morphology (form of words); syntax (arrangement of words); and semantics (meaning). By breaking language into its components, students will understand the processes that take place in language acquisition and language learning. Students will experience through concrete examples what linguists and children acquiring a language ("little linguists") do, emphasizing the complexity, variety, and regular-

ity of language. Other related linguistic areas (psycholinguistics, language universals, language change, and pidgins and creoles) will be addressed as well.

### Language Development, Diversity, and Disorders: Impact on Reading and Literacy Development

SE/BI 604 2 credits

See Special Education course descriptions.

### Formal Testing of Children with Reading and Learning Issues: An Overview

SE/BI 611 3 credits

See Special Education course descriptions.

### Practicum in Clinical Teaching of Monolingual and Bilingual Children with Learning Disabilities and Reading Problems

SE/BI 702 3 credits

See Special Education course descriptions.



# ▶▶▶ COMPUTERS IN EDUCATION

As of 1996, the Graduate School is no longer accepting new applicants into our Computers in Education program. Increasingly, we are incorporating technology into the curriculum across graduate programs. However, we continue to offer a range of courses in technology for all interested students.

## **HyperTalk: A Computer Programming and Design Course for Educators**

CP/TE 506 3 credits

HyperTalk, a programming language for the Macintosh computer, allows the user to operate in an environment where text, graphics, sound, and video are simply and easily combined. HyperTalk is a relatively easy language to learn and the payoffs in professional looking programs are enormous. The course will help students to understand the elements of computer programming and introduces them to the techniques of software design. We will discuss the importance of carefully examining the needs of children and the goals of curricula as an integral part of software design. The course is designed for people with no computer experience as well as those who are beginning or intermediate programmers.

## **Introduction to Computers and Other Information Technologies for Educators**

CP/TE 511 3 credits

This course examines the nature of technology in education and focuses on the variety of ways that it can be applied to enhance a curriculum. Consideration is given to the acquisition and role of computer literacy skills and the emergence of new technologies, including multimedia and the Internet in the environment, and how these aspects can be recognized and incorporated into a successful education program. The role of the teacher, and the use of technology to augment the curriculum are explored. Students will examine and evaluate software and methods of teaching using technology. The course includes study and discussion of relevant theory and research, although it concentrates primarily on practical application of concepts. Each student works within her/his chosen curriculum area, observing, trying out technological projects, and developing first-hand awareness of the computer as a classroom tool, and the teacher's and student's roles in that process.

## **Networking and Multimedia for Educators**

CP/TE 513 3 credits

This course will serve as an introduction for educators to computer networks and interactive multimedia as they are being used today in schools. Students will gain a working knowledge of representative current technology and explore emerging models of its use with children. We will evaluate these new technologies for effectiveness and appropriateness, looking closely at both cognitive and emotional impacts of technology use on children.

*Prerequisite: CP/TE 511; or by approval of instructor.*

## **Individual Study**

CP 550 1/2/3 credits

This course provides an opportunity to investigate a problem or area of interest related to computer education under the supervision of a faculty member.

*Permission of the student's advisor is required.*

## **Special Study**

CP 551 1/2/3 credits

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

*Offered by special arrangement.*

## **The Computer in Special Education**

CP/SE 710 3 credits

This course provides opportunities to gain insight into learning styles through exploration of computer use with children who have special needs. Students are expected to use computers with individual children who have variations in learning styles, including learning disabilities, communication and language disorders, and mild mental retardation. Students are responsible for finding a child to work with at the computer for five sessions. By utilizing a range of software and selected adaptive equipment, students will be prepared to integrate computers into a variety of learning situations in a meaningful and educationally sound way.



## >>> EDUCATIONAL LEADERSHIP

### EARLY CHILDHOOD LEADERSHIP PROGRAM

#### Supervised Fieldwork/Advisement SA/D 591 4 credits

Students explore a variety of theories and methods of analysis as applied to organizations and their members. Each student prepares an in-depth analysis of his or her work setting focusing on organizational structure and behavior.

#### Supervised Fieldwork/Advisement SA/D 592 4 credits

Students explore various theories of organizational development and relate these theories to an appropriate plan for change within their work settings.

#### Practicum in Clinical Supervision SA/D 631 3 credits

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

*Prerequisite:* SA 530.

#### Practicum in Organizational Development SA/D 643 3 credits

This practicum continues the work begun in SA/D 592. Each student implements his or her plan for change while continuing to document and evaluate the process of change.

*Prerequisite:* SA/D 592.

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

##### SA/D 662 1 credit

This seminar is designed for child care advocates who wish to play a more effective role in the formation of policies regarding child care 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 child care. Students engage in the critical examination of current knowledge regarding American child care.

*Corequisite:* SA/D 663.

#### Policy Internship

##### SA/D 663 3 credits

As a necessary companion experience to SA/D 662, students are placed in internships in institutions, agencies, and organizations which affect child care policy on the state and federal levels, either indirectly through advocacy or directly through implementation.

*(See also Core Leadership courses: SA 545, SA 640, SA 642, SA 650. See Supervision and Administration in the Visual Arts courses: SA/P 503, SA/P 510, SA/P 540.)*

### EDUCATIONAL LEADERSHIP PROGRAM

#### Adult Development and Organizational Foundations of Educational Administration

##### SA 500 6 credits

The nature of the adult as learner and theories and processes of administrative and organizational development form the content of this course. Selected theories of administration and recent administrative practices are analyzed with respect to creating learning environments that are responsive to the multicultural constituencies of schools.

#### Social Foundations of Educational Administration

##### SA 501 3 credits

Current administrative thought is examined in the context of its historical, economic, philosophical, and sociocultural political bases. Selected theories of administration and recent administrative practices are analyzed with respect to creating learning environments that are responsive to the multicultural constituencies of schools.

#### Leadership Communications Seminar

##### SA 507 1 credit

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.

#### Adult Development: Implications for Educational Leadership

##### SA 510 3 credits

In this seminar, students 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.

#### Processes of Supervision in Education

##### SA 530 3 credits

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.

#### Managing Collaboration, Conflict, and Change in Educational Settings

##### SA 535 2 credits

This course provides perspectives and communication skills for managing collaboration and conflict. The aim is to help administrators, teacher leaders, and master practitioners take up their roles with greater insight and effectiveness. The course explores how larger organizational dynamics (culture, role, structure, group relations) are reflected in group processes and day-to-day interactions; for example, dealing with differences, anger, resistance to change, and conflicting expectations. The emphasis is on building a bridge between theory and practice; in particular, to strengthen participants' skills in communication, negotiation, clarification of goals and need, feedback, managing boundaries, and strategic planning. Using literature, case studies, and role play, the format is didactic and experiential, reflective and applied.



**Research in Supervision and Administration****SA 545 3 credits**

This course is designed to enable supervisors, administrators, 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, and administration and supervision, 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.

**Special Study****SA 551 1/2/3 credits**

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.*

**Supervised Fieldwork/Advisement****SA 590 3-6 credits per semester**

Fieldwork in an appropriate setting with supervision and advisement.

**Practice of School Administration****SA 624 3 credits**

In this course students identify and analyze the tasks of educational administration in early childhood, elementary, and secondary school settings. Emphasis is on development of the principal's human relations and management skills and their relationship to the achievement of the educational goals of schools in our multicultural society. Development of competencies in multicultural instructional leadership, communication, and staff development are stressed.

**Team Building and Collaborative Decision Making: Practices of Democratic Schooling****SA 625 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 relationship between leadership and school

size, student and staff recruitment and selection, curriculum and budget.

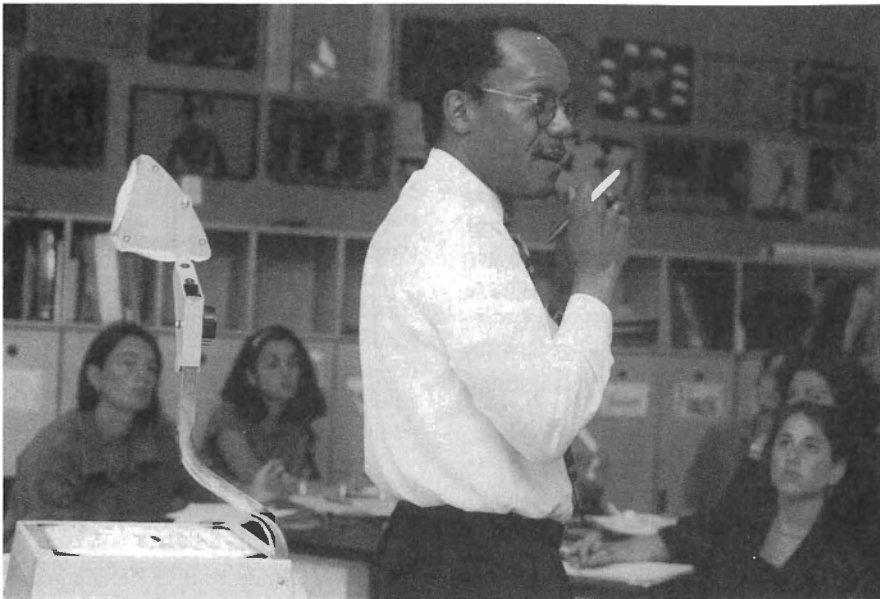
**Staff Development and the Consultation Process****SA 630 3 credits**

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 development and group training are explored and used.

**Grants and Proposal Development in Education****SA 640 1 credit**

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.





### **The Planning, Budgeting, and Financing of Educational Programs**

**SA 642 1 credit**

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 systemwide budget for educational implications.

### **Supervision and Administration for Curriculum Development**

**SA 650 3 credits**

This course is for experienced teachers and administrators in the supervision and administration programs. It is designed primarily to help the professional examine the role and functions of the supervisory administrator as pivotal in initiating and facilitating curriculum programs for a pluralistic society. The following themes are stressed: age/grade curricular models/approaches and their related underlying theoretical assumptions about how and what students of diverse sociocultural backgrounds are expected to learn; understanding the processes, strategies, and interpersonal dynamics involved in curriculum improvement; and monitoring, evaluating, and implementing curriculum improvement plans.

### **Development of Educational Policy**

**SA 660 1 credit**

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.

### **Law for the School Administrator**

**SA 661 3 credits**

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.

### **School Change:**

#### **The Transformational Leader**

**SA 663 3 credits**

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 tai-

lored to the Principals Institute internship experience.

### **Individual Study**

**SA 670 1/2/3 credits**

This course is designed to afford students an opportunity to investigate independently a specific issue, problem, or area of interest related to the fields of educational leadership, administration, or supervision.

*Permission of the student's advisor is required.*

### **Professional Seminar**

**SA 770 3 credits**

This seminar, which is designed to develop competencies in research and communication, is required of all students in the Ed.M. Program in Educational Leadership. 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.

### **Group Work**

**SA/TE 540 1 credit**

Group work is multiplying in educational settings: shared decision making, school restructuring, interdisciplinary curriculum planning, pupil personnel teams, cooperative learning, negotiations with parent and community groups. However, all too often in schools, these collective efforts are not constituted to function well over time. This course provides administrators and teachers with opportunities to examine and apply group dynamics perspectives, interpersonal awareness, and communication skills. It will focus on the "nested environments" of school group life to increase effectiveness—in particular, facilitation, goal setting, decision making, and problem solving—using a workshop approach.

### **Administration of Bilingual Education Programs**

**BI/SA 623 3 credits**

See Bilingual Education course descriptions.

### **The Politics of Language Minority Education**

**BI/SA 701 3 credits**

See Bilingual Education course descriptions.

### **Critical Issues and Trends in Nondiscriminatory Assessment**

**BI/SA/SE 711 3 credits**

See Bilingual Education course descriptions.

## LEADERSHIP IN MATHEMATICS EDUCATION PROGRAM

### Integrated Mathematics I

MA 500 4 credits

This course (along with MA 600 and MA 601) 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, transformational and non-Euclidean geometries.

### Computer Topics for Mathematics Educators

MA 501 3 credits

This course introduces the computer language HyperTalk and tool software such as spreadsheets, graphing programs, and geometric and algebraic manipulators which have multiple uses in teaching and learning mathematics.

### Integrated Mathematics II

MA 600 4 credits

This course continues the work with mathematical groups considered in MA 500, and begins to deal with fields and linear algebra topics such as matrices and vector spaces. It 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 continues to deal with topics of geometry.

### Integrated Mathematics III

MA 601 4 credits

This course considers the concept of proof and mathematical logic. It uses the material in MA 500 and MA 600 to consider topics in analysis and discrete mathematics, and contrasts these ways of approaching mathematics and the applications of each.

### Designing and Developing Methods and Content for Staff Development in Mathematics

MA/SA 502 3 credits

This course focuses on the methods of staff development and implications for teaching mathematics using concrete materials, calculators, and computers. Students design small curriculum packets and workshops to deliver mathematics methods and content to teachers.

Topics for discussion, writing, critical analysis, and research include: children's and adults' learning of mathematics; mathematics curriculum standards; the changing emphasis on computation; the role of textbooks; the role of parents; reflections on course participants' own mathematical histories; and the meaning and nature of educational change.

### Mathematics Curriculum Development for Leaders

MA/SA 503 3 credits

This course focuses on curriculum design using students' research of both the current and historic work of others, and the student's class presentations and experience. Students choose modules of mathematics teaching that they wish to pursue; e.g., The Integration of Mathematics, Science, and Technology; Probability; Intuitive Geometry; Applications of Mathematics to the Arts. Aspects of the course include demonstration, discussion; and practice of teaching methods and materials; research of both current and historical practices; and designing, testing, and evaluating curriculum. An integral part of the course is the students' presentations of their research and curricula.

### Research in Mathematics Education

MA/SA 545 1 credit

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.

### Individual Study

MA/SA 550 1/2/3 credits

This course provides an opportunity to investigate a problem or area of interest related to leadership in mathematics education under the supervision of a faculty member.

*Permission of the student's advisor is required.*

### Supervised Fieldwork/Advisement

MA/SA 591 3 credits

Fieldwork in an appropriate setting with supervision and advisement.

### Supervised Fieldwork/Advisement

MA/SA 592 3 credits

Fieldwork in an appropriate setting with supervision and advisement.

### Practicum in Leadership I

MA/SA 631 3 credits

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 Leadership II

MA/SA 632 3 credits

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.

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

MA/SE 504 3 credits

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.

## LEADERSHIP IN MUSEUM EDUCATION PROGRAM

### Human Development I: Child and Adolescent Development

SA/M 510 4 credits

This course focuses on human development theory and application from childhood through adolescence. Emphasis is on understanding stages of development and the interaction between cognitive, social, emotional, and physical development within varied cultural contexts.

### Principles of Museum Programming I: Programs for Children and Adolescents

SA/M 511 2 credits

This course focuses on planning and creating developmentally appropriate interactive pro-

grams for children and adolescents. Students examine programs and program issues unique to specific museum settings, such as art museums, outdoor history museums, and science and technology museums. Exhibition design and interpretation are analyzed as they relate to programming.

**Human Development II:  
Adult Development**  
SA/M 512 3 credits

A continuation of Human Development I, this course focuses on human development theory and application through early, middle, and late adulthood. Emphasis is on understanding the learning process of adults both as individual museum visitors and as participants in museum programs.

**Principles of Museum Programming II:  
Programs for Adults and  
Intergenerational Audiences**  
SA/M 513 2 credits

A continuation of Principles of Museum Programming I, this course focuses on developmentally appropriate interactive programs for adults and intergenerational audiences. The implications of cultural and ethnic heritage in planning museum programs for all ages are considered.

**Processes of Supervision  
and Administration**  
SA/M 530 4 credits

This course examines the nature of administration and the relation of administration to leadership. Such supervisory processes as interviewing skills, team building, goal setting and evaluation, conflict management and resolution, planning and conducting meetings, and affirming diversity are examined. Students examine a variety of supervisory models, with emphasis on the clinical supervision model and its implications for supervisors, staff, and the public in museums.

**Individual Study**  
SA/M 550 1/2/3 credits

This course provides an opportunity to investigate a problem or area of interest related to leadership in museum education under the supervision of a faculty member.

*Permission of the student's advisor is required.*

**Supervised Fieldwork/Advisement**  
SA/M 590 2 credits per semester

Fieldwork in an appropriate setting with supervision and advisement.

**Seminar in Museum  
Educational Leadership I**  
SA/M 591 1 credit

**Seminar in Museum  
Educational Leadership II**  
SA/M 592 1 credit

**Seminar in Museum  
Educational Leadership III**  
SA/M 593 1 credit

**Seminar in Museum  
Educational Leadership IV**  
SA/M 594 1 credit

This course is taken in each of the four semesters of the program, with the course content continuously evolving. The seminars focus on analysis of theory and practice within selected problem areas that have particular relevance for administrators of museum education departments.

**Organizational Behavior in Museums**  
SA/M 620 1 credit

This study of organization systems theory, research, and practice deals with the complexity of the system and the dynamics of individual-organizational interaction. Students examine areas for strengthening humane, collaborative processes in museums and for interinstitutional collaboration.

**Budget and Finance**  
SA/M 624 1 credit

This course focuses on the issues and problems of financing and budgeting for public and private museums, with emphasis on developing and monitoring a departmental budget.

**Management Aspects  
of Museum Leadership**  
SA/M 625 3 credits

This course encompasses gaining skill in various forms of planning: an in-depth understanding of all aspects of the role of the development office of a museum, and gaining understanding and skill in all aspects of grant and proposal writing and submission.

**Museum Programming for  
Special Needs Audiences**  
SA/M 628 1 credit

This course focuses on the problems and characteristics of child, adolescent, and adult special needs audiences. Students consider the issues involved in programming for the special needs visitor, including planning of exhibit area's specific content and use of technological support systems.

**History, Philosophy, and Development  
of American Museums**  
SA/M 663 1 credit

This course provides an in-depth examination of the historical and philosophical museum development in the United States. Case studies of the students' museums from the development of their charters to current purposes and programs are used as the base for theoretical study.

**Museum Leadership Institute**  
SA/M 730 no credit

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.

**Research in Museum Settings**  
SA/M 732 2 credits

Current research on learning, audience behavior, communication, and exhibit evaluation is critically examined and models for research design identified. Emphasis is given to methods of evaluation research.

**SUPERVISION AND  
ADMINISTRATION IN  
THE VISUAL ARTS PROGRAM**

**Foundations of Educational  
Administration: Philosophy**  
SA/P 501 1 credit

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  
Administration: History  
and Economics**  
SA/P 503 1 credit

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 Administration: Adult Development**

SA/P 510 1 credit

This course surveys the nature of the adult learner, examining patterns of development and the influences upon thesis 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 Administration: Organizational Development**

SA/P 540 1 credit

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

### **Individual Study**

SA/P 550 1/2/3 credits

This course provides an opportunity to investigate a problem or area of interest related to supervision and administration in the visual arts under the supervision of a faculty member. *Permission of the student's advisor is required.*

### **Supervised Fieldwork/Advisement**

SA/P 590 3 credits per semester

Fieldwork in an appropriate setting with supervision and advisement.

### **Practicum in Clinical Supervision**

SA/P 631 3 credits

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

*Prerequisite: SA 530.*

### **Foundations of Educational Administration: Cultural and Sociopolitical Issues**

SA/P 760 1 credit

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.

### **Drawing Concepts\***

PB 7780 5 credits

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

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*\*These courses are offered at Parsons School of Design.*

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.*

### **Printmaking: Relief and Intaglio Studio Workshop\***

PB 7781 5 credits

This course is an introduction to printmaking, which will be explored through the making of cardboard, linoleum, and wood relief prints. The course will enable the individual to develop both technical and aesthetic skills. Assigned projects will assist in the investigation of drawing, platemaking, transfer methods, inking (both black and white 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, printshop/artist studio, and galleries.

### **Painting and Theory\***

PB 7782 5 credits

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.

*(See also Core Leadership courses: SA 530, SA 545, and SA 650.)*



## ►►► SPECIAL EDUCATION

### **Learning Disabilities and Reading Problems in Special Education and Mainstreamed Classrooms**

SE 500 3 credits

This course enables regular and special education teachers to achieve a better understanding of students with learning disabilities: their unique thinking patterns and learning and cognitive styles and the factors that determine and affect their ability to process, code, retrieve, and express information. The course gives teachers the tools to investigate the most recent research in this evolving field. Social, psychological, and neurological factors are explored and considered with reference to attention, memory, perceptual disabilities, language and cognitive growth, and the dynamics of teacher and child relationships. The course emphasizes the development of an informal and flexible framework that allows for application of various teaching strategies and techniques.

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

SE 502 3 credits

This course is designed to help teachers create classroom environments that will best meet the needs of all children, including those with learning and/or behavioral problems. Addressing the concerns of both regular and special education teachers, it incorporates presentations, role playing, discussions, analyses of filmstrips and videotapes and includes 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.

*Approved for Human Relations credit by the New York City Board of Education.*

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

SE 506 1 credit

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 led by an educator who

is herself deaf 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**

SE 507 1 credit

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

*Prerequisite: SE 506; or by permission of the instructor.*

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

SE 508 1 credit

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: SE 507; or by permission of the instructor.*

### **Social Studies as the Core of the Integrated Curriculum for Children with Special Needs**

SE/TE 512 3 credits

This course uses social studies as the framework for curriculum development in special education. Teachers explore developmentally based principles and practices, introducing culturally diverse, handicapped children to ways of knowing about themselves and others. The course includes the variety of resources available for use in and outside of classrooms; a range of alternative approaches from which teachers can select appropriate methods and rich experiences for children of different ages (5-14); and ways of adapting state-mandated curricula to the needs of children and youth in ways that engage their interest and promote their understanding of basic concepts through the social studies perspective.

### **Introduction to Child Life in the Health Care Setting: Psychosocial and Educational Intervention Care of Sick Children and Their Families**

SE 513 3 credits

When facing acute and chronic illness, today's children and adolescents in hospitals and their families pose a unique challenge to health care professionals. This course builds on basic concepts of child and family development. Students are introduced to the theory and practice of child life and family-centered care through case studies, small group discussions, didactic presentations, and clinical observations. Appropriate interventions and practical strategies designed to mitigate the painful, invasive and frightening aspects of medical treatment are covered.

*Prerequisite: TE 500 or TE 503 or TE 567/SE 567 or TE 600.*

### **Integrated Curriculum for Children with Special Needs in Preschool and Kindergarten**

SE 516 3 credits

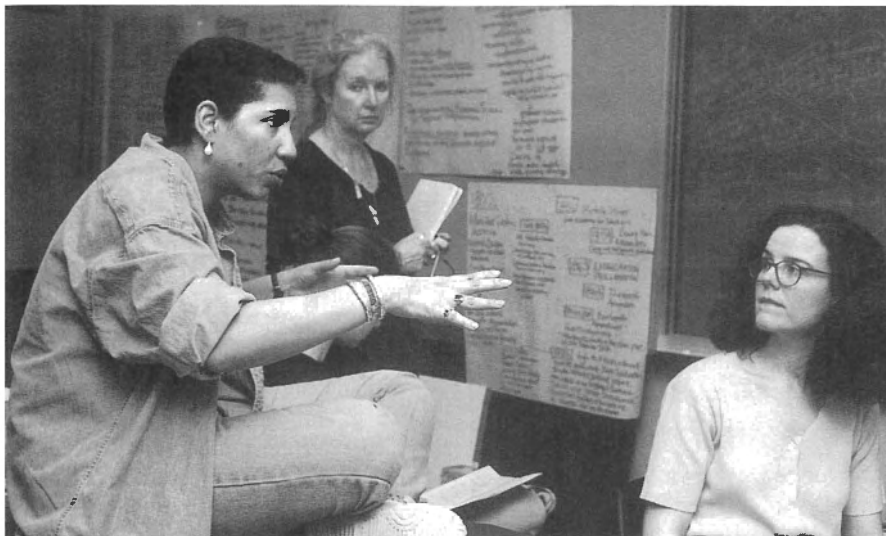
The primary goal of this course is to enable a teacher working in a special or regular classroom to develop and implement curriculum for children, identified as "disabled" or "multiply handicapped," attending special or inclusive preschool and kindergarten programs. The premise of this course is that dynamic and appropriate curriculum is, in the words of Dewey, "a process of living and not a preparation for future living." The course will explore theoretical and practical curricular components that enable the teacher to provide a rich, stimulating, and growth-enhancing classroom environment for each child. In addition, innovative technological resources that contribute to this process will be examined.

### **Individual Study**

SE 550 1/2/3 credits

This course provides an opportunity to investigate a problem or area of interest related to special education under the supervision of a faculty member.

*Permission of the student's advisor is required.*



### Special Study

SE 551 1/2/3 credits

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

*Offered by special arrangement.*

### Supervised Fieldwork/Advisement

SE 590 3-6 credits per semester

Fieldwork in an appropriate setting with supervision and advisement.

### Advisement Seminar

SE 591 3 credits per semester

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.

### Disturbances in Development: Emotional, Cognitive, Social, and Physical I

SE 601 3 credits

This course is designed for students in special education. It presumes knowledge of basic child development and focuses on emotional, cognitive, and behavioral disturbances and differences. The nature and etiology of disorders as they appear in children and youth are addressed, as are their social and cultural concomitants. The course is designed to give teachers an understanding of the needs of the special child as well as knowledge of preventive, corrective, and therapeutic approaches to disorder.

*Prerequisite: TE 500 or TE 503 or TE 600.*

*Approved for Human Relations credit by the New York City Board of Education.*

### Disturbances in Development: Emotional, Cognitive, Social, and Physical II

SE 602 3 credits

This course will focus on effective approaches in working with youngsters with severe learning and behavior disorders in upper elementary and secondary schools. Concepts and strategies incorporated within the models of Dreikurs, Reall, Long, and others. Guest speakers will include outstanding special education teachers. Knowledge of the commonality of basic needs and developmental stages of the pre- and early adolescent will serve as a background for building on the strengths of the special education students.

*Prerequisite: SE 601 or TE 567/SE 567; or by permission of the instructor.*

### Reading and Writing Problems of Children and Youth with Special Needs

SE 603 3 credits

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.

*Prerequisite: TE 520; or by permission of the instructor.*

### Play Therapy

SE 621 1 credit

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 the intersubjective processes.

*Pre- or corequisite: SE 601 or TE 567/SE 567; or by permission of the instructor.*

### The Severely or Chronically Ill Child: Health Care Issues and Implications for Family, School, Hospital

SE 627 3 credits

This course will explore the personal, educational, social, and familial dimensions of childhood health problems. Children with severe or chronic illnesses 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. This course will address the ways in which workers in health care, school and community settings can help the children themselves, their siblings, and their peers adapt successfully to the stressors they all encounter.

*Prerequisite: SE 513*

### Developmental Neuropsychology and Its Assessment in Infancy and Early Childhood

SE 629 2 credits

The focus of this course is on the understanding of the multiplicity of factors related to the neuropsychological development and assessment of infants and children. The areas of cognition, communication, social/emotional, behavioral, and motor skills will be discussed in relation to their genetic environmental and cultural correlates. Multidisciplinary approaches to the assessment and evaluation of these skills in normal and special-needs children will be discussed with an emphasis on understanding the purpose, characteristics, standardization, and strengths and weaknesses of these assessments and how they impact on educational planning.

**Case Studies I and II: Working with Special Needs Children and Youth and Their Families (2 semesters)**

SE 700/701 4 credits

Experienced special education students work individually or in teams as therapeutic companions to culturally diverse, special needs children and their families. Students work one-to-one with a child in the child's environment with family members, teachers, and ancillary personnel such as public health workers, nurses, social workers, and community workers. Consistent with the developmental/interaction approach, students integrate their experiences with the theoretical study of mental health issues in advisement groups, individual conferences, and through case presentations and readings. Students strengthen skills for working with individual children, assessing individual needs, conferring with parents, and making referrals.

*Prerequisite:* SE 601 or TE 567/SE 567.

**Practicum in Evaluation and Testing of Children and Youth with Reading Problems and Other Special Needs**

SE 706 3 credits

This practicum in nondiscriminatory evaluation and testing is for the advanced student with a background in clinical evaluation. Participants study a variety of assessment measures, including formal and informal tests, to be used with individual children from diverse cultural and linguistic backgrounds. For educational diagnosticians and others involved in educational evaluation.

*Prerequisite:* SE 603.

**Language Development, Diversity, and Disorders: Impact on Reading and Literacy Development**

SE/BI 604 2 credits

Students examine problems of language development in monolingual and bilingual children, the impact of dialectal variations on classroom instruction, and diagnostic and intervention strategies for preschool-age children with language disorders. Extensive use of videotapes

and language samples provides students with the opportunity to observe and analyze a variety of communication styles and language disorders.

**Formal Testing of Children with Reading and Learning Issues: An Overview**

SE/BI 611 3 credits

The main goal of this course is to familiarize teachers with the theory and terminology of testing and assessment, as well as with the concepts and controversies surrounding formal testing. Through actual test administration practice and through discussion of text content and bias, it is expected that students will come away with knowledge of the validity, reliability, and content of different types of tests as well as with an understanding of the value and limitations of testing and assessment. Exposure to different types of educational reports is intended to heighten students's awareness of the intricacies of integrating testing results into a coherent report.

*Prerequisites:* SE 603 and SE/BI 604.





### **Practicum in Clinical Teaching of Monolingual and Bilingual Children and Youth with Learning Disabilities and Reading Problems**

SE/BI 702 3 credits

This course integrates theory and practice through direct, supervised, intensive work with a learning-disabled child or youth, and reviews theoretical materials and current research. Students meet in weekly seminars to share logs and videotaped sessions of their small-group and one-to-one interactions with the child. Videotapes are analyzed and discussed in relation to individual assessments and interventions. Collaborative work with parents and teachers is an integral part of the course, with meetings scheduled periodically.

*Prerequisites:* SE 601 or TE 567/SE 567; SE 603; and SE/BI 611 or SE 706.

### **Advanced Issues in Observing and Recording the Behavior of the Child with Special Needs**

SE/TE 602 1 credit

Students will analyze different forms of recordings supplied by the instructor. They will bring reports on children in their current class, or those with whom they have recently worked. Site visits will be made with a recording of a child in a special needs setting. Several students observing the same child will enhance awareness of the fallibility and selectivity of observations. In addition to the sharing and critiquing of reports, films and videos will be used for group observation experience and advantage of replay.

*Prerequisite:* SE 601 or TE 567/SE 567 or TE 502.

### **Developmental Delays in the Early Years of Life**

SE/TE 623 3 credits

This course introduces theoretical models, diagnostic categories and tools, and educational approaches relevant to delayed development in infants and young children. Through readings of current research and analyses of their own experiences, students learn to specify characteristics of physical, neurological, perceptual, social, and cognitive difficulties and consider the complexities involved in formulating diagnoses and planning intervention. Topics are approached from three perspectives: ontogenetic development, the contribution of the environment, and the effects of interpersonal interactions on the manifestation of the delay. Lectures



and discussions are supplemented by films. Guest lecturers from several disciplines will be invited. The course emphasizes careful observation of behavior for the purposes of doing assessment and planning intervention.

*Prerequisite:* TE 500 or TE 503 or TE 567/SE 567 or TE 600.

### **Research Issues in Education**

BI/SE/TE 545 3 credits

See Bilingual Education course descriptions.

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

BI/SE 631 3 credits

See Bilingual Education course descriptions.

### **The Computer in Special Education**

CP/SE 710 3 credits

See Computers in Education course descriptions.

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

IN/SE/TE 505 3 credits

See Infant and Parent Development Program course descriptions.

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

MA/SE 504

See Leadership in Mathematics Education Program course descriptions.

### **Child Development/Disturbances in Development: An Integrated Approach I and II**

TE 567/SE 567 6 credits (2 semesters)

This year-long course will focus on the development of children from birth through early adolescence. We will attend to children in their specific familial, cultural, and educational contexts, while integrating concepts, themes, and applications from Child Development (TE 500) and Disturbances in Development (SE 601). Our goal is to allow a healthy tension to develop both between and within these two subject areas. Students will develop a critical approach to traditional child development research and theory, as well as to principles and practices in special education. Case material and firsthand observations will be used throughout the course to illustrate a wide variety of principles, including the complexities and limitations of classifying children. TE 567/SE 567 presents a unique opportunity to participate in the piloting of a cross-departmental course. As part of this process, students will take part in an ongoing documentation and evaluation of their own learning and integration.

# ►►► TEACHER EDUCATION

## Topics in Mathematics MA 495 2 Credits

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, 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.

## Child Development TE 500 3 credits

This course examines the developing child from birth through adolescence, emphasizing the interaction between cognitive, social, emotional, and physical development. Major developmental theories are critically examined, and theory is illuminated through students' experiences with children. Salient themes include the child as a maker of meaning, gender identification, attachment, and the social context of development.

## Family, Child, and Teacher Interaction in Diverse and Inclusive Educational Settings TE 501 2 credits

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, in addition to the implications of working in a multicultural community and with differing family structures. Students develop skills and procedures in parent conferencing and an understanding of the needs of parents of exceptional children. The regulations and implications of PL 94-142 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.

*The New York City Board of Education and the New York State Division of Teacher Certification accept one (1) credit of this course as teaching special education credit.*

*Approved for Human Relations credit by the New York City Board of Education.*

## The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording TE 502 3 credits

In this course, students learn to use a variety of observational approaches and recording techniques to increase their understanding of children who are developing normally, as well as children with special needs and handicapping conditions. Through observing cognitive functioning (stage and style), social-emotional behaviors, motor ability, and the interplay between the individual child and the group, students become aware of how specific behaviors yield insight into the overall life of the child. An additional goal of the course is to help students, as participant-observers, develop greater sensitivity to their own feelings and interactions with children and how it affects both the selection and omission of observable data. Each student conducts an in-depth study of a child.

*The New York City Board of Education and the New York State Division of Teacher Certification accept one (1) credit of this course as teaching special education credit.*

## Child Development with a Focus on the Upper-Elementary and Middle-School Years TE 503 3 credits

Different developmental theories are examined and related to the students' own backgrounds and their current teaching experiences. Issues to be explored include ambiguous adult expectations for this age; social and educational implications of wide developmental differences among children at the same chronological age and between boys and girls; emerging concepts of self and others; varied cognitive styles revealed within the classroom; growth of formal operational thinking; demands on college-bound, noncollege-bound, and dropout youth. Other topics that will be considered are sexuality, pregnancy, drugs, anger, dependence-autonomy, meaning of work, meaning of athletics and the arts, political activism, religion, and moral development. The course gives an overview of the beginning of life through infancy and early childhood and then focuses on the

cognitive and personality development of 9- to 14-year-olds.

## Geography in the Social Studies Curriculum (Upper-Elementary and Middle-School Years) TE 507 3 credits

This course presents upper-elementary and junior high 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.

## Curriculum in Early Childhood Education TE 510 3 credits

Beginning with a presentation and discussion of basic principles underlying the development and planning of curriculum, students proceed to examine the rationale and learning opportunities offered by particular materials, activities, and disciplines. Students consistently interweave theory and practice as materials, learning environments, and curriculum are examined and related to the development and individual experiences of children from nursery through third grade. Students examine and reflect upon their daily practice in order to develop a philosophical framework for teaching young children. There are opportunities for individual and small-group work through discussion, workshops, presentations, and assignments.

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

TE 511 3 credits

Students work on individual and group assignments to produce specific thematic curricula in social studies for children of various ages, backgrounds, and learning capabilities. The history, content, methods, and function of social studies are addressed. Structures and concepts of various social studies disciplines are studied and connected to relevant child and adolescent developmental theory. Workshop sessions, a large part of the course, include such topics as mapping, trips, and the use of artifacts. Students also meet outside of class to complete, by the end of the term, a manual of study on a chosen theme.

### Block Building and Dramatic Play

TE 515 1 credit

The first session examines the function of blocks in the classroom and how block building fits into the nursery-through-primary-school program. The second session is a block workshop. Later sessions include discussion of blocks in relation to the child's development, the role of the teacher in facilitating dramatic play, the use of supplementary materials, fantasy and reality in dramatic play, and the creation of a nonsexist learning area for girls and boys.

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

TE 517 3 credits

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 an historical overview of the aims and purposes in early childhood and elementary education in the United States; the presentation of selected social policy issues; visits to various schools to examine the relationship theory and practice and differing approaches to education. Course content, readings, assignments, school visits, and class discussions help teachers to consider critically their own values and to approach decision making, an integral part of teaching, with greater clarity and confidence.

### Foundations of Modern Education

TE 518 3 credits

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 discussion of current practices and innovations in education. The 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 Teaching of Reading, Writing, and Language Arts

TE 520 3 credits

This course examines the nature and acquisition of reading and writing, the role of language, and the emerging intellectual and emotional needs of children aged five to nine (K-3). There will be discussions about and demonstrations of methods of organizing literature-based reading/writing programs to encourage literacy at all levels and to provide for differences in motivation, individual learning styles, cultural heritage, and background experience. The course includes study and discussion of relevant theory and research as well as practical applications of concepts. Participants explore the physical and emotional environment of the classroom and the nature of curriculum. Each student is responsible for working with a child or children involved in the reading process.

### Language, Literature, and Emergent Literacy (a Focus on Grades N-3)

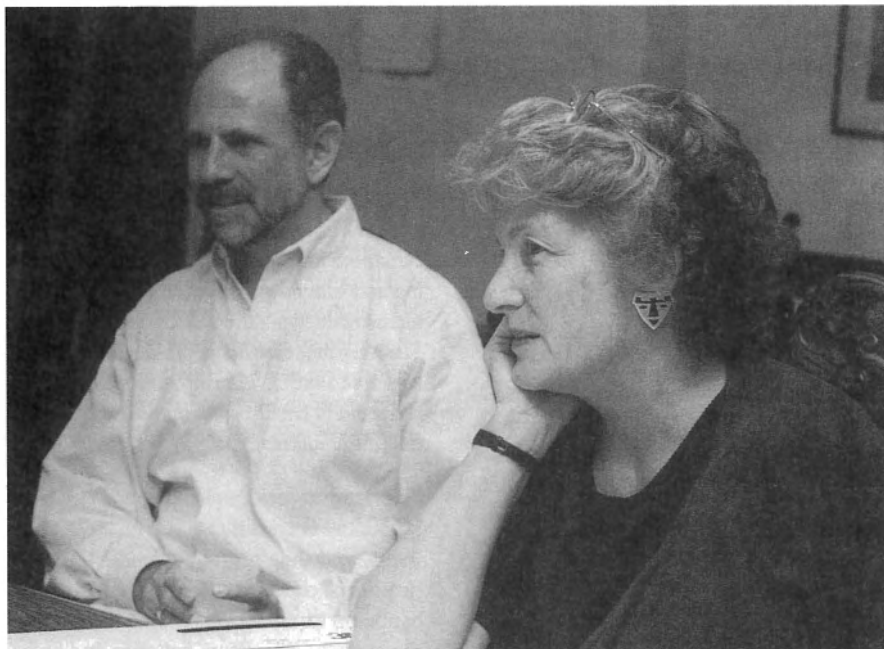
TE 521 3 credits

Drawing upon contemporary research in language acquisition and development, this course provides students with an understanding of the significant characteristics of children's language and thought. By observing and recording children's language, students learn to identify critical features of children's speech. The study of children's language, children's literature, and selected readings on the initial teaching of reading provide a base for evaluating beginning reading activities. Students are exposed to a wide range of children's literature depicting a variety of cultural settings. Folktales, traditional stories and rhymes, as well as contemporary literature for children are examined. Discussion of the literature leads to the identification of criteria that are useful in the selection of books for classroom use.

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

TE 522 3 credits

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 development to analyze and evaluate the literary and curricular merits of fictional materials produced for elementary and adolescent children. Some orga-



nizing concepts are the importance of the oral tradition to literary development; the nature of structure in literature; the recognition of style in literature; the presence of archetypal themes across cultures; and the uniqueness and purpose of literary language.

**The Uses of Language: A Perspective on Whole-Language Curriculum for Reading Programs (K-Middle School)**  
TE 523 3 credits

Using storytelling, drama, and writing in workshop sessions, students explore literary permutations derived from basic story forms. By working through the basic curriculum cycle, students explore the nature of a story, how it is made, and its importance as the center of a renewed reading and writing curriculum. Teachers are helped to move beyond a focus on reading skills toward the development of a literary education for children. Workshop sessions on poetry and comic books are discussed in relation to their function in a reading program.

**Creative Writing in the Classroom**  
TE 526 1 credit

This workshop studies the teaching skills needed to develop children's ability to use language as a medium for creative expression.

**Storytelling for Children**  
TE 528 1 credit

The purpose of this 5-session 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.

**Mathematics for Teachers in Diverse and Inclusive Educational Settings (N-6)**  
TE 530 2 credits

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 comput-

ers. 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 math: degree of conceptual understanding, previous experience with math, 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. Formal and informal diagnostic tools are reviewed and practical classroom management techniques for grouping and individualizing instruction are discussed.

*The New York City Board of Education and the New York State Division of Teacher Certification accept one (1) credit of this course as teaching special education credit.*

**Mathematics for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper-Elementary and Middle-School Years**  
TE 531 2 credits

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 math. 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 math 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 the learning disabled) 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.

*The New York City Board of Education and the New York State Division of Teacher Certification accept one (1) credit of this course as teaching special education credit.*

**Science for Teachers (N-6)**  
TE 535 2 credits

In this workshop course, students explore basic science concepts 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. Exploration and discovery methodology are used as a paradigm for working with children in the science curriculum.

**Integrative Learning for Children in the Natural Environment**  
TE 536 3 credits

At the Tiorati Workshop for Environmental Learning, students make use of the natural environment to focus on the theory and practice of natural science. Students participate in learning experiences directed by the principle that children learn best when they begin their inquiries with hands-on investigation of materials. Students investigate science concepts and explore themes appropriate for integrating classroom science with other curriculum areas such as social studies, art, and language arts. Each student presents a final project on the last day of the course.

*The course takes place at the Tiorati Workshop for Environmental Learning, Harriman State Park. The bus leaves Bank Street College at 8:15 a.m. and returns at 5:45 p.m. (There is no extra charge for taking the bus.) Six Saturdays.*

**Curriculum Building in Natural Science (N-6)**  
TE 537 3 credits

The Tiorati Workshop is a laboratory where participants lead investigations into science and the natural environment. They draw upon their own insights to create learning experiences for children, which focus on the understanding of natural science and the development of logical thinking. Students learn to establish purposes and procedures for field trips, set up and manage ongoing science projects and care of classroom animals, and integrate children's discoveries into other areas of the curriculum. Each student conducts and documents a week-long "change" experiment, keeps a journal, and develops a curriculum unit based on an individual science research project.

*The course takes place at the Tiorati Workshop for Environmental Learning, Harriman State Park. The bus leaves Bank Street College at 8:15 a.m. and returns at 5:45 p.m. (There is no extra charge for the bus.) Offered Friday/Saturday in July.*

**Folklore in the Classroom**  
TE 539 1 credit

This course is an introduction to the study and materials of folklore as a discipline that can deeply enrich life in the classroom and school community. Family stories, folktales, songs,



folk games, and visual materials from a range of cultural traditions (and for different age groups) will be presented. Class discussions will focus on the relationship of folklore to issues of linguistic and cultural diversity, child development and multicultural curriculum. Print and media resources, as well as information on local and national folklore organizations will be included for classroom application and students' future research. This course is also relevant to special educators, museum educators, and students in the bilingual program.

### **Arts Workshop for Teachers (N-6)**

**TE 542 2 credits**

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 to develop a basic art program in their classrooms. Studio experiences include painting, collage, clay work, print making, as well as such crafts as puppet making, dyeing, and weaving. Readings and class discussions 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.

### **Issues in Physical Development of the Early Adolescent**

**TE 544 1 credit**

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 of these changes on the child's school functioning. Movement, exercise, sports, and games will be looked at for their appropriateness for this age group.

### **Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Classes (N-6)**

**TE 545 2 credits**

This course is designed to develop basic musical understanding and skills through participation in singing, ear training, rhythmic movement, and improvisation (Dalcroze Approach). Students learn to make and use musical instruments, including those of other cultures; to develop criteria for selecting materials and activities appropriate to the child's age/stage of development as well as to group and individual needs; and to relate and integrate activities with the ongoing classroom curriculum and program. Materials include the music of many peoples, with particular emphasis on helping students to develop a repertoire that represents the cultural background and language of the children with whom they are working. Also covered are the selection and use of phonograph recordings, and the use of music in relation to puppetry, stories, and dance-drama as practiced in Eastern as well as Western cultures. *The New York City Board of Education and the New York State Division of Teacher Certification accept one (1) credit of this course as teaching special education credit.*

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

**TE 546 1 credit**

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, readings, and brainstorming. (Guitars, dulcimers, autoharps, and tape recorders welcomed.)

### **Group Processes in Early Adolescence**

**TE 548 1 credit**

In this course, students will explore different types of groups. Theories about groups, why and how groups coalesce, patterns of interactions, and the role of the teacher as a group leader will form the core content. Specific issues to be addressed are: insider versus outsider, the nonjoiner, and scapegoating.

### **Individual Study**

**TE 550 1/2/3 credits**

This course provides an opportunity to investigate a problem or area of interest in education under the supervision of a faculty member.

*Permission of the student's advisor is required.*

### **Special Study**

**TE 551 3 credits**

A group of students is provided with an opportunity to study an area of interest related to education under the supervision of a faculty member.

*Offered by special arrangement.*

### **Assembly: Issues in Early Adolescence**

**TE 557 1 credit**

This course is a series of forums, with guest speakers addressing current critical issues in adolescence.

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

**TE 558 1 credit**

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, rules, transi-

tions, and systems of record keeping. It will include discussions of various approaches to discipline and use participants' classroom observations and experiences as resources for discussion around 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.

### **Developing Advisor/Advisee Middle-School Programs**

TE 559 1 credit

This course is designed to provide two connected and parallel learning experiences: (1) an opportunity to participate in the formation and development of an advisory group that will continue through the duration of this course; and (2) a seminar in which participants will explore and analyze this experiential process, engage in role play, examine relevant literature, and analyze the appropriateness of commercial materials available for their use. The course will help teachers learn how to provide an environment and activities that will foster bonding within the group so that students will feel accepted and valued by teacher and peers, help students cope with academic concerns, and give students opportunities to discover their uniqueness so that they might come to appreciate the many differences among people. Other goals include how to use advisories to promote critical thinking skills through discussion and problem solving, activities, develop listening skills, build self-esteem in students, and provide opportunities for extensive student involvement through shared decision making.

### **Child Development/Disturbances in Development: An Integrated Approach I and II**

TE 567/SE 567 6 credits (2 semesters)

This year-long course will focus on the development of children from birth through early adolescence. We will attend to children in their specific familial, cultural, and educational contexts, while integrating concepts, themes, and applications from Child Development (TE 500) and Disturbances in Development (SE 601). Our goal is to allow a healthy tension to develop both between and within these two subject areas. Students will develop a critical approach to traditional child development research and theory, as well as to principles and practices in special education. Case material and firsthand observations will be used throughout the course to illustrate a wide variety of principles, including the complexities and limitations of classifying children. TE 567/

SE 567 presents a unique opportunity to participate in the piloting of a cross-departmental course. As part of this process, students will take part in an ongoing documentation and evaluation of their own learning and integration.

### **Process Pedagogy: A Dance Apprenticeship Model with Broad Applications for Classroom Practice**

TE 568 2 credits

Process pedagogy is a teaching method developed by the National Dance Institute (NDI), founded by Jacques D'Amboise. In its arts education programs in schools, NDI uses dance as the medium to expose students to the arts and to enhance self-esteem. Through regular field observations of the NDI program in 4th through 6th grade classrooms and direct participation in dance and choreography workshops with NDI teachers/choreographers, students will study this method and consider its broad applicability to teaching practices in the classroom.

### **Supervised Fieldwork/Advisement**

TE 590 3-6 credits per semester

Fieldwork in an appropriate setting with supervision and advisement.

### **Anthropology of Education**

TE 592 3 credits

Since the late 1960s, anthropologists and sociolinguists concerned with education have challenged "cultural deprivation" and "linguistic deficit" explanations for school failure. Conducting ethnographic studies in a wide range of communities and classrooms, they have explored causes of differential access to school success, and have worked with teachers to improve formal learning environments for all children. In keeping with progressive education's long-standing mandate to advance equity, these social scientists have focused attention on ways in which race, class, gender, ethnicity, immigration, and sexual orientation affect the perspectives and prospects of teachers and students in our diverse society. The course offers an introduction to ethnographic methods; students will learn how to plan and initiate an inquiry project of this kind in a school or museum setting.

*Approved for Human Relations credit by the New York City Board of Education.*

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

TE 600 3 credits

This is a course about contemporary childhood. It is designed to explore the relationship between changing conceptions of childhood

and educational environments and public policy. Multidisciplinary in perspective, using historical, literary, philosophical, and psychological accounts of growing up, the course will ask students to reflect on their taken-for-granted assumptions about children. The questions informing this investigation will include: Is childhood a social invention or a universal given of human experience? What role do educators and researchers play in the construction of childhood? What is the relationship between the stories we would tell about childhood and the official accounts found in the literature of child development? Selected issues such as HIV/AIDS, substance abuse, violence, poverty, and changing family structures will be discussed as well.

*Prerequisite: TE 500 or TE 503 or TE 567/SE 567; or by permission of the instructor and advisor.*

*Approved for Human Relations credit by the New York City Board of Education.*

### **Cross-Cultural Studies of Children**

TE 602 1 credit

The objective of this course is to facilitate students' work with diverse populations and to broaden their appreciation of various kinds of child-rearing styles and values. There are opportunities to learn more about Black, Hispanic, Chinese, Native American, and many other groups of children and their families. Assignments include critical reading of studies of children at home and at school.

### **Research Issues in Education**

BI/SE/TE 545 3 credits

See Bilingual Education course descriptions.

### **HyperTalk: A Computer Programming and Design Course for Educators**

CP/TE 506 3 credits

See Computers in Education course descriptions.

### **Introduction to Computers and Other Information Technologies for Educators**

CP/TE 511 3 credits

See Computers in Education course descriptions.

### **Social Studies as the Core of the Integrated Curriculum for Children with Special Needs**

SE/TE 512 3 credits

See Special Education course descriptions.

### **Advanced Issues in Observing and Recording the Behavior of the Child with Special Needs**

SE/TE 602 1 credit

See Special Education course descriptions.

**Developmental Delays  
in the Early Years of Life**

SE/TE 623 3 credits

See Special Education course descriptions.

**THE MATHEMATICS LEARNING  
FORUMS PROJECT\*****Classroom Discourse: Talking and  
Writing Mathematics (N-4)**

TE/T 623 1 credit

Discourse is important in mathematics because it is the medium through which students express and construct their knowledge. Discourse is the way in which children form language and ideas. Teachers will learn about this teaching strategy by viewing and discussing videotapes of classrooms where children are engaged in lively discourse, by reading and discussing articles, and by encouraging mathematics discourse among their students. In this on-line forum, teachers will explore the many ways in which students express and construct their mathematical knowledge, and the ways in which discourse is shaped by interactions that take place between teachers and students, between students and their peers, and when students are working with materials. Teachers will be asked to try out activities with their students with an eye toward investigating who talks, about what, in what ways and, in written work, to examine what their students record and why.

**Playing in the World of Numbers:  
Developing Number Sense (N-4)**

TE/T 624 1 credit

We encourage students to estimate to help them develop a sense of quantity and become comfortable with thinking about reasonable numbers as possible answers in relation to a given problem. The term "number sense" includes the ability to estimate and approximate as well as the ability to perform flexible mental computation. This forum provides teachers with information to encourage young learners to develop numerical sense by using a variety of materials across a range of numbers. In this forum teachers will explore strategies, read and discuss articles, and try out related activities. Through on-line discussions, teachers reflect on their own number sense and the different ways children develop their mathematical understanding.

\*These courses are open to working teachers who have access to a computer, a modem, a printer, and a VCR.

**Multiple Choice: Multiplication (N-4)**

TE/T 625 1 credit

How do young children give meaning to situations that could eventually be solved by multiplying or dividing? How does division influence approaches to the teaching and learning of multiplication? In this forum, through related readings and activities, participants will discover ways to provide children with experiences making and reasoning with collections of items, so vital to their developing sense of multiplication and division. Through on-line discussions, participants will develop strategies for deemphasizing computational skills that can often be counterproductive in fostering growth in reasoning with collections of items.

**Investigating Patterns in  
Mathematics (5-8)**

TE/T 632 1 credit

Investigating patterns provides an opportunity for students to refine their mathematical abilities and enables them to describe, extend, create, analyze, and predict knowledgeably. This course is designed to enhance understanding of the crucial role of pattern in mathematics by exploring how students understand and think about patterning in different mathematical problems. In this course, teachers will explore patterns in mathematics by viewing and discussing videotapes of classrooms where children are engaged in explorations of patterns, by reading and discussing articles, and by trying out pattern activities with their students. Through on-line discussions, teachers reflect on their own patterning experiences and explore patterns as expressions of mathematical relationships.

**Cooperative Learning:  
Working in Groups (K-4)**

TE/T 633 1 credit

As a classroom management technique, cooperative learning makes it possible for students to understand that discussing and listening are vital to learning and using mathematics. Cooperative learning provides opportunities for students to exchange and clarify ideas within a group. Each student brings his or her own experiences and expertise to a task, and all group members have an opportunity to contribute to and construct a solution. Cooperative learning involves students' working together toward shared goals and encourages students to reflect on their own and their peers' discoveries. Teachers explore this management technique by viewing and discussing videotapes of classrooms where children are engaged in coopera-



tive learning, by reading and discussing articles, and by trying out activities that require cooperation among students. This forum will support teachers on-line in developing and implementing strategies and activities that encourage cooperative work among group members.

**Cooperative Learning:  
Working in Groups (5-8)**

TE/T 634 1 credit

Cooperative Learning is a classroom management technique that rests on the premise that children learn more effectively by talking and working together. Cooperative groups are an excellent vehicle for solving problems, developing concepts, and refining understanding through group discussions. Teachers will learn about this management technique by viewing and discussing videotapes of classrooms where children are engaged in cooperative learning, by reading and discussing articles, and by trying out activities that require cooperation among students. On-line sharing of anecdotes based on classroom trials will be used to focus the discussion on important teaching issues, including how to prepare for cooperative learning experiences; how to form groups; how to help children learn to work with and listen to each other; how to deal with children who dominate the group or those who do not participate; and how to help students reflect on their work and the group process.

**Engaged Learning: When Does  
a Child Really Learn? (N-4)**

TE/T 636 1 credit

Effective teaching results when children are engaged in their work, when they experience ownership, and when the teacher's focus is on the children and their learning. Teachers will

explore environments that encourage engaged student learning by viewing and discussing videotapes of classrooms, by reading and discussing articles, and by trying out activities that support engaged learning with their students. In this on-line course, we will look at and try out some essential elements of teaching that support children's engagement with a variety of mathematical ideas. We will explore how to create an emotionally safe environment where children's ideas are respected and listened to by the teacher and other children, where the work is interesting and relevant to the children, and where students can creatively generate their own work projects.

### Teaching Probability (N-4)

TE/T 637 1 credit

Probability enters into the lives of very young children in many ways: Will it rain today? Will we have outdoor recess? Will I get picked for the team? When and how do very young children begin to make sense of probability? There are many ways in which working with ideas of probability helps in the development of a young child's understanding of numbers. Working with probability provides opportunities to look at comparisons such as greater than and less than, and fair and unfair. In this forum, teachers will explore classroom experiences with probability by viewing and discussing videotapes of classrooms where children are engaged in probability activities, by reading and discussing articles, and by trying out probability activities with their students. On-line discussions will help teachers investigate the language of probability for young children. In this forum, we will look at ways of engaging with children and exploring activities that further the development of young children's understanding of probability.

### Teaching Probability (5-8)

TE/T 638 1 credit

How is probability used and why is it important? Medical researchers, advertisers, weather reporters, and sports announcers use probability to inform, persuade, predict, and entice their public. Probability gives people the power to make predictions where uncertainty exists and to make sense of claims they see and hear. In this forum, teachers will have an opportunity to work with their students to explore concepts of probability. Does probability have the same meaning in everyday life as it does in the world of mathematics? Why is probability important? Teachers will explore classroom experiences with probability by viewing and discussing

videotapes of classrooms where children are engaged in probability activities, by reading and discussing articles, and by trying out probability activities with their students. On-line discussions will help teachers support their students in developing mathematical ideas about probability.

### Fractions: Parts of a Whole (N-4)

TE/T 639 1 credit

Young children develop their understanding of fractions through activities that enable them to explore parts of a whole. These occur naturally in many classrooms, as children cut and rearrange things and share them with their classmates. This development is aided by teachers who engage children in conversations about what they are seeing. The difficult part is seeing the connections between activities and children's emerging understandings. Teachers will explore classroom experiences with fractions by viewing and discussing videotapes of classrooms where children are engaged in examining the relationships between parts and wholes, by reading and discussing articles, and by trying out fraction activities with their students. The purpose of this on-line forum is to explore activities that help teachers look at children's questioning of parts of a whole and that enable teachers to look at the different ways children develop their mathematical understanding. This forum will focus on children's language as it reveals their understanding.

### Fractions: Exploring Equivalent Forms (4-8)

TE/T 640 1 credit

The purpose of this forum is to open up ways of looking at children's learning that will connect learning of fractions to children's earlier, successful ways of constructing their math knowledge. Often children say that learning fractions is the hardest thing for them to do in elementary school. Teachers, too, have said that they find teaching fractions intimidating. By viewing and discussing videotapes of classrooms where children are engaged in fraction activities, by reading and discussing articles, and by trying out fraction activities with students, teachers will explore the nature of fractions and strategies for engaged student learning. In this on-line forum, we will develop activities that encourage student conversation about parts of a whole. We will collect observations of student activity and conversation, and discuss what these show about children's mathematical understandings. The emphasis will be on children interacting with materials

and on the conversations that develop around activities that explore the relationships between parts and wholes.

### Investigating Patterns in Mathematics (N-4)

TE/T 641 1 credit

Through working with patterns, children learn to see relationships and make connections and predictions about the world around them. Detecting pattern helps us to order apparently chaotic situations. Understanding pattern can simplify the complex and make it possible to generalize and predict beyond the information at hand. The search for and creation of pattern is an essential activity of mathematics. In this course, teachers will explore patterns in mathematics by viewing and discussing videotapes of classrooms where children are engaged in explorations of patterns, by reading and discussing articles, and by trying out pattern activities with their students. Through on-line discussions of classroom activities, teachers will come to understand more fully the importance of helping children engage in the search for pattern.

### Assessing Students Through Focused Observations (N-4)

TE/T 642 1 credit

Focused observations allow a teacher to obtain information about students' mathematical thinking and understanding. Through focused observation, teachers can observe students' use of materials, student-to-student discourse, and students' development of mathematical problem-solving strategies. Focused observations are an assessment tool that require a teacher to zero in on an individual or group of students for a period of time. Teachers will explore strategies for focused observations by viewing and discussing videotapes of classrooms, by reading and discussing articles, and by trying out focused observations in their own classrooms. In this on-line forum, teachers will discuss ways of observing and assessing students engaged in activities that reflect reforms in mathematics classrooms and that teachers can use under ordinary classroom conditions.

### Assessing Students Through Questioning Techniques (5-8)

TE/T 643 1 credit

Questioning plays an important part in learning what students know. In this forum on questioning techniques and strategies, teachers will investigate the role that questioning can play in assessing what their students are thinking and



where their students' strengths and weaknesses lie. Open-ended questions can encourage students to share different approaches to solving a mathematical problem. Individual interviews can be used to probe for strengths and weaknesses in a student's mathematical thinking and use of problem-solving strategies. Teachers will learn about this assessment technique by viewing and discussing videotapes of classrooms where effective questioning is taking place, by reading and discussing articles, and by trying out questioning techniques with their students. Teachers, on-line, will be asked to reflect on their own questioning techniques, and to try out new ones as they learn about the ways in which questioning can be used to assess students' mathematical thinking and learning.

### **Performance Assessment (N-4)**

TE/T 644 1 credit

In this forum, teachers will investigate the role that performance assessment can play in assessing students' mathematical thinking and learning, and where their students' strengths and weaknesses lie. Teachers will learn about this assessment technique by reading and discussing articles, and by trying out performance assessment approaches with their students. Teachers, on-line, will be asked to reflect on their own experiences with performance assessment, and to try out new ones as they learn about the ways in which performance assessment can be used to empower their students to think, reason, and communicate what they know about mathematical problem solving.

### **Mathematics with Manipulatives (5-8)**

TE/T 645 1 credit

Mathematical understanding is individual. No one way of solving a problem is suitable for all students. Concrete materials can provide students with multiple entries into problem solving. Students using materials to help them solve problems makes their problem-solving strategies more visible to their teachers. When manipulatives are used appropriately, teachers have another way of "seeing" how students think mathematically, making individual understanding more apparent. This forum is designed to provide teachers with opportunities to investigate the use of manipulatives in discovering student understanding. By reading and discussing articles and by trying out activities, this forum will support teachers on-line in developing and implementing strategies that encourage appropriate use of concrete materials.

### **Mathematics with Manipulatives (N-4)**

TE/T 646 1 credit

Young children need to explore and manipulate the worlds of number, shape, pattern, and dimension. The tools that we make available for students to use can make the difference between offering alternative pathways into mathematical worlds and a single entrance that will be inadequate for all students. When manipulatives are used appropriately, teachers have another way of "seeing" how students think mathematically, making individual understanding more apparent. This forum is designed to provide teachers with opportunities to investigate the use of manipulatives in discovering student understanding. By reading and discussing articles and by trying out activities, this forum will support teachers on-line in developing and implementing strategies that encourage appropriate use of concrete materials.

### **Close Encounters: Problem Solving Through Estimation (N-4)**

TE/T 647 1 credit

What is the role of estimation and how does it contribute to young children's developing number sense? Estimating is one way to stimulate thinking about a problem. It is a way that young children lean to consider a range of potential answers. In this forum we will discuss how to help young children explore estimation. Through related readings and activities we will look at the role of estimation in formulating solutions to mathematical problems.

### **Math Reform: The Staff Developer's Role (N-8)**

TE/T 648 1 credit

This forum is specifically designed for supervisors and those individuals in a position to facilitate the process of change for teachers interested in reforming their mathematics practices. By viewing and discussing a videotape where mathematics reform is central, by reading and discussing articles, and by trying out activities with teachers and their students, supervisors will explore the role reflection plays in supporting teachers making reform, and what they must do for teachers when they say they want change in the schools.

### **Close Encounters: Problem Solving Through Estimation (5-8)**

TE/T 649 1 credit

Often in mathematics the emphasis is on processes guaranteed to produce a certain amount of exactness. Yet the major part of our daily experiences requires that we be able to approximate and come up with reasonable estimates. This forum provides an opportunity for teachers to help students develop strategies for estimating by exploring connections between estimation and other topics in mathematics, and identifying unifying ideas that illustrate the relevance and usefulness of estimation. Teachers will investigate ways to structure estimation activities so that students can develop strategies that extend their understanding of numbers to concepts of estimating, by reading and



discussing articles, and by trying out estimation activities with their students. On-line discussions will support teachers in exploring estimation strategies.

### **Diverse Teachers, Diverse Learners (N-8)**

TE/T 650 1 credit

In this forum, we will explore issues surrounding concepts of diversity. What is diversity? Why is it important to the mathematics classroom? How does one look at children and learning in a cultural context? By identifying and becoming aware of issues around diversity, teachers are in a better position to design effective curricula, recognize and accommodate individual learning styles. In this forum, teachers will discuss related readings around issues of diversity, observe teacher and student interactions on video, monitor their own interactions with their students, and develop their own strategies for teaching mathematics to a variety of learners.

### **Algebra (5-8)**

TE/T 651 1 credit

There is a correlation between the historical development of algebra and the stages learners go through to learn algebraic symbolism. By viewing and discussing a videotape where children are engaged in algebra activities, by reading and discussing articles, and by trying out algebraic activities with students, teachers will explore the correlation between the historical development of algebra and the stages of learning algebraic symbolism, the relationship between arithmetic and algebra, the misconceptions that children have learning algebra, and ways to support students in learning to generalize about structure, form, and pattern.

### **Divide and Conquer: Division (5-8)**

TE/T 652 1 credit

Traditionally, students "practice" division outside of meaningful contexts. One of the most important insights that learners can have is into the role mathematics plays in modeling real situations. In this forum, we will help students experience division as a real-life tool for problem solving. Through related readings and activities, participants will use their own and their students' experiences to concretize division of rational numbers, challenge the persistent myths about division, and explore the role of context in understanding this operation.

### **Geometry Across the Grades (N-8)**

TE/T 653 1 credit

Shape is a rich area of study, with significance across disciplines, ages, and grades. At all levels, students need opportunities to name, classify, analyze, represent, and visualize a multitude of shapes. In this forum, teachers spanning the grades will manipulate shape and examine its relationship to geometry. By reading and discussing articles and by trying out related activities with students, we will explore spatial reasoning and imagery and what needs to be considered when attempting to teach spatial abilities across the grades.

### **INFANT AND PARENT DEVELOPMENT PROGRAM AND EARLY INTERVENTION**

#### **Educating Infants and Toddlers: Environment**

IN/TE 501 3 credits

This course explores the meaning of environment, both human and material, in relation to designing programs for infants and toddlers. Students gain experience in designing, setting up, and maintaining learning environments. Principles of environmental design and materials selection are grounded in developmental theory about the needs of all children. Topics include multifaceted meaning of environment for the very young; the relation of physical space to learning and development; and scheduling of the child's day. The broad focus includes settings in homes, group centers, hospitals, and institutions. Each student will visit a center.

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

IN/TE 502 3 credits

This course offers students the opportunity to examine critically the parameters of several programs for normal and special needs infants developed by such researchers as Gordon, Badger, Honig, and Levenstein. In addition, a series of workshops explores varied aspects of the infant/toddler program, such as language arts and books, music, art, blocks, sand and water play, cooking, and symbolic play. A special session on understanding the early intervention law is included. A toy-making workshop is a highlight of the course.

#### **Parent, Adult, and Family Development**

IN/TE 504 2 credits

Thirty years of research continues to show the pivotal role that parents, families, and commu-

nities play in the education of young children. The importance of quality school-family-community partnerships has gained increased attention with the attention of Goal Eight to the National Education Goals (*Young Children*, 1995). These relationships are an integral component of the common core of knowledge, performances, and dispositions identified as desired outcomes for all early childhood educators. The goal of this course is to understand and experience adult development and family systems theory within the context of parent development, with a focus on the needs of early intervention.

*The New York State Division of Teacher Certification accepts one (1) credit of this course as teaching special education credit.*

#### **Individual Study**

IN/TE 550 1/2/3 credits

This course provides an opportunity to investigate a problem or area of interest related to infant and parent education under the supervision of a faculty member.

*Permission of the student's advisor is required.*

#### **Special Study**

IN/TE 551 1/2/3 credits

A group of students is provided with an opportunity to study an area of interest related to infant and parent development under the supervision of a faculty advisor.

*Offered by special arrangement.*

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

IN/TE 600 3 credits

The first of a 2-course sequence that offers a developmental-interaction view of the first three years of life, this first course focuses on infancy as the foundation period of human personality. There will be a strong emphasis on using theory to facilitate our own individual understanding and 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, motor (sensorimotor), and movement and social-emotional changes which occur in complex interaction with others, attending to the specific familial and cultural contexts which make such strong contributions. We will strive to achieve a fair balance between the "expected" global shifts in development and the profound individual differences which each human being presents. While this is not a "how to" course, the goal of this study is to have a solid

and accessible grasp of the nature of infant development. This should provide the tools for you to develop applied skills through further study and your everyday work with infants and families.

*Prerequisite: TE 500 or TE 567/SE 567.*

**The World of Toddlers and Twos:  
The Second and Third Years of Life**  
IN/TE 601 3 credits

This course offers a developmental interaction view of toddlers, two-year-olds (ages 1-3) and their families. We will think about how separation-individuation and mutual recognition are achieved by looking at the affectional contribution of toddlers, their parents and other caregivers. Research, theory and our own observations will be utilized to better understand the interaction effects of cognitive growth as seen through emerging symbolization and language; changes in motor and movement along with social-emotional aspects of development, such as play, peer relationships and the normal conflicts and fears of toddlerhood. As students become comfortable with basic theory, we will attempt to adjust and reconfigure traditional theories in light of the real issues faced by toddlers today in the context of the family, child care settings, and various cultures and subcultures. We will strive to achieve a fair balance between the "expected" global shifts in development and the profound individual differences which each human being presents. While this is not a "how to" course, the goal of this study is to have a solid and accessible grasp of the nature of the second and third years of life. This should provide the tools for you to develop applied skills through further study and your everyday work with toddlers and their families.  
*Prerequisite: TE 500 or TE 567/SE 567; or by permission of the instructor.*

**Infancy Institute: Infants, Toddlers,  
Parents: Supporting Their Growth**  
IN 511 1 credit

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

**Practicum in Developmental  
Assessment of Infants and Toddlers**  
IN 603 3 credits

A clinical course aimed at developing skills in assessing infant and toddler development in a family-focused early intervention approach. Each student will do a videotaped home play observation/parent interview, an in-class assessment using the Bayley Scales of Infant De-

velopment II, and a follow-up dialogue with the parent to discuss the observations and assessment. Class discussions on each of the above will facilitate the sharing of perspectives on the different aspects of assessment. The assessment model is rooted in a family-focused early intervention approach. Enrollment is limited to six students.

*Prerequisite: IN/TE 600; IN/TE 601; TE 502*

**Understanding and Working with  
Parents of Young Normal and  
Exceptional Children**

IN/SE/TE 505 3 credits

This course presents the concepts of human and family development that are the foundation for effective early intervention. There is a particular focus on families of young children. Such factors as socioeconomic conditions, ethnicity, and culture are examined as they influence the self-definition of parents and their parenting practices. An integral part of the course is a model for counseling parents, which includes guidance techniques consistent with the developmental-interaction approach. Five sessions are devoted to working with families of special needs children.

*Approved for Human Relations credit by the New York City Board of Education.*

**MUSEUM EDUCATION  
PROGRAM**

**Individual Study**

ME/TE 550 1/2/3 credits

This course provides an opportunity to investigate a problem or area of interest related to museum education under the supervision of a faculty member.

*Permission of the student's advisor is required.*

**Exhibition Development  
and Evaluation**

ME/TE 560 2 credits

This course focuses on the development of interpretive exhibitions for museum audiences of all ages, with emphasis on participatory exhibitions for children and families. The exhibition is viewed and analyzed as a learning environment which 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 focus on the role of the educator. Through class sessions and assignments, students meet with exhibition designers, observe visitor behavior, critique and evaluate ex-

hibitions, and engage in problem-solving activities related to exhibition development. Throughout the course, students work in small groups to develop exhibition projects with emphasis on audience feedback throughout the exhibition development process.

*For matriculated students or by permission of the program director.*

**Teaching with Objects in  
Museum and Classroom Settings**

ME/TE 561 3 credits

This course is designed to develop the insight and skills needed to teach effectively with museum objects. Students develop dynamic teaching techniques that explore and interpret the information, concepts, and cultural values that an object or a collection communicates. With a strong emphasis on concept-oriented, developmentally appropriate program design, students explore hands-on techniques including creative writing, movement, drama and games. Students are exposed to diverse teaching approaches in museums throughout the metropolitan area, and put theory into practice by designing their own programs. An integral part of the course is a consideration of the concerns of diverse and special needs museum audiences.

*For matriculated students or by permission of the program director.*

**Seminar in Museum Education I**

ME/TE 562 2 credits

This seminar examines the history and philosophy of museums and museum education, emphasizing the role of museums in a pluralistic society. Issues include cultural diversity, interpretation from multiple perspectives, learning theories, and museum-school partnerships. Particular focus is placed on the relationship of learning in museums to learning in schools. Through readings, discussions, visits to museums, talks with museum professionals, and written assignments, students develop a theoretical framework for museum learning.

*For matriculated students or by permission of the program director.*

**Seminar in Museum Education II**

ME/TE 563 2 credits

This course is a continuation of the Seminar in Museum Education I. Students examine 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 explore current issues in mu-



seum education which include collections, governance, funding issues, professionalism, ethics, and technology. Needs of particular museum audiences such as adolescents, adults, families, and visitors with disabilities are also investigated. Students participate in a proposal writing workshop, keep a journal of course issues and related internship experiences, and develop museum related written assignments and projects.

### **Introduction to Research Practice in Museum Education** ME/TE 564 1 credit

This course responds to increased emphasis in the museum field on researching the visitor experience. The course prepares museum educators to understand and use educational research to strengthen interpretive programming and the visitor experience. Students are introduced to appropriate research tools through readings, discussions, and critical inquiry into the research process. Students conduct a small research study, both individually and as a team, in a museum or school environment.

## **READING/LITERACY PROGRAM**

### **Teaching Reading and Writing in the Content Areas for Elementary and Middle-School Classrooms** TR/TE 527 3 credits

Designed as a reading course for teachers of grades four through eight, this course may also be taken as a sequel to TE 520. Following an overview of language development and early

literacy, the course will focus on providing students with a framework for understanding the growth of reading, writing, and language within the content areas. Consideration will be given to strategies for involving and motivating students in the interactive reading/thinking process. Emphasis will be placed on the role of prior knowledge, concept development, and textual comprehension. By exploring the role of reading and writing within the curriculum, students will have opportunities to search out and adapt materials and texts to meet individual needs.

### **Teacher-Made Materials for Reading and Writing** TR/TE 529 1 credit

Two sessions of this 5-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 that students design.

### **Individual Study** TR/TE 550 1/2/3 credits

This course provides an opportunity to investigate a problem or area of interest in reading/literacy under the supervision of a faculty member.

*Permission of the student's advisor is required.*

### **Supervised Fieldwork/Advisement Reading Practicum**

TR 590 3 credits per semester

Fieldwork in an appropriate setting with supervision and advisement.

### **Advanced Seminar in Reading and Language Disability**

TR 591 3 credits per semester

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.

### **Looking Beyond Reading Scores: An Approach to Reading Evaluation**

TR/TE 604 1 credit

This minicourse, designed for classroom teachers, learning specialists, and educational evaluators, explores practical ways to evaluate reading and writing progress in order to enhance instruction and meet individual needs. Acknowledging the reality of existing formal testing, this course should help students understand the implications of those evaluations, and at the same time build other strategies for gaining more useful information. The course will provide ways for students to look beyond errors and scores to identify patterns of strengths and strategies crucial to reading and writing development. Through in-class exercises, review of sample tests and children's responses, students will explore the advantages and drawbacks of a variety of commonly used formal evaluation tools. They will also learn about and try out other diagnostic practices (Running Records and Miscue Analysis, Portfolios, The Primary Language Record, etc.) that are gaining currency. Students will be encouraged to see how evaluation can be integrated into ongoing practice, rather than isolated into periodic artificial situations.

*Prerequisite: TE 520 or equivalent reading course; or by permission of the instructor upon demonstrated knowledge of or experience with reading instruction.*

### **Current Topics in Reading and Writing Difficulties in Multicultural Classrooms**

TR/TE 701 1-3 credits

This is an advanced course for students interested in expanding their knowledge of current issues in the field of reading. The course will be taught in one-credit modules which will deal with content that is current in the field.

*Prerequisites: SE 603 and SE/BI 604; or by permission of the instructor.*

## ▶▶▶ STUDIES IN EDUCATION

### Individual Study

GS 550 1/2/3 credits

This course provides an opportunity to investigate a problem or area of interest related to education under the supervision of a faculty member.

*Permission of the student's advisor is required.*

### Special Study

GS 551 1/2/3 credits

A group of students is provided with an opportunity to study an area of interest related to classroom teaching under the supervision of a faculty advisor.

*Offered by special arrangement.*

### Supervised Fieldwork/Advisement

GS 590 3/6 credits per semester

Fieldwork in an appropriate setting with supervision and advisement.



# New Perspectives

## Short-Format Graduate Courses

Eileen Wasow, Director

**N**ew Perspectives continuing education courses focus on critical issues in Infant/Toddler and Parent Development; Early Childhood and Elementary Education; Preadolescent and Adolescent Education; Special Education; Computers in Education; Library Media and Services; and Supervision and Administration. They are designed for teachers, administrators, child care staff, and parents, as well as those working with children and youth in a variety of human service settings. Each year, more than 500 students come to Bank Street for the first time through the New Perspectives program.

New Perspectives courses are offered in a weekend format during the Fall and Spring semesters, and in a 2-, 3-, or 4-day weekday format in July and August. They can be taken for graduate credit or on a no-credit basis.

New Perspectives courses may be used to meet a wide variety of degree,

licensing, and certification goals. Students registered for credit can earn one graduate credit in one weekend or two graduate credits in two weekends. Readings and a paper are required for credit. Open continuing registration is held on a space-available basis in the New Perspectives office or may be done by mail or fax.

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 New Perspectives course.

The following is a list of courses given recently. Not all courses are given every semester. A brochure with descriptions and schedules of courses is published three times a year, and may be obtained by calling (212) 875-4649. Consult the semester brochure for dates, times, and new course offerings.

# ▶▶▶ NEW PERSPECTIVES COURSES



## INFANT AND PARENT DEVELOPMENT

**Designing Activities for Infants, Toddlers, and Two-Year-Olds**  
IN/N 518 1 credit

**Integrating Music into the Curriculum for Young Children**  
IN/N 507 1 credit

**Music for Ones and Twos**  
IN/N 506 1 credit

**Music for Preschool Children**  
IN/N 523 1 credit

## TEACHER EDUCATION

**Early Childhood and Elementary Education**

**The Art of Asking Questions: Getting Children Talking, Wondering, Thinking and Learning**  
TE/N 643 1 credit

**Art with Young Children**  
TE/N 501 1 credit

**Big Books and Whole Language**  
TE/N 537 1 credit

**Bookmaking: A Workshop Exploration for Teachers**  
TE/N 576 2 or 3 credits

**The Community as Classroom: Forging Connections Through Folklore**  
TE/N 588 2 or 3 credits

**Creative Dramatics in the Classroom**  
TE/N 517 1 credit

**Creative Movement in the Early Childhood Curriculum**  
TE/N 561 1 credit

**Creativity and Collaboration**  
TE/N 605 1 credit

**Developing Instructional Strategies to Improve Reading Comprehension (Grades 3 and 4)**  
TE/N 640 1 credit

**Discipline: Effective and Caring Approaches for Educators**  
TE/N 513 1 credit

**Documentation and the Language of Materials: A Reggio Emilia-Inspired Experience**  
TE/N 622 1 credit

**Exploring the Use of Portfolios to Assess Literacy Development in K-3 Classrooms**  
TE/N 610 1 credit

**Gendered Journeys: Exploring Children's Gender and Racial Biases through Story Theater (K-5)**  
TE/N 611

**Geography and Mapping for Primary Grades (K-3)**  
TE/N 597 1 credit

**Growing a Learner: Linking Literacy and Environmental Learning through a Gardening Program (K-3)**  
TE/N 641 1 credit

**Hands-on Science for 3- to 8-Year-Olds**  
TE/N 531 1 credit

**How to Work with Parents in Groups around Communication Issues**  
TE/N 556 1 credit

**How Young Children Learn through Play**  
TE/N 595 1 credit

**Implementing Anti-Bias Curriculum for Young Children**  
TE/N 585 1 credit

**Institute on Geography and Mapping**  
TE/N 518 2 or 3 credits

**Integrating Music into the Curriculum for Young Children**  
TE/N 544 1 credit

**Math Manipulatives in the Middle Elementary Classroom**  
TE/N 536 1 credit

**Mind and Movement: The Joy of Learning (K-5)**  
TE/N 644 1 credit

**Multicultural Education through the Arts**  
TE/N 578 2 or 3 credits

**Multiple Intelligences in Diverse Educational Contexts**  
TE/N618 1 credit

**Music for Preschool Children**

TE/N 523 1 credit

**Patchwork Quilt-Making:****A Practical Art Form that Provides an Opportunity to Explore Historical, Cultural, and Ethnic Roots**

TE/N 599 1 credit

**Photography for Educators**

TE/N 632 1 credit

**Poetry: Reading and Understanding—Strategies for the Reluctant Reader**

TE/N 621 1 credit

**Portfolio Assessment in the Early Childhood Classroom (PreK-Kindergarten)**

TE/N 620 1 credit

**The Power of Poetry with Children Who Have Difficulties in Reading and Writing**

TE/N 638 1 credit

**The Power of Story in the Reading/Writing Curriculum: A Whole-Language Approach**

TE/N 546 1 credit

**Preparation for the First Year of Teaching**

TE/N 598 1 credit

**A Problem-Solving Approach to Math for Young Children**

TE/N 512 1 credit

**Reaching Young Children Who Need More Time to Master the Reading Process (K-3)**

TE/N 565 1 credit

**Reading's in the Bag: Strengthening Early Literacy for Grades 1-3**

TE/N 639 1 credit

**Resolving Conflict Creatively**

TE/N 584 1 credit

**Selecting and Evaluating Recently Published Children's Books**

TE/N 505 1 credit

**Setting Up Learning Centers**

TE/N 587 1 credit

**Talking with Children about HIV/AIDS**

TE/N 573 1 credit

**Teachers As Women: An Exploration of the Education and Socialization of Women and Their Part as Teachers in the Education and Socialization of Girls**

TE/N 612 1 credit

**Teaching Foreign Languages to Children K-8 through Culture and Content**

TE/N 504 1 credit

**A Thematic Approach to Curriculum (K-6)**

TE/N 548 2 or 3 credits

**Using Cooperative Learning in Middle School Classrooms**

TE/N 627 1 credit

**Using Cooperative Learning Strategies in Elementary School Classrooms**

TE/N 592 1 credit

**Words That Move Us: Teaching Language Arts Kinesthetically (K-5)**

TE/N 593 1 credit

**World Drumming: Rhythms in Curriculum**

TE/N 609 1 credit

**Preadolescent and Adolescent Education****Across the Curriculum: Writing, Thinking, Learning (K-13)**

TE/N 559 2 or 3 credits

**Current Events in the Curriculum**

TE/N 572 1 credit

**Developing Children's Research Skills: A Classroom Approach for Grades 4-12**

TE/N 554 1 credit

**Facing History and Ourselves (Grades 7-12)**

TE/N 634 1 credit

**How to Use the Real Thing: Working with Historical Documents and Written Materials from the Past (Grades 4-8)**

TE/N 628 1 credit

**Service Learning: What It Is, Why We Need to Know (Grades 5-12)**

TE/N 645 1 credit

**Teaching Reading Comprehension to Students Who Need More Time and Strategies to Master the Reading Process (Grade Levels 4-7)**

TE/N 566 1 credit

**SPECIAL EDUCATION****American Sign Language: A Second Language for the Special Educator**

SE/N 581 1 credit

**Art for Children with Special Needs**

SE/N 521 2 or 3 credits

**Assessment and Facilitation of Attachment-Separation-Individuation**

SE/TE/N 512 1 credit

**Behavioral Management Strategies for the Classroom Teacher**

SE/TE/N 508 1 credit

**Bibliotherapy in the Early Childhood Setting (Preschool-3rd Grade)**

SE/TE/N 513 1 credit

**Diagnosing Developmental Difficulties in Young Children**

SE/N 512 1 credit

**Drugs, Alcohol, and Children at Risk**

SE/N 523 1 credit

**Enhancing the Social and Adaptive Competence of Young Children**

SE/TE/N 510 1 credit

**Fostering Language Development in Language-Disabled Children**

SE/N 517 1 credit

**Helping Families of Children with Special Needs Find and Access Resources: Information, Advocacy, and Strategies for Professionals**

SE/N 582 1 credit

**Language, Literacy and Singing: Exploring the Connections for Children with Learning Disabilities**

SE/N 584 1 credit

**The Many Faces of Inclusion: Teachers Working in Increasingly Diverse Classrooms**

SE/TE/N 507 1 credit

**Movement Education for Children with Special Needs**

SE/N 504 1 credit



**Orton-Gillingham and Beyond:  
A Multi-Sensory Approach to  
Reading, Spelling and Handwriting**  
SE/N 585 1 credit

**Planning for Children with Special  
Needs: A Clinical Teaching Process**  
SE/N 506 2 or 3 credits

**Play as a Tool of Early Intervention**  
SE/N 550 1 credit

**Special Education: An Overview**  
SE/N 507 2 or 3 credits

**Teaching Writing to Reading- and  
Learning-Disabled Children: the  
Writing Workshop Approach in  
Special Education Settings**  
SE/N 518 1 credit

**Using the Supportive Play Model:  
Individual Intervention in  
Early Childhood Practice**  
SE/TE/N 511 1 credit

**Working with Infants and Toddlers  
with Disabilities: The Family as a  
Focus for Intervention**  
SE/TE/N 514 1 credit

**Working with the  
Young Withdrawn Child**  
SE/N 510 1 credit

### COMPUTERS IN EDUCATION

**Introduction to Hyperstudio  
for the Classroom**  
CP/N 506 1 credit

**Introduction to the Internet  
in the Classroom**  
TE/N 607 1 credit

**Multimedia: A Workshop Approach**  
CP/N 533 1 credit

**The One-Computer Classroom  
(Grades 4-6)**  
CP/N 535 1 credit

**Using Technology to Support  
Emergent Literacy in Self-Contained  
and Inclusion Settings**  
SE/TE/N509 1 credit

**The Word Processor in an Elementary  
Reading/Writing Curriculum**  
CP/N 508 1 credit

**Young Children and Computers**  
CP/TE/N 503 1 credit

### SUPERVISION AND ADMINISTRATION

**Conflict Management  
in Educational Settings**  
SA/N 505 1 credit

**Families in Stress:  
The Administrator's Role**  
SA/N 524 1 credit

**Meeting the Challenges of Cultural  
Diversity: The Supervisor's Role**  
TE/N 537 1 credit

**Program Evaluation:  
The Administrator's Role**  
SA/N 507 2 or 3 credits

**Staff Evaluation:  
The Administrator's Role**  
SA/N 516 2 or 3 credits

**The Supervisor's Role in  
Working Effectively with Groups**  
SA/N 526 2 or 3 credits

**The Teacher/Leader:  
New Skills for a New Role**  
SA/N 530 1 credit

**Writing Winning Grant Proposals**  
SA/N 529 1 credit

**Women in Leadership Roles**  
SA/N 513 1 credit



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## Appendix

### NOTIFICATION OF RIGHTS UNDER FERPA FOR POSTSECONDARY INSTITUTIONS

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

Students should submit to the registrar written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Bank Street to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

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