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Bank Street College



Graduate School of Education



Catalogue 2006 – 2007

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Bank Street College
Graduate School of Education

Catalogue
2006 – 2007

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Bank Street College of Education,

established as the Bureau of Educational Experiments in 1916, began preparing teachers in 1930. The credo below is a living statement that continues to inspire the students, faculty, and staff at Bank Street today.

Our Credo

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
Founder of Bank Street College



Dear Current or Prospective Student:

Thank you for your interest in graduate studies at Bank Street College of Education. As you read this catalog, you will gain a wealth of information about the myriad programs available for students furthering their studies to enter the teaching, learning, and leading professions. Whether you are just starting out, already in the field, or preparing to advance, Bank Street has much to offer in your chosen field. At Bank Street you will not only develop the skills to provide children with mastery of the material at hand, but also develop your ability to create learning environments, inspire children, and guide them towards a lifelong love of learning.

For close to a century, Bank Street has been seeking to understand the conditions under which children best learn and grow—cognitively, developmentally, and socially—and working with adults to help create those conditions. In doing so, our work engages families and draws upon the remarkable cultural and linguistic diversity of the New York metropolitan area. We demonstrate these principles through our onsite School for Children and Family Center, serving children from infancy through adolescence. These frameworks for learning are tested and refined through our work in schools throughout New York City, Westchester, and Long Island, and other cities in the United States and abroad.

The cornerstone of a Bank Street graduate education is advisement, a yearlong process in which students in small groups of six to eight are mentored through their field experiences. In advisement, students join together theory and practice as they emerge as promising professionals. It is this distinctive component of Bank Street's program that led the Carnegie Corporation of New York to name Bank Street as one of its eleven partners in Teachers for a New Era, a national initiative to model excellence and improve the field of teacher preparation.

It has long been held that one of the best measures of a society is the value it places on its children. At Bank Street, we welcome you to join with us in becoming professionals seeking to improve our society, one child, one class, one school at a time.

Sincerely,

A handwritten signature in black ink that reads "Augusta Souza Kappner". The signature is written in a cursive, flowing style.

Augusta Souza Kappner
President, Bank Street College of Education

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Academic Calendar 2006 – 2007

The College respects individuals' observances of religious holidays. When students anticipate absences for religious reasons, they are responsible for informing instructors and advisors of this at the beginning of the semester. They are also responsible for working with faculty to develop alternative means of fulfilling missed course and field assignments.

Fall 2006

Wednesday, June 28	3:30 – 6:30 PM	Registration for Fall semester; matriculated students by appointment
Thursday, August 17		Last day to submit payment for Fall 2006
Wednesday, August 30	5:00 – 7:30 PM	Career Changers Forum
Monday, September 4		LABOR DAY – COLLEGE CLOSED
Tuesday, September 5	TBA	Faculty/Student Meetings and Orientations
Tuesday, September 5	3:00 – 5:15 PM	Registration for Fall semester; matriculated students by appointment
Wednesday, September 6	TBA	Faculty/Student Meetings and Orientations
Wednesday, September 6	3:00 – 7:00 PM	All Student Welcome/Orientation – The Barbara Biber Lecture
Thursday, September 7	4:00 – 6:00 PM	Open Registration for Fall semester
Thursday, September 7	TBA	Faculty/Student Meetings and Orientations
Monday, September 11		Fall semester begins
September 11 - 21		Period of Late Registration and Add/Drop*
Tuesday, September 19	5:15 – 7:30 PM	Open House for prospective graduate students
Friday, September 22		ROSH HASHANAH – NO CLASSES
Saturday, September 23		ROSH HASHANAH – NO CLASSES
Monday, October 2		YOM KIPPUR – NO CLASSES
Tuesday, October 3		Follow Monday class schedule
Monday, October 9		COLUMBUS DAY – COLLEGE CLOSED
Thursday, October 12	5:15 – 7:30 PM	Open House for prospective graduate students
Wednesday, November 1		Last day for students to file for a grade of Withdrawal (WD) for Fall
Thursday, November 16	5:15 – 7:30 PM	Open House for prospective graduate students
Wednesday, November 22		THANKSGIVING recess begins – NO CLASSES
Monday, November 27		Classes resume
December	TBA	WEB REGISTRATION PERIOD for Spring semester
Monday, December 18		Last day of Monday classes
Tuesday, December 19		Last day of Tuesday classes
Wednesday, December 20		Last day of Wednesday classes
Thursday, December 21		Last day of Thursday classes – Fall semester ends
Friday, December 22		WINTER BREAK begins – COLLEGE CLOSED

Spring 2007

Monday, January 8	4:00 – 6:15 PM	Registration for Spring semester; matriculated students by appointment
Tuesday, January 9	5:15 – 7:30 PM	Open House for prospective graduate students
Thursday, January 11	4:00 – 6:00 PM	Open Registration for Spring semester
Monday, January 15		MARTIN LUTHER KING JR. DAY – COLLEGE CLOSED
Tuesday, January 16		Spring semester begins
January 16 – 29		Period of Late Registration and Add/Drop*
Friday, January 26	2:00 – 7:00 PM	Job Search Support Day

Thursday, February 8	5:15 – 7:30 PM	Open House for prospective graduate students
Monday, February 19		PRESIDENTS' DAY – COLLEGE CLOSED
Tuesday, February 20		Follow Monday class schedule
Thursday, March 1		Priority deadline for Admissions
Wednesday, March 7		Last day for students to file for a grade of withdrawal (WD) for Spring
March	TBA	Job Fair – More information to come
April	TBA	WEB REGISTRATION PERIOD for Summer 1 and Summer 2 terms
Monday, April 2 – Friday, April 6		SPRING BREAK – COLLEGE CLOSED
Monday, April 9		Classes Resume
Sunday, April 15		Last day to file the FAFSA form for consideration for financial aid for the 07/08 financial year
Tuesday, April 24	5:15 – 7:30 PM	Open House for prospective graduate students
Wednesday, April 25		Last day of Wednesday classes
Thursday, April 26		Last day of Thursday classes
Monday, April 30		Last day of Monday classes
Tuesday, May 1		Last day of Tuesday classes; Spring semester ends

Summer 2007

Wednesday, May 9	4:00 – 6:00 PM	Registration for Summer 1 and Summer 2 terms; matriculated students by appointment
Thursday, May 10	4:00 – 6:00 PM	Open Registration for Summer 1 and Summer 2 terms
Thursday, May 24		Graduation
Monday, May 28		MEMORIAL DAY – COLLEGE CLOSED
Wednesday, May 30		Summer 1 term begins
May 30 – June 7		Period of Late Registration and Add/Drop*
Friday, June 8	3:30 – 5:00 PM	Open Registration for Summer 2 term
Wednesday, June 13		Last day for students to file for a grade of withdrawal (WD) for Summer 1
June	TBA	WEB REGISTRATION PERIOD for Fall semester
Monday, June 25		Last day of Monday/Wednesday Classes
Tuesday, June 26		Last day of Tuesday/Thursday Classes – Summer 1 term ends
Wednesday, June 27	3:30 – 6:30 PM	Registration for Fall semester; matriculated students by appointment
Monday, July 2		Summer 2 term begins
July 2 – 11		Period of Late Registration and Add/Drop*
Wednesday, July 4		INDEPENDENCE DAY – COLLEGE CLOSED
Friday, July 13		Last day for students to file for a grade of withdrawal (WD) for Summer 2
Thursday, July 26		Last day of Tuesday/Thursday and Monday – Thursday classes
Friday, July 27		Last day of Friday classes
Monday, July 30		Follow Wednesday class schedule
Monday, July 30		Last day of Monday/Wednesday classes; Summer 2 term ends

*During this period the \$25 Late Registration fee or a \$15 Add/Drop fee will be charged. In order to receive a 100% tuition refund, students must drop a class before the second time it meets. Students may register for classes up until but not after the second class session, except for courses that meet eight times during the Summer 1 and Summer 2 terms (for which students must register before the first class meeting). See the individual semester bulletins for specific Add/Drop dates and refund schedules.

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

Bank Street College

Bank Street College is a small, vibrant institution, organized into three main programmatic divisions: the Graduate School of Education, Children's Programs, and the Division of Continuing Education. All three of the programmatic divisions share a common sense of purpose:

Mission Statement

The mission of Bank Street College is to improve the education of children and their teachers by applying to the educational process all available knowledge about learning and growth, and by connecting teaching and learning meaningfully to the outside world. In so doing, we seek to strengthen not only individuals, but the community as well, including family, school, and the larger society in which adults and children, in all their diversity, interact and learn. We see in education the opportunity to build a better society.

The Graduate School is grounded in a learner-centered approach that is also exemplified in our Children's Programs. Our master's degree programs closely coordinate academic work with field-based practice, preparing students for various roles as educators and leaders in schools and other educational settings with populations ranging from infants to middle school students. In addition to preparing teachers for the classroom and leaders for schools, Bank Street prepares educators for other centers of learning, including museums and child life centers in hospitals.

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. Individuals with bachelor's degrees are also welcome to come and take courses as nonmatriculated students. In 2005-2006, more than 1,000 graduate students enrolled; over one quarter of the students were African American, Hispanic, Asian, or Native American. The faculty of the Graduate School are scholars and practitioners, researchers, and teachers. Their work with Bank Street graduate students is their first concern.

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 among 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 links 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. This division offers the College's continuing education courses through New Perspectives. These graduate level short format weekend courses are available either with or without credit for teachers, administrators, and others who work with children and youth.

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, disability, gender, age, marital status, or sexual preference.

Accreditations and Affiliations

The Graduate School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and 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

For more than ninety years, Bank Street College of Education has been a leader in progressive, child-centered education. The Graduate School provides outstanding master's degree programs that blend theory with practice through close integration of academic study and field-based experiences. These programs prepare adults for professional work in schools, museums, hospitals, community organizations, and/or public service.



The Bank Street Approach

Bank Street's creative approach to teaching and learning recognizes that children learn best when they are actively engaged with materials, ideas, and people. Using this approach, Bank Street teachers encourage children to be curious, love learning, be respectful and tolerant of human differences, engage with the world around them, and prepare to lead lives of consequence.

Referred to as either "the Bank Street approach" or the "developmental-interaction approach," our educational philosophy begins with sound developmental principles and learning through experience. It sees the teacher as one who facilitates learning, develops clear educational objectives, and encourages learning through discovery and thoughtful engagement.

We strive to foster children's development in the broadest sense by providing diverse opportunities for physical, social, emotional, and cognitive growth. We respect children as active learners, experimenters, explorers, and artists. We understand that children do not all learn at the same rate or in the same way. We also understand that learning is social, and that children learn in interaction with their environment. Finally, we believe that the Bank Street approach leads to a lifetime of learning.

Through its innovative programs, unique philosophy, and commitment to quality education for all, Bank Street continues to influence thousands of children, youth, parents, and educators throughout the United States and abroad.

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 certification-granting program, or as nonmatriculated students, taking courses in the Graduate School of Education but not enrolled in a degree program. Degree programs lead to the Master of Science (M.S.), Master of Science in Education (M.S. Ed.), or the advanced Master of Education (Ed. M.).

All programs are registered with the New York State Department of Education, and most lead to New York State certification. Please refer to the section on New York State certification (page 121), and to the detailed program descriptions for additional certification information and prerequisites.

Bank Street College has redesigned its certification programs in educational leadership to meet the New York State regulations effective September 1, 2006. Students accepted into the programs listed in this catalogue will be prepared for the revised New York State certifications. Some minor revisions in a few programs are pending New York State Department of Education approval.

“Bank Street is a school that is true to its mission. Not only do you learn about becoming or being a teacher, you experience the actual process. Everything you study includes practical, hands-on application, which allows you to develop your own philosophy of education.”

Bernisse, Early Childhood Special and General Education

“ Bank Street provided me with an excellent preparation for teaching as well as a wonderful opportunity to learn more about myself, including how I learn best, how previous experiences have affected me, and what I can and do bring to the classroom. It is also an extremely supportive environment, and the small Supervised Fieldwork conference groups as well as the opportunity to work with distinguished faculty on an independent study project set Bank Street apart from other institutions. ”

Ginna, Early Childhood and
Childhood General Education



“ Bank Street genuinely prepares people to enter the classroom with the confidence and knowledge that few first-year teachers possess. Bank Street teachers are reflective and knowledgeable, and care about their students, their subject matter, and their development as professionals. Bank Street offers small classes, an incredible advisory system, dedication to a full year of supervised fieldwork, and faculty who have a sincere respect for the profession and their students. I would not feel as prepared as I do if I had not studied at Bank Street. ”

Eve, Middle School General Education



“ Students are taught in the way Bank Street hopes you will teach your own students—using an inquiry-based, investigative, hands-on approach. You will be taught by the best of the best, and by teachers who are passionate about teaching. When you tell someone in the education field that you graduated from Bank Street, you will get a positive reaction, no matter where you live. ”

Nicole, Leadership in
Mathematics Education





Academic Programs



Academic Programs

All graduate programs include three components: course work; supervised fieldwork and advisement; and a culminating integrative activity. There are four academic terms: Fall, Spring, Summer 1, and Summer 2.

Course Work

Courses provide students with the opportunity to engage in readings, discussions, and experiences that address enduring and current aspects of education. The course work in all programs emphasizes human development and its variations; 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 (Monday through Thursday), from 4:45 p.m. to 6:45 p.m., and from 7:00 p.m. to 9:00 p.m. In the Summer 1 term, courses are generally held between the hours of 5:00 p.m. and 9:00 p.m. In the Summer 2 term, courses are offered during the day as well as in the evening. Courses designed for the Museum Education, Museum Leadership, and summer master's programs follow a different timetable.

Supervised Fieldwork/Advisement

One component of a Bank Street education, unique to this College, is Supervised Fieldwork/Advisement (SFW/A), a multifaceted process which enables students to integrate the study of theory with practice. This may include work as an educational leader, museum intern, or Child Life specialist.

During the year of supervised fieldwork/advisement, the advisor visits the student in fieldwork settings for half-days at least once a month. If the student is a student teacher, assistant teacher, or teaching intern, advisors also work closely with the cooperating classroom teacher. In addition, the advisor and student meet twice monthly for in-depth consultative meetings.

In addition to individual meetings, the advisor and his or her students (usually a group of six or seven) meet together weekly. This "conference group" provides a setting in which students collaborate with fellow learners as they explore the challenging issues that face them as educators in their field placements. Throughout this crucial time of



supervision, an advisor supports and encourages each student to develop his or her professional capacity. Through individual and group meetings, students learn more about their practice while being supported by others, and they gain perspective and reflective insight into their own teaching. They learn to apply material from course work to their practice, and to reflect on this process. Students are expected to participate as responsible professionals in all facets of supervised fieldwork/advisement.

Some programs have a different structure for supervised fieldwork/advisement: Leadership in Mathematics Education, Early Childhood Leadership, Leadership in the Arts, Leadership in Museum Education, some Special Education programs, and the Principals Institute. See individual program listings for the description of their respective supervised fieldwork/advisement structures.

Supervised Fieldwork/Advisement Options for Students in General, Special, and/or Dual Language/Bilingual Programs

Graduate students in general education, special and general education, or dual language/bilingual education programs may choose to do Supervised Fieldwork/Advisement as student teachers, assistant teachers, or head teachers. Students in the Early Childhood or Childhood General Education programs may also be eligible for a limited number of internships. In addition to the supervised fieldwork/advisement semester(s), many programs leading to state certification require additional supervised experiences during the summer term or during the school year. See individual program descriptions for details. An explanation of the differences among the fieldwork options follows.

Student Teachers

Student teachers are typically placed in three to four different public and independent school sites over the course of the supervised fieldwork/advisement year. Students, advisors, and the program director discuss placements, and decisions are made based on the availability of placements with consideration for the student's professional needs and interests. Typically, the student teaching schedule requires three full days per week (unpaid); however, in some cases, other scheduling arrangements equivalent to three full days are made.

Assistant Teachers

Assistant teachers are employed by a school five days a week and are responsible for obtaining their own positions, which must be approved by the Bank Street program director as a supervised fieldwork setting appropriate to their program. The Supervised Fieldwork/Advisement process entails collaboration among the graduate faculty advisor, assistant teacher, and head teacher. During the fieldwork/advisement year or over the following summer, assistants expand their supervised experiences to include diverse student populations and school environments by taking EDUC 991, a one-credit elective course.

Working Teachers

Individuals who are head teachers in public or independent schools may be supervised in their own classrooms, upon the Graduate School's approval of the school site or center. Since the teacher's own classroom is the training site during supervised fieldwork 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 appropriate. If necessary, head teachers may expand their supervised experiences to include diverse populations and school environments during the following summer.

Interns

(internships available only to students in Early Childhood General Education or Childhood General Education)
Each year, some placements are available for interns who will work with children in classrooms four full days a week. The internships carry a stipend. Interns must have had some previous work with children in structured settings, such as community-based centers or the Peace Corps, or as student teachers in undergraduate education programs. Interns are hired as faculty members in independent schools associated with Bank Street College, including Manhattan Country School, City and Country School, the Trevor Day School, and Columbia Greenhouse Nursery School. Interns have a total of two placements over the course of the year, most often in the same school, at two different age levels. A few interns have the opportunity to spend one semester interning in a New York City public school. During the fieldwork/advisement year or over the following summer, interns expand their supervised experiences to include diverse student populations and school environments by taking EDUC 991, a one-credit elective course. For further information, contact Stan Chu at 212-875-4499.

Integrative Master's Project

Bank Street degree programs require students to complete an Integrative Master's Project. Most programs allow students to choose a Directed Essay, an Independent Study, or a 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. Students are encouraged to discuss their choices with their advisors early in their studies at Bank Street.

For students in selected Educational Leadership programs, the Professional Seminar is the culminating activity.

“ A Bank Street education provides you with all of the tools you will need to become a thoughtful and dynamic educator. The child-centered philosophy that is practiced at Bank Street will help you develop innovative curricula that are meaningful for all students. A close-knit conference group will further your growth in a supportive environment. ”

Anne, Childhood General Education

Infant and Parent Development and Early Intervention Programs

Overview

The Infant and Parent Development and Early Intervention programs are designed for individuals who plan to work with infants, toddlers, caregivers and families. The programs emphasize human growth and development from the prenatal period through the third year of life and adult development during the parenting phase of life. There is a special focus on the family life of very young children.

Students interested in learning more about working with infants, toddlers, and caregivers may choose from four programs: a dual certification program in early childhood special and general education (birth through grade 2), a single certification program in early childhood special education (for individuals with provisional or initial certification), a dual degree program with Hunter School of Social Work, and a noncertification program.

All students in the Infant and Parent Development and Early Intervention programs share common course work and focus directly on understanding the developmental needs of typically and atypically developing children, assessing infants and toddlers, and working with parents. Graduate students study the cycle of observation, assessment and instructional planning. Our interdisciplinary approach and developmental-interaction philosophy provide a framework for supporting the growth and development of the young child in the context of family and community.

Supervised Fieldwork/Advisement

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

support through supervised fieldwork/advisement, focusing on work with typical and atypical infants and toddlers and their families. If a student is not currently working in an approved setting with infants and toddlers, the faculty will help him or her secure placements in appropriate settings. Working teachers and assistant teachers who have ongoing relationships with children less than three years of age may use their work setting as their primary site for college-supervised fieldwork. Students will need additional college-supervised field experiences if their work site does not include both children with special



needs and those with typical development. There is also a short placement with school-age children within the early childhood certification range. See page 12 for a full description of supervised fieldwork/advisement.

Integrative Master's Project

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

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

Emily, Infant and Parent Development
and Early Intervention

Infant and Parent Development and Early Intervention (noncertification)

Carla Poole, Director: 212-875-4523

41 Credits

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

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

Admissions Requirements

Applicants to the Infant and Parent Development and Early Intervention program need to have a strong academic background and to have experience with infants and toddlers.

Certification

This program does not lead to certification.

Course Requirements

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

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

William, Infant and Parent Development and Early Intervention

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

Carla Poole, Director: 212-875-4523

57 Credits

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

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

Admissions Requirements

Applicants to the Infant and Parent Development and Early Intervention/Early Childhood Special and General Education program must have a strong background in the liberal arts and sciences, as well as experience with very young children.

Certification

Graduates are eligible for initial and professional New York State certification in early childhood education and in early childhood special education, birth through grade 2. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

TOTAL CREDITS

57

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

Carla Poole, Director: 212-875-4523

36 Credits

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

This program in Early Childhood Special Education with a focus on Infant and Parent Development and Early Intervention is designed for individuals who currently hold provisional or initial New York State certification in general education at the Early Childhood level. The program provides early childhood educators with the broad preparation they need to work with infants, toddlers and their families.

For those students with a prior master's degree in education, this program leads to the Master of Education (Ed.M.) degree.

Admissions Requirements

Applicants to the Infant and Parent Development and Early Intervention/Early Childhood Special Education program must have valid New York State provisional certification in general education or initial certification at the Early Childhood level.

Certification

Those with provisional New York State certification in nursery through 6th grade, or with initial certification in Early Childhood General Education, will be qualified for New York State initial certification in Early Childhood Special Education, birth through grade 2, leading to professional certification after completion of all New York State requirements. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

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

Carla Poole, Director: 212-875-4523

34 Credits

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

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

order to be awarded the Bank Street College master's degree.

Admissions Requirements

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

Certification

This program does not lead to teaching certification.

Course Requirements

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

Early Childhood and Childhood Education Programs

Overview

Individuals interested in working with children at the early childhood level (birth through grade 2) or at the childhood level (grades 1 through 6) have several master's degree options to choose from. Each of the programs listed in the following section will lead to New York State certification as a classroom teacher.

Program Options

Each of the following programs is outlined in the following section of the catalogue.

Graduate students may choose:

- Early Childhood and/or Childhood General Education
- Early Childhood or Childhood Special Education [for those who already hold General Education certification]
- Early Childhood or Childhood Special and General Education Dual Certification
- Early Childhood or Childhood Special and General Education Dual Certification/Dual Degree with Columbia University
- Early Childhood or Childhood Special Education/Dual Degree with Columbia University [for those who already hold General Education certification]

Early Childhood and Childhood General Education Programs

General Education Program Options

In the General Education programs, graduate students lay the foundation for their work as early childhood and/or elementary school teachers. They become well-grounded in understanding child development and its variations. They learn to observe children in new ways, and to engage and educate children in active learning. (A program leading to general education certification at the Middle School level is also available; see page 34.)

Graduate students in the Early Childhood (birth through grade 2) programs find that learning often comes in the form of play, social interaction and sensory experiences, as well as through engagement in the worlds of literacy, literature, mathematics, and science.

Students in the Childhood (grades 1 through 6) programs help children expand their understanding of the world and develop a sense of themselves as individuals who can learn and communicate that learning in rich and productive ways.

Any student who plans to complete supervised fieldwork/advisement as a student teacher may opt for certification across both age ranges through the Early Childhood and Childhood General Education (birth through grade 6) Dual Certification Program.

All graduate students in the General Education programs learn to develop age-appropriate curricula that encourage children to explore the full range of subject areas (literacy, literature, mathematics, science, social studies and the arts), and to nurture their curiosity through experiential learning.

Supervised Fieldwork/Advisement

In most programs, students are required to complete one academic year of supervised fieldwork/advisement. If the student is not currently working as a teacher, s/he will student teach with placements at various age levels within the certification range. Working teachers and assistant teachers who work with a grade in the age range may use their own classrooms as their primary site for college-supervised teaching, but they will need additional college-supervised field experiences with children of diverse populations and other ages(s) within the certification range.* This requirement might be met, for example, through approved afterschool or summer school experiences. See page 12 for a full description of Supervised Fieldwork/Advisement.

Integrative Master's Project

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

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

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

Ruth, Early Childhood and Childhood General Education

Early Childhood General Education

Stan Chu, Director: 212-875-4499

(for prospective interns or assistant teachers)

Michele Morales, Director: 212-875-4588

(for those who will be student teachers)

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

(for those in head teacher positions)

45 Credits

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

This program sequence is for those teachers and prospective teachers who wish to work with young children, focusing on nursery school through second grade. Students learn a developmental-interaction approach to early childhood education that enables them to support the

growth, development and learning of the whole child.

Admissions Requirements

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

Certification

Graduates are eligible for both initial and professional New York State certification in early childhood general education (birth through grade 2). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Listings

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

TOTAL CREDITS

45

Early Childhood and Childhood General Education Dual Certification

Michele Morales, Director: 212-875-4588

46 Credits

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

This program sequence is for those prospective teachers who seek preparation to work with children from pre-school through grade 6. Note that this program is restricted to student teachers only, since dual certification students need to gain classroom experience across a broad range of grade levels.

Admissions Requirements

Applicants to the Early Childhood and Childhood General Education Dual Certification program must have a strong

background in the liberal arts and sciences.

Certification

Graduates are eligible for both initial and professional New York State certification in both early childhood (birth through grade 2) and childhood general education (grades 1 through 6). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Supervised Fieldwork/Advisement

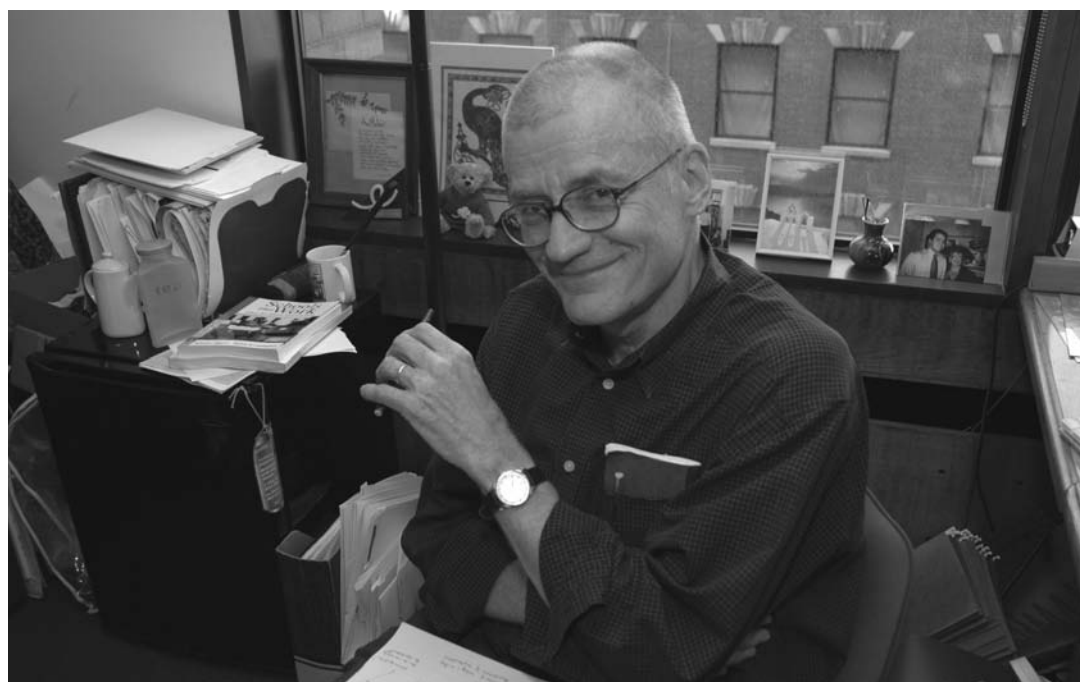
Students in this program must be student teachers during their year of supervised fieldwork/advisement.

Course Requirements

EDUC 500	Child Development	3
or EDUC 800	Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor] [Approved for Human Relations credit by the New York City Department of Education.]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
Choose one of the following curriculum pairs:		
EDUC 510	Curriculum in Early Childhood Education (Grades N – 3)	3
and EDUC 866	A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	1
OR		
EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
and EDUC 866	A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades [Prerequisite: EDUC 510 or EDUC 514]	1
OR		
EDUC 511	Curriculum Development Through Social Studies (Elementary and Middle School)	3
and EDUC 606	Blockbuilding and Dramatic Play	1
OR		
EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
and EDUC 606	Blockbuilding and Dramatic Play	1
OR		
EDUC 517	Geography in the Social Studies Curriculum (Upper-Elementary and Middle School)	3
and EDUC 606	Blockbuilding and Dramatic Play	1
EDUC 530	Foundations of Modern Education	3
or EDUC 531	Principles and Problems in Elementary and Early Childhood Education	3
EDUC 535	Science for Teachers (Grades N – 6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6) [The New York State Department of Education accepts one (1) credit of this course as a special education credit.]	2
Choose one of the Following Reading and Literacy Pairs:		
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
and EDUC 867	The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6) [Prerequisite: EDUC 563 or EDUC 567 or EDUC 568 or permission of instructor]	1
OR		
EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
and TEED546N	The Power of Connection in the Reading/Writing Curriculum	1

Early Childhood and Childhood General Education Dual Certification (continued)

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



Childhood General Education

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

45 Credits

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

This program sequence is for those teachers and prospective teachers who wish to work with children in elementary schools, grades 1 through 6.

Admissions Requirements

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

Certification

Graduates are eligible for both initial and professional New York State certification in childhood general education (grades 1 through 6). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

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

Overview

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

The Bank Street approach to special education is based on the premise that children and youth with disabilities have the same needs as all students: joy and excitement in learning, rich curricula, opportunities for individual and cooperative learning, and a supportive school environment. Graduate students learn to meet the needs of diverse learners by building on students' strengths and interests while addressing their areas of weakness. Informing every aspect of the special education programs is the belief that the goals for all children—including those with disabilities—are to maximize independence and self-determination.

In New York State, special education teachers need to have certification in both general education and special education. Therefore, individuals seeking graduate programs in special education who are not currently certified in general education will need to apply to one of the dual certification programs described below.

Special Education and General Education Dual Certification Programs

Students new to teacher preparation who are seeking dual certification in special education and general education will need to demonstrate academic backgrounds with depth and breadth in the liberal arts and sciences. The programs are available at the early childhood (birth through grade 2) and childhood (grades 1 through 6), age levels. (A program in Middle School Special and General Education is also available; see page 35.) Graduates will be eligible for certification that will allow them to teach in self-contained special education classrooms, general education classrooms, and inclusion classrooms.

Special Education

Those individuals who already possess a valid provisional or initial certification in early childhood and/or childhood general education may apply to one of our Special Education (only) master's degree programs. Students who earned their certification in general education as undergraduates will receive the Master of Science in Education degree (M.S.Ed.). Those who earned their prior certification through a master's degree program will receive the advanced Master of Education (Ed.M.) degree.

Dual Degree Programs in Education and Social Work

Individuals seeking careers in education who feel the need to know how to support the child within the context of the family might consider earning dual degrees in education and social work, from Bank Street College and Columbia University School of Social Work, respectively.

The knowledge and clinical and educational skills acquired across disciplines prepare students to work with children and their families in trans-disciplinary teams in a variety of settings. Students in dual degree programs must complete all the requirements of both institutions in order to be awarded the Bank Street College master's degree.

The programs that lead to dual certification in special and general education, or to certification in special education (for those who already possess general education certification) as well as dual degrees from Bank Street and from Columbia University School of Social Work are described beginning on page 29.

Supervised Fieldwork/Advisement

Students in all dual certification programs are required to complete one year of supervised fieldwork/advisement. Students in Special Education (only) programs are required to complete one semester of Supervised Fieldwork/Advisement. If the student is not currently working as a teacher, he or she will be a student teacher with placements at various age levels within the certification range. Working teachers and assistant teachers who stay with a particular grade in the age range may use their own classrooms as their primary site for college-supervised teaching, but they will need additional college-supervised field experiences with children of diverse populations and other ages(s) within the certification range. This requirement will be met through approved summer school experiences. See page 12 for a full description of supervised fieldwork/advisement.

Integrative Master's Project

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

Early Childhood Special and General Education Dual Certification †

Judy Lesch, Director: 212-875-4548

54 Credits

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

This sequence is for teachers and prospective teachers wishing to work with typically- and atypically-developing children (birth – grade 2). By studying the cycle of observation, assessment and instructional planning, students will be able to help young children realize their functional and educational potential. Bank Street’s interdisciplinary approach and developmental-interaction philosophy of early childhood education will enable students to support the growth, development and learning of the whole child

in the context of family and community.

Admissions Requirements

Applicants must have a strong background in the liberal arts and sciences.

Certification

Graduates are eligible for initial and professional New York State certification in early childhood general education and early childhood special education (birth through grade 2). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

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

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

Childhood Special and General Education Dual Certification

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

52 Credits

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

This program sequence is for those teachers and prospective teachers who wish to work with children from grades 1 through 6 in general, inclusive, or special education settings. This program provides an understanding of a broad range of learning styles so that students can identify and nurture each child's learning style and build home/school connections.

Admissions Requirements

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

Certification

Graduates are eligible for both initial and professional New York State certification in childhood general education and in childhood special education (grades 1 through 6). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

Early Childhood Special Education

Judy Lesch, Director: 212-875-4548

36 Credits

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

This program in Early Childhood Special Education is designed for individuals who currently hold provisional or initial New York State certification in general education at the Early Childhood level. This master's program sequence meets the needs of those teachers who wish to work with young children with developmental and learning disabilities, pre-school through grade 2, and with their families.

For those students with a prior master's degree in education, this program leads to the Master of Education (Ed.M.) degree.

Admissions Requirements

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

Certification

Those with provisional New York State certification in nursery through 6th grade, or with initial certification in Early Childhood General Education, will be qualified for New York State initial certification in Early Childhood Special Education, birth through grade 2, leading to professional certification after completing all New York State requirements. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

Childhood Special Education (grades 1 through 6)

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

36 Credits

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

This program in Childhood Special Education is designed for individuals who currently hold provisional or initial New York State certification in general education at the Childhood or Elementary level. This master's degree prepares those teachers who wish to work with children in grades 1 through 6 who have special needs.

For those students with a prior master's degree in education, this program leads to the Master of Education (Ed.M.) degree.

Admissions Requirements

Applicants to the Childhood Special Education program must have a valid New York State provisional certification in general education nursery through 6th grade, or an initial certification in Childhood General Education.

Certification

Individuals with New York State provisional certification nursery through 6th grade, or initial certification in Childhood General Education, will be qualified for New York State initial certification in Childhood Special Education, grades 1 through 6, leading to professional certification after completing all New York State requirements. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

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

Judy Lesch, Director: 212-875-4548

46 credits

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

Students in this unique program earn two degrees, a Master of Science in Education (M.S.Ed.) and a Master of Social Work (M.S.W.). Students must apply both to Bank Street College and to Columbia University School of Social Work. The Columbia University portion of the dual degree program is at least 48 credits.

Admissions Requirements

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

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

Certification

Graduates are eligible for both initial and professional New York State certification in early childhood general education and in early childhood special education (birth through grade 2). See the Columbia University School of Social Work catalogue for additional information.

Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

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

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

43-46 Credits*

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

Students in this unique program earn two degrees, a Master of Science in Education (M.S.Ed.) and a Master of Social Work (M.S.W.). Applicants must apply both to Bank Street College and to Columbia University School of Social Work. The Columbia University portion of the dual degree program is at least 48 credits.

Admissions Requirements

Applicants to the Childhood Special and General

Education Dual Certification/Dual Degree with Columbia University School of Social Work program must have a strong background in the liberal arts and sciences.

Certification

Graduates are eligible for initial and professional New York State certification in childhood general education and in childhood special education (grades 1 through 6). See Columbia University School of Social Work catalogue for more information. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

*The range of credits is due to the need for working teachers to complete EDUC 873 (3 credits) rather than EDUC 990 (0 credits). Students who need to take EDUC 873 can select the EDUC 535 (2 credits) science option, in order to keep their credit total at 45 credits. Students who do not need to take EDUC 873 can graduate with 43 credits.

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

Judy Lesch, Director: 212-875-4548

36 Credits

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

Master of Education (Ed.M.)

Students in this unique program earn two degrees, a Master of Science in Education (M.S.Ed.) or a Master of Education (Ed.M.), and a Master of Social Work (M.S.W.). (For those with a prior master's degree in education, this program leads to the Ed.M.) Applicants must apply both to Bank Street College and to Columbia University School of Social Work. The Columbia University portion of the dual degree program is at least 48 credits.

Admissions Requirements

Applicants to the Early Childhood Special Education/

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

Certification

Those with provisional New York State certification in nursery through 6th grade, or with initial certification in Early Childhood General Education, will be qualified for New York State initial certification in Early Childhood Special Education, birth through grade 2, leading to professional certification after completion of all New York State requirements. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

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

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

36 Credits

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

Students in this unique program earn two degrees, a Master of Science in Education (M.S.Ed.) or a Master of Education (Ed.M.), and a Master of Social Work (M.S.W.). (For those with a prior master's degree in education, this program leads to the Ed.M.) Applicants must apply both to Bank Street College and to Columbia University School of Social Work. The Columbia University portion of the dual degree program is at least 48 credits.

Admissions Requirements

Applicants to the Childhood Special Education/Dual

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

Certification

Those with provisional New York State certification in nursery through 6th grade, or with initial certification in Childhood General Education, will be qualified for New York State initial certification in Childhood Special Education, grades 1 through 6, leading to professional certification after completion of all New York State requirements. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

Middle School Education Programs

Overview

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

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

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

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

Supervised Fieldwork/Advisement

During one academic year, while students take courses, they gain teaching experience and intensive advisory support through supervised fieldwork/advisement. If they are not currently working in a middle school or junior high setting, they will do their student teaching with placements both at the 5th or 6th grade level and at the 7th, 8th or 9th grade level. Working teachers and assistant teachers who stay with a particular grade in the middle school age range may use their own classroom as their primary site for college-supervised teaching, but they will also need additional college-supervised field experiences with children of diverse populations and other age(s) within the certification range. This requirement might be met, for example, through approved afterschool or summer school experiences. See page 12 for a full description of supervised fieldwork/advisement.

Integrative Master's Project

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

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

Samuel, Middle School General Education

Middle School General Education

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

45 Credits

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

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

Admissions Requirements

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

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

Certification

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

Course Requirements

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

Middle School Special and General Education Dual Certification

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

55 Credits

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

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

Admissions Requirements

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

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

Certification

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

Course Requirements

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

TOTAL CREDITS

55

Middle School Special Education

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

36 Credits

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

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

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

Admissions Requirements

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

Certification

Those with provisional New York State certification in grades 5 through 9, or with initial certification in Middle Childhood General Education, will be qualified for New York State initial certification in Middle Childhood Special Education, grades 5 through 9, leading to professional certification after completion of all New York State requirements. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

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

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

47 Credits

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

Students in this unique program earn two degrees, a Master of Science in Education (M.S.Ed.) and a Master of Social Work (M.S.W.). Applicants must apply both to Bank Street College and to Columbia University School of Social Work. The Columbia University portion of the dual degree program is at least 48 credits.

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

Admissions Requirements

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

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

Certification

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

Course Requirements

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

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

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

36 Credits

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

Students in this unique program earn two degrees, a Master of Science in Education (M.S.Ed.) or a Master of Education (Ed.M.), and a Master of Social Work (M.S.W.). (For those with a prior master's degree in education, this program leads to the Ed.M.) Applicants must apply both to Bank Street College and to Columbia University School of Social Work. The Columbia University portion of the dual degree program is at least 48 credits.

Admissions Requirements

Applicants to the Middle School Special Education/Dual

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

Certification

Individuals with provisional New York State certification in grades 5 through 9, or with initial certification in Middle Childhood General Education, will be qualified for New York State initial certification in Middle Childhood Special Education, grades 5 through 9, leading to professional certification after completion of all New York State requirements. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

Dual Language/Bilingual Education Programs

Overview

At Bank Street College, we believe that children whose primary language is not English need teachers who can speak with them in their home language, who are well prepared with a wide teaching repertoire, and who understand the intellectual, linguistic, and emotional needs of this group of children. The ability to communicate well in more than one language is viewed as an invaluable skill that should be encouraged and developed. The Dual Language/Bilingual Education programs are designed to prepare teachers to provide effective dual language immersion and traditional bilingual education experiences for children.

The programs support the continued development of the children's ability in the home language and the opportunity for them to become proficient in English. Respect for the child's native language translates into an emphasis on the cultural wealth that children bring to school. Bank Street College is particularly interested in preparing teachers to work in bilingual or dual language programs, to build home-school connections with parents and the community, and to act as advocates for the children they teach. In addition, students will learn to support and assess children as individuals with a range of learning styles, backgrounds, and aspirations all valued in building a more egalitarian society.

All students in the Dual Language/Bilingual programs share some common course work that allows them to focus directly on the particular needs of English-language learners. Course work will explore the academic, social and political issues surrounding the education of children for whom English is a new language. In fieldwork, students will learn to implement the specific skills needed to work effectively in traditional bilingual and dual language settings. Special attention will be paid to learning to work in urban settings.

The programs require demonstrated competence in English and in Spanish. Bilingual students can choose master's degrees that will allow them to receive general education certification, special education certification (if they already hold general education certification), or dual certification in special education and general education, all with the bilingual extension, in one of three age ranges: Early Childhood (birth through grade 2), Childhood (grades 1 through 6), or Middle School (grades 5 through 9). Teachers who already have a master's degree in education and state teacher certification can obtain the Bilingual Extension through our certificate program. All applicants to Dual Language/Bilingual Education dual certification programs must have a strong background in the liberal arts and sciences.

Supervised Fieldwork/Advisement

During one academic year, while students take courses, they gain teaching experience and intensive advisory support through supervised fieldwork/advisement. If a student is not currently working in a dual language/bilingual setting, s/he can be placed as a student teacher in various settings throughout the year, typically including some mixture of general education, special education and dual language/bilingual education. Working teachers and assistant teachers in dual language/bilingual classrooms who stay with a particular grade in the appropriate age range may use their own classroom as their primary site for college-supervised teaching, but they will also need additional college-supervised field experiences with children of diverse populations and other age(s) within their certification range. This requirement will be met through approved summer school experiences. See page 12 for a full description of supervised fieldwork/advisement.

Integrative Master's Project

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

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

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

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

Constance, Special Education

Dual Language/Bilingual Early Childhood General Education

Olga Romero, Director: 212-875-4468

45 Credits

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

This program is designed for teachers and prospective teachers who are interested in working with young children (birth through grade 2) for whom Spanish is the primary language.

Admissions Requirements

Applicants to this program need to be fluent in both

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

Certification

Graduates are eligible for initial and professional New York State certification in early childhood education, birth through grade 2, with the bilingual extension. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

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

TOTAL CREDITS

45

Dual Language/Bilingual Childhood General Education

Olga Romero, Director: 212-875-4468

45 Credits

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

This program is designed for teachers and prospective teachers who are interested in working in elementary (grades 1 through 6) classrooms with children for whom Spanish is the primary language.

Admissions Requirements

Applicants to this program need to be fluent in both

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

Certification

Graduates are eligible for initial and professional New York State certification in childhood general education, grades 1 through 6, with the bilingual extension.

Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

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

Dual Language/Bilingual Middle School General Education

Olga Romero, Director: 212-875-4468

48 Credits

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

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

Admissions Requirements

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

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

Certification

Graduates of this program will be eligible for initial and professional New York State certification both as generalists qualified to teach all subjects in grades 5 and 6, and as specialists for grades 5 through 9, to teach one of the following: English, social studies, a foreign language, mathematics, biology, or earth science, as determined by their undergraduate major. Graduates also earn the bilingual extension. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

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

TOTAL CREDITS

48

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

Olga Romero, Director: 212-875-4468

54 Credits

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

This program is designed for teachers and prospective teachers who are interested in working with young children (birth through grade 2) for whom Spanish is the primary language. Students will learn to teach in general education, self-contained special education, and inclusion settings.

Admissions Requirements

Applicants to this program must be fluent in Spanish and

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

Certification

Graduates are eligible for initial and professional New York State certification in both early childhood education and early childhood special education, birth through grade 2, with the bilingual extension. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

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

TOTAL CREDITS

54

Dual Language/Bilingual Childhood Special and General Education Dual Certification

Olga Romero, Director: 212-875-4468

58 Credits

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

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

Admissions Requirements

Applicants to this program need to be fluent in Spanish

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

Certification

Graduates are eligible for initial and professional New York State certification in both childhood general education and childhood special education, grades 1 through 6, with the bilingual extension. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

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

TOTAL CREDITS

58

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

Olga Romero, Director: 212-875-4468

58 Credits

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

This program is designed for working and prospective teachers who want to work in middle school classrooms (grades 5 through 9) with children for whom Spanish is the primary language. Students will learn to teach in general education, self-contained special education, and inclusion settings.

Admissions Requirements

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

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

Certification

This program leads to initial and professional New York State certification in middle childhood general education and special education, with the bilingual extension. Graduates of this program will be eligible for initial and professional New York State certification both as generalists qualified to teach all subjects in grades 5 and 6, and as specialists for grades 5 through 9, to teach English, social studies, a foreign language, mathematics, biology, or earth science, as determined by their undergraduate major. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

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

TOTAL CREDITS

58

Dual Language/Bilingual Early Childhood Special Education

Olga Romero, Director: 212-875-4468

42 Credits

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

This program in Dual Language/Bilingual Early Childhood Special Education is designed for Spanish-speaking bilingual teachers who currently hold New York State certification in general education at the Early Childhood level and who want to work in special education or inclusive settings with very young children (ages birth through grade 2) who have disabilities and for whom Spanish is the primary language. For those with a prior master's degree in education, this program leads to the Ed.M. degree.

Admissions Requirements

Applicants to this program must be fluent in both Spanish and English and have valid New York State provisional certification in general education or initial certification at the Early Childhood level.

Certification

Individuals with provisional New York State certification in nursery through 6th grade, or with initial certification in Early Childhood General Education, will be qualified for New York State initial certification in Early Childhood Special Education, birth through grade 2, with the bilingual extension, leading to professional certification after completion of all New York State requirements. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

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

TOTAL CREDITS

42

Dual Language/Bilingual Childhood Special Education

Olga Romero, Director: 212-875-4468

42 Credits

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

This program in Dual Language/Bilingual Childhood Special Education is designed for Spanish-speaking bilingual teachers who currently hold provisional or initial New York State certification in general education at the Childhood level and who want to work in special education and inclusion settings (grades 1 through 6), with the option of teaching in bilingual classrooms.

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

Admissions Requirements

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

Certification

Individuals with provisional New York State certification in nursery through 6th grade, or with initial certification in Childhood General Education, will be qualified for New York State initial certification in Childhood Special Education, grades 1 through 6, with the bilingual extension, leading to professional certification after completion of all New York State requirements. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

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

Dual Language/Bilingual Middle School Special Education

Olga Romero, Director: 212-875-4468

42 Credits

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

This Dual Language/Bilingual Middle School Special Education is specifically designed for Spanish-speaking bilingual teachers who currently hold provisional or initial New York State certification in general education at the Middle Childhood level and who want to work in special education and inclusion settings (grades 5 through 9), with the option of teaching in bilingual classrooms.

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

Admissions Requirements

Applicants to the Dual Language/Bilingual Middle School program must be fluent in both Spanish and English. They must also have valid New York State provisional certification in general education or initial certification at the Middle Childhood level.

Certification

Individuals with provisional New York State certification in grades 5 through 9, or with initial certification in Middle Childhood General Education, will be qualified for New York State initial certification in Middle Childhood Special Education, grades 5 through 9, with the bilingual extension, leading to professional certification after completion of all New York State requirements. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

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

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

TOTAL CREDITS

42

Bilingual Extension

Olga Romero, Director: 212-875-4468

11 Credits

Certificate Program

This sequence is designed for working teachers who are interested in adding the bilingual extension to their New York State certification. Supervised Fieldwork/Student Teaching/Advisement is not required.

Admissions Requirements

Applicants to the Bilingual Extension sequence must already hold New York State permanent or professional

teaching certification. Students who choose to take this course sequence must be fluent in English and Spanish.

Certification

This sequence leads to the Bilingual Extension to New York State teaching certification. This sequence does not lead to a master's degree; therefore, it will not provide graduates with permanent or professional certification in education. Upon completion of this sequence, students must apply for the Bilingual Extension through Bank Street's New York State Certification officer.

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

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



Museum Education Programs

Overview

The Museum Education programs prepare individuals to be museum educators and/or classroom teachers. The programs emphasize the educational role and mission of museums in a pluralistic society by providing a sound foundation in human development, learning theories, developing school curricula, and museum policy and practice. Faculty are drawn from both teaching and museum backgrounds and include working museum professionals.

The programs take advantage of the city's rich cultural resources. Core experiences include frequent visits to museums, meetings with museum staff, and the development of museum-based projects. Aesthetic education experiences in visual and performing arts are planned collaboratively with the Lincoln Center Institute as an integral part of museum education courses. Students learn to bring the full richness of museum collections, programs, and resources to children in their schools, with their families and within their communities. All courses stress a learner-centered, integrated, experiential approach to learning for children of diverse backgrounds, abilities and ages (elementary through middle school). Special attention will be paid to learning to work in urban settings and to collaboration with fellow educators, parents, and community-based organizations. In teacher education courses, students learn about child development and its variations and curriculum development in all subject areas.

Students choose from among three Museum Education programs: a 42-credit noncertification program; a 47-credit program that leads to certification in Childhood General Education (grades 1 through 6); or a 50- to 53-credit program that leads to certification in Middle School Education (grades 5 through 9). See the detailed program descriptions on the following pages.

Graduates currently work in museums of all kinds—art, history, science and children's museums. Others teach in elementary or middle school classrooms, coordinate school/museum partnerships, and work in a wide variety of related settings such as arts in education programs, colleges, theatres, arts councils, and museum consulting firms.

Supervised Fieldwork/Advisement

Supervised Fieldwork/Advisement, taken concurrently with

course work, extends across one academic year, with three full days required each week. In the fall, students are placed in two contrasting school settings, where they work with two age groups, for nine weeks apiece. Part of the student teaching work in these settings involves the planning and implementation of a museum visit and its integration into the classroom curriculum. The supervised fieldwork setting for the spring semester is a museum, where the student develops and teaches programs for a variety of ages, and may also engage in a special project. See page 12 for a full description of supervised fieldwork/advisement.

Program Design

In each of the Museum Education programs, students can take the Museum Education courses either before or during their year of supervised fieldwork/advisement. These courses are offered as a planned sequence during September through May, and meet during the day to accommodate numerous class visits to museums. General teacher education courses are offered in the evenings during the Fall, Spring and Summer 1 semesters, and in the day and evening during Summer 2.

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

Museum Education: Childhood can be completed in a minimum of two summers and three academic semesters. Students should take a minimum of two general teacher education courses before their year of supervised fieldwork/advisement.

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

Integrative Master's Project

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

Museum Education (noncertification)

Nina Jensen, Director: 212-875-4491

42 Credits

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

This program is designed for individuals preparing for a career in museum education but not seeking certification as a classroom teacher.

Admissions Requirements

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

Certification

This program does not lead to certification.

Course Requirements

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

Museum Education: Childhood

Nina Jensen, Director: 212-875-4491

47 Credits

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

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

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

Admissions Requirements

Applicants to the Museum Education: Childhood program must have a strong background in liberal arts and sciences. Most applicants have majored in anthropology, art history, fine arts, history, or science.

Certification

Graduates earn initial and professional New York State certification in childhood general education (grades 1 through 6). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

TOTAL CREDITS

47

Museum Education: Middle School

Nina Jensen, Director: 212-875-4491

50 – 53 Credits*

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

This program prepares individuals for two professional roles: that of a museum educator knowledgeable about children and schools; and that of a classroom teacher in grades 5 through 9, skilled in making effective use of museum resources.

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

Admissions Requirements

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

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

Certification

This program leads to initial and professional New York State certification for work with children in grades 5 through 9. Graduates will be eligible for New York State certification as generalists, qualified to teach all subjects in grades 5 and 6, and/or as specialists for grades 5 through 9, to teach one of the following: English, social studies, a foreign language, mathematics, biology, or earth science, as determined by their undergraduate major. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

Note: ***The number of credits needed depends on the type of certification earned: generalist and subject specialist, or just subject specialist.**

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

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

TOTAL CREDITS*

50 – 53*

Reading and Literacy Programs

Overview

The Reading and Literacy programs prepare individuals for a range of educational roles, including classroom teachers focusing on literacy development; reading specialists, serving as literacy leaders, working with other teachers and with small groups of students in public and private schools; clinicians in clinics and literacy centers; and reading specialists and tutors in private practice.

Reading, writing and language development are seen as integrative processes developed within a social context. Students will address these processes in individual courses and will work toward integrating them in supervised fieldwork/advisement and their professional practice. supervised fieldwork/advisement and courses are designed to enable students to:

- observe and participate in the reading, writing and language arts work of selected classrooms;
- apply knowledge to assess, design and implement lessons that meet the needs of a variety of children;
- devise effective ways of recording ongoing observations that will be used to measure students' progress and plan future lessons;
- apply historical and current research relating to theory and practice of literacy and language development and difficulty;
- use a variety of materials and methods for individuals and groups that reflect a wide range of ages and cultural backgrounds and interests;
- respond thoughtfully to the diverse language and learning needs of students;
- describe their teaching practices so that other colleagues can understand their goals and objectives;
- participate in substantive conversations about teaching which include a problem-solving process;
- engage actively in a reflective process which enables them to share pedagogical questions and receive feedback;
- develop working relationships with parents, teachers, and other professionals who are involved with the children being seen for remediation; and
- apply knowledge of literacy in their work with children in classrooms and clinics.

Literacy specialists can play a major role in helping teachers develop strategies and methods for meeting the literacy needs of all children in their classrooms. While there

are similarities across all five of our literacy programs, the choices below offer a range of professional possibilities, certification options, and fieldwork situations:

- Reading and Literacy: Clinical Practice – a 45-credit noncertification program that focuses on teaching literacy in a clinical setting; and
- Teaching Literacy and Childhood General Education Dual Certification – a 55-credit program that focuses on classroom teaching (grades 1-6) and literacy specialization;
- Teaching Literacy (birth through grade 6) with a Focus on Classroom Teaching – a 45-credit program that focuses on teaching literacy in a classroom setting and leads to Teaching Literacy certification (birth through grade 6);
- Teaching Literacy (birth through grade 6) with a Focus on Clinical Teaching – a 45-credit program that focuses on teaching literacy in a clinical setting and leads to Teaching Literacy certification (birth through grade 6);
- Advanced Literacy Specialization – a 30- to 33-credit program (leading to an Ed.M.) that leads to Teaching Literacy certification (birth through grade 6) to those who already have a master's in education.

Supervised Fieldwork/Advisement

All students are required to complete a year of supervised fieldwork/advisement, which may take place in a variety of settings, including schools, clinics and literacy centers. The fieldwork component provides experience designing and implementing individual, small group, and whole class instruction. Students who are not currently teaching will be placed and supervised in appropriate settings throughout the fieldwork year.

Teachers may use their own classrooms as one of their fieldwork sites. In addition, a clinical fieldwork placement will be arranged by the Program Director, which will enable students to work with children at different grade levels and from diverse cultural and language backgrounds. During supervised fieldwork/advisement, two school visits to sites that support students' fieldwork will be required. See page 12 for a full description of supervised fieldwork/advisement.

Integrative Master's Project

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

Reading and Literacy: Clinical Practice (noncertification)

Peggy McNamara, Director: 212-875-4586

45 Credits

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

This noncertification program sequence is especially designed for individuals who want to become literacy specialists in private schools, clinics, private practice, or other professional environments. Students will learn to use their knowledge of language and literacy theory to identify the

strengths and needs of diverse learners, in order to design effective and individualized strategies for teaching.

Admissions Requirements

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

Certification

This program does not lead to New York State certification.

Course Requirements

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

Teaching Literacy and Childhood General Education Dual Certification

Peggy McNamara, Director: 212-875-4586

55 Credits

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

This program is designed for individuals who do not have teaching certification, and who want to work with children both as a classroom teacher and as a reading and literacy specialist. The program looks at classroom teaching through the filter of literacy.

Students will learn to develop age-appropriate curricula that encourage children to explore the full range of subject areas (reading, math, science, social studies and the arts), follow their own curiosity, and forge their own paths of learning. In addition, students will gain a deeper theoretical understanding of language development and the reading and writing process, learn to recognize when children are having difficulty with the normal processes of learning

to read and write, and learn to develop instruction that meets children's needs. Students will develop the skills necessary to make links between assessment and instruction, and to work effectively with other professionals and parents.

Admissions Requirements

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

Certification

Graduates are eligible for initial and professional New York State certification in both childhood general education (grades 1 through 6) and in teaching literacy (birth through grade 6). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

Teaching Literacy and Childhood General Education Dual Certification (continued)

Course Requirements

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



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

Peggy McNamara, Director: 212-875-4586

45 Credits

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

This program sequence is especially designed for individuals who are recent recipients of initial or provisional certification in early childhood and/or childhood education and who are seeking a master's degree in Teaching Literacy. Most applicants are currently teaching on the elementary level, and are hoping to deepen their understanding of the reading and writing process. This specialization will help classroom teachers identify and address language issues and difficulties in learning to read and write.

Admissions Requirements

Applicants to the Teaching Literacy (birth through grade 6):

Focus on Classroom Teaching program must have initial or provisional New York State certification in classroom teaching.

Certification

Graduates are eligible for initial and professional New York State certification in Teaching Literacy (birth through grade 6). For those who have earned provisional or initial New York State certification in teacher education and who are within the time limit for completing the master's degree set by New York State, this master's degree will lead to permanent or professional certification in the first certification earned. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

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

Peggy McNamara, Director: 212-875-4586

45 Credits

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

This program sequence is especially designed for individuals who have had at least two years of classroom experience and who want to become literacy specialists in schools, clinics, private practice, or other professional environments. Students will learn to use their knowledge of language and literacy theory to identify strengths and needs of diverse learners, in order to design effective and individualized strategies for teaching. This focus requires a clinical placement over the summer.

Admissions Requirements

Applicants to this program must have an initial or provi-

sional certification in classroom teaching, plus at least two years' classroom experience.

Certification

Graduates are eligible for initial and professional New York State certification in Teaching Literacy (birth through grade 6). For those who have earned provisional or initial New York State certification in teacher education and who are within the time limit for completing the master's degree set by New York State, this master's degree will lead to permanent or professional certification in the first certification earned. Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

Advanced Literacy Specialization

Peggy McNamara, Director: 212-875-4586

30-33 Credits

Master of Education (Ed.M.)

This program sequence is especially designed for those who hold a master's degree in education and who wish to become literacy specialists in schools, clinics, private practice, or other professional settings, and take on leadership positions. The curriculum has been designed to develop students' instructional and leadership strategies and an understanding of the academic, intellectual and emotional needs of children. Students will deepen their theoretical and practical knowledge of language and literacy theory

so that they are able to identify strengths and needs of diverse learners.

Admissions Requirements

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

Certification

Graduates are eligible for initial and professional New York State certification in Teaching Literacy (birth through grade 6). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements

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

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

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

Kristin, Teaching Literacy and Childhood General Education

Child Life Program

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

43 Credits

Master of Science (M.S.)

Overview

This Child Life Program prepares students for careers as Child Life Specialists in both hospital and community health care environments. Students develop the skills necessary to promote family-centered care and learn how to work with children and their families who are living with the realities of chronic or terminal illness, surgery, trauma, injuries and disabilities.

Students learn developmentally appropriate ways of working in hospitals and other health care settings. Through the program they will gain an understanding of medical issues coupled with a firm grounding in practice. This combination of theory and practice serves as an excellent support for child life specialists who work with children, youth, families, and medical staff. Students learn to advocate for children and their families, prepare children for medical procedures, minimize stress and anxiety for children and their families, create opportunities that strengthen self-esteem and independence, provide non-pharmacological techniques to comfort children, teach children about their illness, and provide normal life experiences that promote optimal growth and development.

Certification

Child Life professional certification is granted by the Child

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

Clinical Experience and Supervised Fieldwork/Advisement

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

Integrative Master's Project

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

Admissions Requirements

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

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

Course Requirements

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

TOTAL CREDITS

43

Studies in Education Program

Lia Gelb, Director: 212-875-4489

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

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

Overview

This degree program is designed for students who wish to pursue an individualized course of study across the programmatic spectrum or in some area of concentration. It prepares professionals for nontraditional educational roles and does not lead to certification.

Together, the student and the program director will plan an appropriate course of study, based on the student's stated goals. This program may include transfer credits and/or individual study. During the year of Supervised Fieldwork/Advisement, the student works closely with an advisor, who may call on other faculty with expertise in the field of the student's special interest.

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

Supervised Fieldwork/Advisement

During one academic year, while students take courses, they gain appropriate experience and intensive advisory support through supervised fieldwork/advisement. Typically, the student will have three placements over an academic year. One placement will be in a school classroom; the other two will be selected with the student's special focus in mind. For students already working in an appropriate setting, this may become the major site for supervision. See page 12 for a full description of supervised fieldwork/advisement.

Integrative Master's Project

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

Admissions Requirements

Applicants to the Studies in Education programs need to have a bachelor's degree and a strong interest in studying children, the way they learn, and the adults who provide materials and leadership for them.

Certification

This program does not lead to certification.

Course Requirements (M.S.Ed.)

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

Course Requirements (Ed.M.)

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

Educational Leadership Programs

Overview

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

The Department views leadership as transformative, humane, collaborative, and personal. It expects students to bring to their studies insight into child development, and to gain a wide range of conceptual understandings and skills needed to succeed as school leaders, including those related to adult development; the socio-cultural, historical and political foundations of school leadership; organizational development; leadership in curriculum and instruction; and the school change process.

Drawing heavily upon the philosophy of progressivism elaborated by Bank Street's founders, our approach challenges leaders to attend to the unique qualities and potential each learner brings to the classroom and to the educator's role in creating a more caring, just society. Our programs enable students to explore the complexities and dynamics of transformational educational change. Students consider the socio-political realities of the work of schools, the ethical and moral dimensions of leadership, the role of leader

as researcher, and the practices of school administration.

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

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

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

Integrative Master's Project

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

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

Deanne, Leadership for Educational Change

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

Isabelle, Leadership for Educational Change

Leadership for Educational Change

Gil Schmerler, Director: 212-875-4709

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

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

18 credits (minimum): Master of Education (Ed.M.)*

The Leadership for Educational Change program prepares flexible, creative, and responsive leaders for a wide range of leadership positions within educational institutions. The program is based on the premise that leaders must understand the ever-changing human, organizational and societal contexts of education, and use change in the service of more effective and humane schooling for children. Students are teachers and practicing leaders in public and independent schools (preschool through high school) in New York City and the surrounding districts. Graduates are school principals, district leaders, curriculum and professional developers, and teacher leaders throughout the country.

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

Supervised Fieldwork/Advisement

During one academic year, students practice leadership in their work settings or in supervised placements with expert leaders, with considerable on-site support from both their Bank Street advisor and their site supervisor. During supervised fieldwork/advisement, students work closely with

their advisor and peers in integrating theory and practice.

Admissions Requirements

Applicants to the Leadership for Educational Change program typically have at least two years' teaching or pupil personnel experience (N-12) and have demonstrated leadership capacity in their work.

Certification

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

Leadership in Special Education Option

Students in Leadership for Educational Change who want to focus on special education may use their elective credits to take a six-credit sequence (two courses) in Leadership in Special Education (see list of suggested electives, next page). Students who pursue this option will integrate special education issues and experiences into their supervised fieldwork/advisement and Integrative Master's Project.

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

Leadership for Educational Change

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

Course Requirements

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

Leadership for Educational Change (advanced degree)

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

Course Requirements

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

TOTAL CREDITS **30-36***

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

Suggested Electives

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

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

Principals Institute

Sabrina Hope King: 212-961-3360

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

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

Established in 1989, the Principals Institute is committed to increasing the number of women and minorities in positions of leadership in New York City public schools, and therefore offers tuition subsidies to qualified applicants. A cohort program enrolling groups of 20-25 New York City public school professionals, the program leads to a Master of Science in Education or Master of Education degree with a concentration in school leadership, and New York State certification as a School Building Leader. The program is generally completed in 18 months, including one summer, beginning in September and finishing at the end of the following fall semester.

Supervised Fieldwork/Advisement

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

Internship provides opportunities for students, supported

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

Admissions Requirements

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

Certification

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

Principals Institute

M.S. Ed. Degree: 39 Credits

Course Requirements (M.S.Ed.)

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

Principals Institute (advanced degree)

Ed.M. Degree: 36 Credits

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

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

TOTAL CREDITS

36



Future School Leaders Academy

Rima Shore, Director: 212-875-4478

30 credits

Master of Education (Ed.M.)

The Future School Leaders Academy (FSLA) aims to increase the size, quality, and diversity of the pool of candidates for leadership positions in the public schools and districts of Putnam and Westchester Counties. It is a partnership with Putnam/Northern Westchester BOCES.

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

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

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

Supervised Fieldwork/Advisement

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

Admissions Requirements

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

Certification

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

Course Requirements

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

TOTAL CREDITS

30

Early Childhood Leadership

Denise Prince, Director: 212-875-4585

38 credits

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

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

Supervised Fieldwork/Advisement

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

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

Admissions Requirements

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

Certification

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

Course Requirements

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

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

Bettina Magi, Codirector: 212-875-4530

Cathleen Wiggins, Codirector: 212-875-4529

42 credits (including 15 from Parsons School of Design)

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

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

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

Because the courses are offered in three consecutive Summer 2 (July) terms, the program is open to persons in the New York metropolitan area and to those who live at a distance.

Supervised Fieldwork/Advisement

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

Admissions Requirements

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

Certification

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

Course Requirements

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

Parsons School of Design Courses: 15 Credits

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

TOTAL CREDITS

42

Leadership In Mathematics Education

Barbara Dubitsky, Director: 212-875-4712

42 credits

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

This program is designed for elementary or middle school teachers, coaches, or administrators who want to become mathematics leaders and earn New York State School Building Leader certification. It is a unique program in that it combines opportunities for students to learn more mathematics; enhance mathematics pedagogy; delve deeply into professional development issues; and learn other essential leadership skills.

Students enroll in three consecutive Summer 2 (July) sessions, taking intensive coursework in mathematics, mathematics leadership, and general educational leadership. During the intervening two school years, students engage in supervised fieldwork in their own schools, continuing their teaching or administrative responsibilities while assuming a range of additional leadership tasks with an emphasis on professional development in mathematics.

Because the courses are offered in three consecutive Summer 2 terms, the program is open to people in the New York metropolitan area and to those who live at a distance.

Supervised Fieldwork/Advisement

This component of the program is completed during the two intervening academic years. Through supervised fieldwork/advisement, students practice leadership activities in their work settings and, with guidance, develop the ability to synthesize theory and practice. Students are visited in their settings twice a semester each year if they are close to the New York metropolitan area; otherwise, advisement is facilitated by means of videotape, e-mail and phone correspondence.

Admissions Requirements

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

Prerequisites

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

Certification

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

Course Requirements

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

Leadership in Museum Education

Leslie Bedford, Director: 212-875-4704

40 credits

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

This program is designed for professionals who work in or for museums or similar institutions and who are committed to furthering their institutions' educational and civic agendas. The program provides a strong theoretical and practical foundation in the areas of learning theory, program design, organizational development and personal leadership training. It prepares educators for positions of leadership.

The course of study includes one year in human development and program planning with an emphasis on creating visitor-centered programming. The second year includes sessions in staff development, marketing, financial planning and other leadership concerns. Contemporary issues in the field, including the participants' ongoing professional work, are analyzed through monthly seminars, small group discussions, individual advisement, and visits to cultural institutions.

Program credit requirements are completed at Bank Street

over two years in monthly sessions from September through May, and for one full week in June. Weekend class sessions are from 5:00 to 9:00 p.m. on Fridays and 9:00 a.m. to 5:00 p.m. on Saturdays. This schedule allows participation from persons in the New York metropolitan area as well as many who live at a considerable distance.

Supervised Fieldwork/Advisement

The program integrates course work with the students' ongoing professional commitments. Each student is assigned an advisor with many years of experience in both education and senior management. Each student meets monthly with his or her advisor (who will also visit the home institution on occasion) and also with the small group of people who share the same advisor.

Admissions Requirements

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

Certification

The program does not lead to certification.

Course Requirements

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

TOTAL CREDITS

40

Course Descriptions

COURSES ARE LISTED AS FOLLOWS:

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

KEY FOR TERMS OFFERED*:

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

*Every effort is made to offer courses as listed.
 Offerings are subject to change.

Education Courses

Child Development

EDUC 500 : 3 credits (A)

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

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

EDUC 501 : 3 credits (F, S2)

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

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

Language Acquisition and Learning in a Linguistically Diverse Society

EDUC 505 : 2 credits (A)

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

Issues in Physical Development of the Early Adolescent

EDUC 506 : 1 credit (S)

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

Curriculum in Early Childhood Education (Grades N – 3)

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

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

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

Curriculum Development through Social Studies (Elementary and Middle School)

EDUC 511 : 3 credits (S)

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

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

EDUC 513 : 3 credits (F, S, S2)

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

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

EDUC 514 : 3 credits (F, S, S2)

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



Curriculum Development and Sheltered Instruction in Dual Language/Bilingual Classrooms

EDUC 515 : 3 credits (2/S)

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

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

EDUC 517 : 3 credits (2/S)

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

Museum/School Curriculum Development

EDUC 518 : 3 credits (F)

In this course, students learn how to develop and teach programs that are integrated with elementary or middle school classroom curricula in the areas of science, language arts, social studies and art. Students develop inquiry-based teaching techniques through which children can explore and interpret the information, concepts, and cultural values that an object or a collection communicates. With a strong emphasis on conceptually oriented, developmentally appropriate program and curriculum design, students explore active learning techniques including activities in the natural environment, analyzing objects, creative writing, movement, drama, and perception games. Students are exposed to many teaching approaches in museums throughout the metropolitan area, and put theory into practice by designing their own curricula. Another emphasis is the nature of children with disabilities and special health-care needs and the effect of those disabilities and needs on learning behavior in museums.

Educating Infants and Toddlers: Environments

EDUC 519 : 3 credits (2/F)

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

Educating Infants and Toddlers: Programs and Activities and Emergent Literacy

EDUC 520 : 3 credits (2/F)

This course offers students the opportunity to choose and examine critically the parameters of a program for typically developing infants and toddlers as well as those with special needs. In addition, each student will read about and critique an exemplary program. In order to concretize real-life issues, the course will include a presentation of current local programs, including early intervention programs that serve diverse populations. Students will explore varied aspects of the infant/toddler program such as lan-

guage and books, music, art, blocks, sand, waterplay, and cooking. A special session on understanding early intervention law is included. A major focus of the course is on understanding infant/toddler play and the adult's role in supporting and fostering it. The study of play culminates in a toy-making workshop.

Integrating Technology into the Curriculum to Support Student Learning and Inquiry

EDUC 525 : 1 credit (F, S, S1, S2)

This course focuses on integrating technology into the curriculum to create access to learning for students with different strengths and challenges. Two questions are explored in depth: What technologies should we use to support student inquiry? When should we use these tools and with which students? Structured as a mini-curriculum designed to provide a model and engage participants in an authentic, project-based learning experience, the course uses both technology and non-technology tools. Students will use print materials and Internet resources, consult with experts, document and explore using digital images and create a multi-media presentation to communicate what they have learned. Reflection is another key component; students are asked to reflect on their experiences in the course from the perspective of learner and teacher. While curriculum development and pedagogy are at the heart of the course, students also learn technology skills including use of scanners, Adobe Photoshop, Microsoft Powerpoint, and digital, still and video cameras. Students also how to use and evaluate Internet resources. Students discuss these skills within the context of their own classrooms to support inquiry-driven learning.

Foundations of Modern Education

EDUC 530 : 3 credits (A)

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

Principles and Problems in Elementary and Early Childhood Education

EDUC 531 : 3 credits (F)

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 of early childhood and elementary education in the United States, the presentation of selected social policy issues, and visits to various schools to examine the relationship between theory and practice and differing approaches to education. Course content, readings,

assignments, school visits, and class discussions help teachers to consider critically their own values and to approach decision making, an integral part of teaching, with greater clarity and confidence.

Seminar in Museum Education I

EDUC 533 : 2 credits (F)

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

Introduction to the Middle School

EDUC 534 : 2 credits (F)

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

Science for Teachers (Grades N – 6)

EDUC 535 : 2 credits (A)

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

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

EDUC 536 : 2 credits (F, S)

This course examines the ways in which historical, philosophical, cultural, and political trends have impacted research and pedagogy in the field of literacy (reading, writing, and language arts). Students explore how literacy theory and practice have been influenced by changing visions of teaching and learning; standards and assessment; the roles of special education and the education of

English language learners; the appropriate nature of home, school, and community relationships; and the needs of the workforce. Students will be expected to use various forms of media and transitional research to deepen their understanding of these issues and become critical readers of research studies and popular reports.

Foundations and Practice of Dual Language/Bilingual Education

EDUC 537 : 1 credit (F)

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

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

EDUC 540 : 2 credits (A)

This course provides the student with an overview of mathematics learning for children from nursery school through grade six. Theories of development are used as a basis for designing age-appropriate curriculum. Students experience approaches and methods for teaching concepts and skills through the use of materials and tools such as Cuisenaire Rods, Dienes Blocks, Unifix Cubes, calculators and computers. Emphasis is on developing concepts by discovery, by observing patterns and relationships, and through supporting spatial, numerical and logical reasoning. Students examine the multiple factors that contribute to an individual's level of comfort in learning mathematics: degree of conceptual understanding, previous experience with mathematics, learning style, pace, preferred modality, ability to memorize, and specific learning disabilities. Students explore the range of alternate strategies used by learners to compensate for learning disabilities, and study successful child-invented approaches to solving mathematical problems. Formal and informal diagnostic tools are reviewed and practical classroom management techniques for grouping and individualizing instruction are discussed. *The New York State Department of Education accepts one (1) credit of this course as special education credit.*

Math for Teachers in Diverse and Inclusive Educational Settings: A Focus on the Upper Elementary and Middle School Years

EDUC 541 : 2 credits (S1)

In this course, students examine ways to take 9- to 13-year-old children from using concrete materials to the abstract thinking necessary for higher forms of mathematics. Using the perspective of developmental theory and recent research in the area of brain development, students gain new understanding of learning strategies and specific techniques to balance a middle-years mathematics program among manipulative material (including the calculator and the computer), conceptual thinking, and basic skills. Students explore the range of alternative strategies used by children (including those with learning disabilities) that reflect differing learning styles and compensation for learning disabilities. Formal and informal diagnostic tools are reviewed and classroom management techniques for grouping and individualizing to meet the needs of mainstreamed children are discussed. *The New York State Department of Education accepts one (1) credit of this course as teaching special education credit.*

Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator

EDUC 542 : 2 credits (S, 2/S2)

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

Science Inquiry for Children in the Natural Environment

EDUC 551 : 3 credits (F, S, S2)

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

Special Study: Integrated Environment of the Hudson River

EDUC 552 : 3 credits (2/S2)

Hudson Watch Institute encourages hands-on scientific discovery and cultivates a pedagogy of inquiry science. Participants engage in field investigations of the watershed of a tributary of the Hudson River, as a model of the scientific enterprise. In the past, participants have investigated topography, stream chemistry, stream biota, mushrooms, mammal tracking, and decomposition. Participants evalu-

ate the processes that engage them as learners, reflect on the implications for curriculum, and prepare a unit of study. They also consider how to introduce hands-on scientific and environmental investigations, making use of cooperative learning groups and incorporating assessment strategies.

Native Language Literacy for Spanish-Speaking Children

EDUC 560 : 2 credits (S1)

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

Linguistics: Implications for Teachers

EDUC 561 : 1 credit (Jan)

The purpose of this course is to present the theoretical foundations of language and its implications for the classroom. It is an introduction to the systematic study of language and the way language works. The focus is on five basic linguistic areas: phonetics and phonology (sounds and sound patterning), morphology (form of words), syntax (arrangement of words), and semantics (meaning) with special emphasis on the English language, and pragmatics (the use of language). By breaking language into its components, the processes that take place in language acquisition and language learning will become clearer. Concrete examples will portray what linguists and children acquiring a language ("little" linguists) do, emphasizing the complexity, variety, and regularity of language. Other related linguistic areas (language universals, body language, and discourse analysis) will also be addressed. As part of this course, working as a linguist in the field will be required.

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

EDUC 563 : 3 credits (F, S, S1 – S2)

This course examines the processes through which speaking, listening, reading and writing are acquired by young children. Through course readings, discussion, and hands-on experiences, students will develop an understanding of the ways in which theory and research in the fields of language development, linguistic diversity, socio-cultural perspectives, and special education form an essential basis

for effective literacy teaching. Each student will observe and work with an individual child, trying out methods and materials in order to develop first-hand awareness of the reading and writing process and roles of the teacher and child in that process. Through this integration of theory and practice, students will develop an understanding of the ways in which (1) literacy acquisition draws upon the personal, cultural, and linguistic experiences of all learners; (2) literacy acquisition can be facilitated through technology; (3) teachers can and should be the constructors of literacy curriculum that meets the needs of diverse learners; (4) assessment and instruction are ongoing and integrated processes; and (5) effective literacy education is the outcome of the collaboration of home, school, and community.

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

EDUC 564 : 3 credits (A)

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

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

EDUC 565 : 3 credits (A)

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

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

EDUC 567 : 3 credits (F)

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

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

EDUC 568 : 3 credits (F, S, S1 – S2)

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

Writing Workshop for Middle Schools

EDUC 570 : 1 credit (F)

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



Storytelling for Children

EDUC 573 : 1 credit (F, S)

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

Folklore in the Classroom

EDUC 574 : 1 credit (F, S)

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 programs.

Teacher-Made Materials for Reading and Writing

EDUC 575 : 1 credit (S2)

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

Writing in the Elementary Grades

EDUC 576 : 2 credits (S)

The purpose of this course is to help teachers gain an understanding of the full complexity of writing in the elementary grades. Topics include genre and style, topic, revision, grammar and spelling, language and culture, and the social and cultural issues surrounding writing. Students will share and reflect on their own writing in small

groups, as well as study recent thinking and current research on the various pedagogical approaches to teaching writing. Appropriate books and other stimuli to spark good writing will be reviewed as well.

Arts Workshop for Teachers (Grades N – 6)

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

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

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

EDUC 591 : 2 credits (A)

This course is designed to introduce key elements of music and movement, such as rhythm, melody, and spatial awareness, in a context of learning theory; cross-cultural perspectives; and widely used methodologies including Dalcroze, Orff/Kodaly, and Laban. Students learn to make and use musical instruments; explore use of materials such as hoops and climbing equipment; and learn to integrate skills and repertoire with ongoing classroom curriculum. Songs, rhythms, poetry and games from a range of folk traditions are included to address children's diverse cultural and linguistic backgrounds. Applications and strategies for children with special needs are incorporated through readings, discussion and guided activities. Also covered are the selection and use of music and movement in relation to art forms such as storytelling, visual media, and dance-drama. Music, athletic, or dance background are not required. *The New York State Department of Education accepts one (1) credit of this course as teaching special education credit.*

Singing in the Early Childhood Classroom

EDUC 592 : 1 credit (S1)

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

Comparative Migration Experiences and Cultural Perspectives of Immigrant Groups

EDUC 600 : 1 credit (F)

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

Special Education for Linguistically and Culturally Diverse Children

EDUC 601 : 1 credit (2/S1)

This course helps students develop the insights and skills needed to work with special needs children who are linguistically and culturally diverse. Topics covered include legislation and litigation affecting second language learners, mainstreaming psychoeducational assessment, definitions and classifications, instruction models, and funding for the exceptional child. *Approved for Human Relations credit by the New York City Department of Education.*

Research for Educational Change

(Formerly EDUC 602)

See LEAD 660, page 97

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

EDUC 603 : 1 credit (S, S1)

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

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

EDUC 604 : 2 credits (A)

Students examine the role of the teacher in the classroom in order to develop insight into their own professional and personal styles. The culture of the school and its influence on teachers and families is explored. The course also examines the implications of working with a multicultural community and differing family structures. Students develop skills and procedures in parent conferencing, as well as an understanding of the concerns of parents of children with special needs. The regulations and implications of the Individuals with Disabilities Education Act (IDEA) are also studied. The course includes the recognition of indications of child abuse and a review of the legal and moral responsibilities of classroom teachers. *Approved for Human Relations credit by the New York City Department of Education. The New York State Department of Education accepts one (1) credit of this course as special education credit.*

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

EDUC 605 : 3 credits (F, S1)

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

Block Building and Dramatic Play

EDUC 606 : 1 credit (Jan, S1)

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.

Group Processes in the Middle School

EDUC 607 : 1 credit (S)

Using this class as an experiential demonstration model, participants will explore the functioning of small and large groups in middle school classrooms. We will also examine the role of cooperative learning on individuals and individuals on the group, group formation and stages, group roles, patterns of interaction, and the role of the teacher as a group leader. In-depth discussion of a series

of case studies involving middle school students provides additional insight in to the complexity of group work. Additional readings explore theory and practical application. Course assignments integrate computer technology and involve both individual and small group tasks.

Classroom Management and Discipline in a Supportive Environment

EDUC 609 : 1 credit (F, S)

This course will examine the day-to-day aspects of classroom management. It will address, among other things, such concerns as setting up the physical environment, planning for the first day, establishing routines, rules, transitions, approaches to assessment, and systems of record keeping. It will include discussions of various approaches to discipline and use of participants' classroom observation and experiences as resources for discussion of this issue. It will also consider how to include families and other adults in the classroom in working with children who may have behavioral issues.

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

EDUC 612 : 1 credit (S1)

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

Understanding and Working with Parents of Young Normal and Exceptional Children

EDUC 613 : 2 credits (F)

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

Exhibition Development and Evaluation

EDUC 614 : 2 credits (F)

This course focuses on the development of interpretive exhibitions, with emphasis on participatory exhibitions for children and families. The exhibition is viewed and analyzed as a learning environment that conveys cultural values. Students study the process of creating an exhibition from inception to installation and examine the roles of educator, designer, curator, and evaluator in a team approach

to exhibition development with focus on the role of the educator. Through class sessions and assignments, students meet with exhibition designers, observe visitor behavior, critique and evaluate exhibitions, and engage in problem-solving activities related to exhibition development. Throughout the course, students work in small groups to develop exhibition projects that are informed by theories about learning and curriculum development. At each stage of the exhibition development process, students informally assess exhibition components with children and revise their projects based on these assessments. The course also addresses the role of technology in exhibitions. Throughout the semester, students engage in online conversations and use Internet resources related to course ideas. *For matriculated Museum Education students or by permission of program director.*

Introduction to Research Practice in Museum Education

EDUC 616 : 2 credits (S)

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. Working in small groups, students conduct a small research study in a museum or school environment. *For matriculated Museum Education students or by permission of program director.*

Working with All Children and Families: An Introduction

EDUC 618 : 1 credit (Jan, S)

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

Healthcare Environments

EDUC 620 : 1 credit (S1)

In this course, students will be introduced to the hospital experience. They will become familiar with the professionals who make up a multidisciplinary healthcare team and will learn about the various types of pediatric units. Students will also learn about the importance of effective and positive communication. Internship meetings will be set up during the last session. *For Child Life students only.*

Education of Children with Autism Spectrum Disorders: Assessment and Educational Intervention

EDUC 629 : 1 credit (S, S1)

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

Individual Study

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

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

Special Study

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

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

Special Study: Current Issues in Urban Education

EDUC 651 : 3 credits (F, S)

This course looks at educational issues that have an impact on the teaching and learning in urban public schools with a special emphasis on the New York City public schools. The class looks at topics through multiple lenses while considering the legal implications and court decisions surrounding those issues. Students identify an issue on which they do intensive research. These studies are presented at the end of the course.

Special Study: Distinguished Speaker Series

EDUC 651 : 1 credit (S)

This three-evening series held each spring consists of guest presentations and selected readings from noted professionals in the field of special education. Topics vary each year.

Special Study: Language Development in the Dual Language Classroom

EDUC 651 : 1 credit (S)

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

Special Study: Learning Practice and Theory: Making the Connection

EDUC 651 : 6 credits (F, S)

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

Special Study: New Teachers Online Forum

EDUC 651 : 1 credit (F, S)

This course is designed to help new teachers develop resources and support networks as they face the many challenges of the first years of teaching. The Forum takes place entirely online, utilizing a web site designed for this course and meant to serve as a place for teachers to talk together about pressing issues; share ideas and questions; think about individual children; and reflect on experiences, teaching strategies, and social and political issues. Topics include: classroom organization, building classroom communities, meeting individual children's needs and supportive classroom management. Participants will be asked to draw upon their classroom experiences and to use the situations that they are encountering to contribute to the online conversation. *Prerequisite: SFW/A and a teaching job in a general or inclusion classroom setting.*

The Social Worlds of Childhood

EDUC 800 : 3 credits (F)

This course is designed as a forum for thinking about what it means to care for children at the beginning of the 21st century. Consideration will be given to how issues such as poverty, changing family structures, substance abuse, community violence, and HIV/AIDS affect children, teachers and the curriculum. Students will critically examine the tra-



ditional knowledge base of childhood education and child development—and explore alternative lenses for viewing children. History, literature, philosophy and feminist theory will be used to reflect upon taken-for-granted assumptions about childhood. Students will learn how reading, writing and interpreting narrative can become an invaluable source for understanding themselves and the children in their care. *Prerequisite: EDUC 500 or EDUC 501 or permission of instructor. Approved for Human Relations credit by the New York City Department of Education.*

The World of the Infant: The First Year of Life **EDUC 801 : 3 credits (F)**

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

discussions, provides an opportunity for a rich integration of developmental theory with real babies. *Prerequisite: EDUC 500 or EDUC 800.*

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

EDUC 802 : 3 credits (S)

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

Developmental Variations

EDUC 803 : 2 credits (A)

This course is designed to increase participants' awareness and understanding of the educational, social, cultural and developmental implications of disability. A range of specific disabilities will be discussed with an emphasis on their impact on typical developmental expectations and educational progress. One of the main objectives of the course is to prepare all teachers to recognize, comprehend, accept and meet the needs of students with disabilities who are in their classrooms. Within this context, they will examine their legal and ethical responsibilities and the ways in which educators need to collaborate in inclusive and regular settings to maximize the learning of all children. *Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor.*

Developmental Variations II: Emotional and Behavioral Issues

EDUC 805 : 2 credits (S)

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

Communication Disorders in School-Age Children

EDUC 807 : 2 credits (F)

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

The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording

EDUC 808 : 3 credits (F, S)

Students learn to use a variety of observational approaches and recording techniques as basic assessment tools to increase their understanding of and skill in planning for children who are developing normally, as well as children with disabilities and special needs. Through observing cognitive functioning (stage and style), social-emotional behaviors, motor ability, and the interplay between the individual child and the group, as well as the individual child and adults, students become aware of how specific behaviors yield insight into the overall life of the child. Students will use their observations to reflect on possible curriculum and classroom adaptations that would allow the children to build on their strengths and better meet their challenges. An additional goal is to help students, as participant observers, to develop greater sensitivity to their

own feelings and interactions with children, and to consider how these affect the selection, omission and interpretation of observable data. Emphasis is placed on a growing sensitivity to what is "subjective" and what attempts to be "objective" observation. Each student conducts an in-depth study of a child. *Prerequisite: EDUC 500 or EDUC 800 or permission of instructor. The New York State Department of Education accepts one (1) credit of this course as teaching special education credit.*

The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording with a Focus on the Upper-Elementary and Middle School Child

EDUC 809 : 3 credits (F)

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

Seminar in Museum Education II

EDUC 815 : 2 credits (S)

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

Group Processes for Child Life Students

EDUC 820 : 1 credit (S2)

The purpose of this course is to increase students' appreciation of, knowledge about and skill in using groupwork as a psychosocial modality. This course introduces child life specialists to the theoretical concepts and fundamental

skills that form the foundations of “groupwork” as an academic field and a psychosocial practice. *Prerequisite: EDUC 500.*

Child Life in the Health Care Setting: A Family-Centered Care Approach

EDUC 821 : 3 credits (F)

When facing acute and chronic illness, today’s infants, children and adolescents pose a unique challenge to health care professionals. This course provides an overview of the theory, practice, and programming of the child life profession with an emphasis on family-centered care. This course is designed for, but not limited to, students interested in a career as a child life specialist. A developmental perspective is used to examine the child’s perception and understanding of hospitalization and related health care experiences within the context of a diverse culture. Through carefully sequenced didactic and clinical components, case studies, small group discussions, guest speakers, clinical observations and assignments, students are exposed to the competencies of the child life specialist as developed by the Child Life Council. Appropriate interventions and practical strategies designed to mitigate the painful, invasive and frightening aspects of medical treatment are covered. *Prerequisite: EDUC 500.*

Children with Special Health Care Needs: In the Hospital, at Home, and in School

EDUC 822 : 3 credits (S)

This course will explore the personal, educational, social, and familial dimensions of childhood health conditions, including a focus on the educational law and how it applies to children with special health care needs. 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: EDUC 821.*

Play Therapy

EDUC 823 : 1 credit (F)

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

Medical Aspects of Illness: A Child Life Perspective

EDUC 826 : 3 credits (F)

This course provides students with an understanding of the development of a wide range of medical conditions which

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

Weaving Creative Arts Modalities into Child Life Practice

EDUC 827 : 3 credits (F)

The therapeutic uses of play and creative arts modalities are at the heart of child life practice. In this course, students explore the use of a wide range of specific arts and play modalities to address the psychosocial needs of children, adolescents, and families in health care environments. Students engage actively in experiential processes, lectures, and clinical case discussions to develop skills and knowledge related to developmentally grounded creative arts interventions. *Prerequisites: EDUC 821 and EDUC 822.*

Loss in Children's Lives: Implications for Schools, Hospitals, and Home

EDUC 828 : 3 credits (S)

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

Therapeutic Play Techniques for Child Life Specialists

EDUC 829 : 3 credits (F)

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

Practicum in Teaching Science I

EDUC 850 : 3 credits (F)

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

learners to construct meaning of phenomena. *Prerequisite:* NSCI 500. For Kerlin Science Institute fellows only.

Practicum in Teaching Science II

EDUC 851 : 3 credits (S)

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

Practicum in Teaching Science III

EDUC 852 : 3 credits (S1)

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

Reading and Writing Problems of Children and Youth with Special Needs

EDUC 860 : 3 credits (F, S)

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

Formal Testing: Observation and Assessment

EDUC 862 : 3 credits (A)

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

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

EDUC 863 : 3 credits (F, S)

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. Working teachers in non-inclusion settings must take EDUC 873 during the summer term to fulfill additional fieldwork requirements, and are not eligible to take this course. *Prerequisite:* EDUC 860.

Emergent Literacy and Selecting Literature for Young Children

EDUC 864 : 1 credit (F, S)

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

Children’s Literature for Grades 3 – 8

EDUC 865 : 1 credit (Jan)

This course serves as an introduction to some of the important ideas involved in selecting and using literature appropriate to children in grades 3 – 8. The function and meaning of “story” and/or “narrative” in oral tradition and written literature are organizing concepts in this course. Students will participate in discussion and workshop activities and use their own responses, criteria from the field of literary criticism and principles of child development to discuss ways of deepening children’s connections with literature. *Prerequisite:* EDUC 564.

A Developmental Interaction Approach to Teaching Geography in the Upper-Elementary Grades

EDUC 866 : 1 credit

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

The Teacher's Role in the Development of Reading Comprehension: Strategic Teaching (Grades K – 6)

EDUC 867 : 1 credit (S1, S2)

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

Current Topics in Reading and Writing Difficulties in Multicultural Classrooms: Approaches to Decoding

EDUC 868 : 2 credits (F)

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. *Prerequisite: EDUC 860.*

Early Language and Literacy in Sociocultural Contexts: Supporting Development and Adapting for Disability

EDUC 869 : 2 credits (S)

This course examines communication, language, and literacy as they emerge in infancy through early childhood (birth – 8). Special attention will be given to the integrated nature of learning in these early years, encompassing social, physical, emotional, and cognitive growth. Language socialization, communicative competence, and

literacy are seen as expressions of sociocultural learning. Students will learn about similarities and variations in the linguistic and discourse traditions of different cultural groups, as well as the developmental pathway for children learning two or more languages. Throughout the course students will be introduced to communication disorders and other disabilities of the early years that affect language and literacy learning. Students will assess language and literacy development and plan activities appropriate for different early childhood settings. Specific practices will be identified to enhance the experience of young children who are English language learners. Modifications and adaptations to support the learning of children with disabilities will be explored. *Prerequisite: EDUC 500 or EDUC 800. Pre- or corequisite: EDUC 505.*

The Teaching of English as a Second Language

EDUC 870 : 2 credits (S2)

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

Writing Case/Progress Reports

EDUC 871 : 1 credit (F, S)

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

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

EDUC 873 : 3 credits (S2)

This practicum is designed for students in the Childhood and Middle School Special Education programs who are working teachers or assistant teachers and have already participated in Supervised Fieldwork, but need this summer experience to fulfill additional fieldwork requirements. This course meets twice a week and integrates theory and practice through direct, supervised intensive work with a

diverse group of learners, including those at risk of failure in general or special education programs. The practicum emphasizes review and application of theoretical materials and current research in design and implementation of differentiated instruction based on individual learning profiles. In addition to class time, participants in this practicum will work five full days a week for the month of July in a classroom with students exhibiting varying learning styles. *Prerequisites: EDUC 803, EDUC 860, and Supervised Fieldwork/Student Teaching/Advisement; pre- or corequisite: EDUC 862.*

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

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

**Practicum in Developmental Assessment of Infants
and Toddlers**

EDUC 891 : 3 credits (S)

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

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

This course is designed to deepen a student's understand-

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

**Developmental Systems II: Approaches
to Early Childhood Assessment**

EDUC 893 : 2 credits (S)

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

**Early Childhood Practicum I: Observing a Child through
Family/Cultural Context**

EDUC 894 : 2 credits (F)

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

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

Early Childhood Practicum II: Collaboration with Families and Colleagues About the Cycle of Assessment, Planning, and Instruction

EDUC 895 : 2 credits (S)

This course completes a year-long sequence of work with a child and the child's family. The focus in the second semester is two-fold: 1) developing a responsive collaboration with the family about the child's learning and development and 2) analyzing the graduate student's own interactions and instructional strategies with the child. Through conversations with the family, students will learn about the family's view of the child. Students will engage in a variety of informal assessment practices designed for the needs of their study child. Based on their growing understanding of the child and the child's interests and developmental needs, students will design and implement interactions, activities, or instructional strategies during scheduled meetings with the child. Students will develop their ability to record and monitor the child's learning in short weekly progress notes, and will plan their future work through reflections on their own actions and the responses of the child. Students will learn to analyze the environment, task, child characteristics and interests, instructional approaches, and their own responses in order to more fully support the child's development and learning. Students will work with families to jointly plan IEP/IFSP or other goals. *Prerequisite: EDUC 894; corequisite: EDUC 891 or EDUC 893.*

Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement

EDUC 941 : 12 credits/6 credits per semester (F, S)

Fieldwork in an appropriate setting with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice. *Pre- or corequisite: EDUC 860.*



Childhood General Education and Teaching Literacy Supervised Fieldwork/Student Teaching/Advisement

EDUC 942 : 12 credits/6 credits per semester (F, S)

Fieldwork in an appropriate setting with supervision and advisement. Students in advisement participate in weekly small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice. *Prerequisite: EDUC 860.*

Clinical Experiences and Supervised Fieldwork I and II: Children in Health Care Settings

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

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

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

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

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

Infant and Parent Development and Early Intervention Supervised Fieldwork/Student Teaching/Advisement

EDUC 954 : 12 credits/6 credits per semester (F, S)

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

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

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

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

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

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

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

Early Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement

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

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

Childhood Special Education Supervised Fieldwork/Student Teaching/Advisement

EDUC 971 : 6 credits/1 semester (F, S)

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

Middle School Special Education Supervised Fieldwork/Student Teaching/Advisement

EDUC 972 : 6 credits/1 semester (F, S)

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

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

EDUC 973 : 6 credits/1 semester (F, S)

Fieldwork in an appropriate setting with supervision and advisement. Students in advisement participate in weekly

small-group conferences with their advisor. These seminars include the exchange and analysis of ongoing professional experiences and provide a forum for integrating theory and practice.

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

EDUC 974 : 6 credits/1 semester (F, S)

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

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

EDUC 975 : 6 credits/1 semester (F, S)

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

Childhood General and Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement

EDUC 980 : 12 credits/6 credits per semester (F, S)

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

Middle School General and Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement

EDUC 981 : 12 credits/6 credits per semester (F, S)

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

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

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

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

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

EDUC 990 : 0 credits (F, S)

Taken during the Supervised Fieldwork/Advisement year.

**Integrative Seminar in High Needs Educational Settings:
Extended Field Experiences (for general teacher education employed teachers, assistants, and interns)**

EDUC 991 : 1 credit (F, S, S2)

This course provides working teachers, interns, and assistant teachers the opportunity to meet the New York State regulations for certification after they have completed supervised fieldwork in one or more grade levels.

Depending on the age band level of their certification, students must also work directly with children with disabilities and English language learners in another grade level in an urban public school setting. Through this course, students will be placed in appropriate educational settings (usually in the mornings) and participate in a series of five afternoon seminars about their classroom experiences.

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

EDUC 992 : 3 credits (S2)

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

Studies in Education Supervised Fieldwork/Student Teaching/Advisement

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

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

American Sign Language: Module One

LANG 760 : 1 credit (S2)

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

nication. ASL Lab practice opportunities will be built into the schedule.

American Sign Language: Module Two

LANG 761 : 1 credit (S2)

This course offers an immersion approach to American Sign Language in communication with deaf persons. The course builds on 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: LANG 760 or permission of instructor.*

American Sign Language: Module Three

LANG 762 : 1 credit (S2)

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

Topics in Mathematics

MATH 495 : 2 credits (S)

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.

Topics in Science

NSCI 500 : 3 credits (S2)

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

Explorations of Nature

SCIE 510 : 2 credits (S1)

This course is designed to provide students with an intro-

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

Educational Leadership Courses

Courses are listed as follows:

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

Key for terms offered*:

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

*Every effort is made to offer courses as listed.
Offerings are subject to change.

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

Diagnosis of Learning Problems and Intervention Techniques for the Mathematics Educator

EDUC 542 : 2 credits (S, 2/S2)

See description on page 77.

Adult Development and Organizational Foundations of Educational Administration

LEAD 500 : 6 credits (F)

This course explores the nature of the adult as learner and theories and processes of administrative and organizational development. 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.

Human Development I: Programming for Young Audiences

LEAD 501 : 4 credits

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

Human Development II: Adolescents and Adults as Visitors and Volunteers

LEAD 502 : 3 credits

This course assists museum educators in understanding adolescents and adults from two perspectives—as core audiences for their institutions and also as volunteers and

salaried staff. Readings in adolescent development are supplemented by work with organizations experienced in working effectively with young people. Course work on the characteristics of the adult learner includes strategies for creating a sustainable volunteer program. *For Museum Leadership students only.*

Adult Development: Implications for Educational Leadership **LEAD 503 : 3 credits (F)**

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

Leadership in Curriculum and Instruction **LEAD 510 : 3 credits (F, S, S2)**

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

Exhibition Development for Museum Leaders **LEAD 511 : 2 credits**

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

School Collaborations for Museum Leaders **LEAD 512 : 2 credits**

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

Museum Programming for Diverse Audiences **LEAD 513 : 1 credit**

This course offers the contextual and developmental perspectives needed to engage diverse visitors and learners, including (but not limited to) those with special needs and those whose first language is not English. It explores strate-

gies leaders can use to ensure that every aspect of the museum's environment and programming support the needs and learning styles of each visitor. *For Museum Leadership students only.*

Curriculum Development for Mathematics Leaders **LEAD 514 : 3 credits (2/S2)**

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

Education Policy, Advocacy, and Law **LEAD 530 : 3 credits (S)**

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

History, Philosophy and Development of American Museums **LEAD 531 : 1 credit**

This course provides an in-depth examination of the historical and philosophical aspects of 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. *For Museum Leadership students only.*

Foundations of Educational Leadership: Ethics and Philosophy **LEAD 532 : 1 credit (3/S2)**

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

Foundations of Educational Leadership: Law, History and Economics **LEAD 533 : 1 credit (S2)**

Current administrative thought and practice are examined in the context of their historical and economic roots. The trends, themes, assumptions, and prominent leaders of the various periods of United States educational history are discussed. The course also focuses on the various ways the economic themes of liberty, equality, and efficiency were treated in these historical periods. An understanding of these historical and economic roots supports the devel-

opment of appropriate administrative strategies to make schools more responsive learning environments.

Foundations of Educational Leadership:

Adult Development

LEAD 534 : 1 credit (S2)

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

Foundations of Educational Leadership:

Organizational Development

LEAD 535 : 1 credit (S2)

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.

Foundations of Educational Leadership: Culture and Society

LEAD 536 : 1 credit (3/S2)

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

Literacy and Leadership

LEAD 560 : 3 credits (S1)

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

Supervising and Supporting Literacy Instruction in Diverse Settings

LEAD 561 : 1 credit (S)

This course is designed to prepare participants to work with student leaders, new teachers, and/or colleagues as

they plan effective literacy practices. Using a peer coaching/mentor model, participants will work with a teacher who would like to learn or refine a literacy practice.

Through observation, modeling, co-teaching, and preparatory and debriefing conversations, participants observe, record and analyze the content and processes involved in coaching interactions. These experiences will enable participants to work more effectively with colleagues through regular conversations, discussions, and consultations about learners, literacy theory and practice, assessment, and instruction.

Leadership Communications Seminar

LEAD 600 : 1 credit (F)

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

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

LEAD 601 : 3 credits (S)

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.

School Change: The Transformational Leader

LEAD 603 : 3 credits (F)

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

Development of Educational Policy

LEAD 604 : 1 credit (F)

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

Staff Development and the Consultation Process

LEAD 610 : 3 credits

Participants study and practice the concepts of staff development, with initial focus on the processes of growth and change in the adult. The way of enabling individuals to gain professional competencies is seen as a counseling relationship in group and individual interaction situations. New approaches to and models of staff training development and group training are explored and used. [For Teacher/Leader students only in 2006-2007.]

Professional Development for Mathematics Leaders

LEAD 611 : 3 credits (2/S2)

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

Processes of Supervision and Professional Development

LEAD 615 : 3 credits (F, S, S2)

Designed for students who are preparing for supervisory roles or who are actively engaged in such roles, this course focuses on the objectives, functions, and evaluation of the supervisory experience within multicultural educational institutions. Organizational, cultural, and human variables that may facilitate or impede effective supervision are identified, and strategies to maximize or minimize their impact are generated. Supervisory attitudes and skills aimed at increasing professional growth in individual and group supervision are synthesized from a variety of supervisory models with particular attention given to the clinical supervision model.

Museum Management I: Organizational Development

LEAD 616 : 1 credit

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

Museum Management II: Marketing and Audience Development

LEAD 617 : 1 credit

This course provides an overview of audience development through the lens of marketing. Students learn to recognize common misconceptions about marketing and to understand and apply strategic concepts in marketing for nonprofits. They receive an overview of the marketing planning process and an introduction to the essentials of a

marketing plan. These insights are then applied to their own institutions. *For Museum Leadership students only.*

Museum Management III: Professional Development

LEAD 618 : 1 credit

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

Museum Management IV: Fundraising and Proposal Development

LEAD 619 : 1 credit

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

Finance and Fundraising for Educational Leaders

LEAD 620 : 1 credit (S2)

This course provides teachers and administrators with the basic information and techniques necessary for obtaining grants. Processes for conceptualization and development of programs, identification of funding sources and resources and the development of strong proposals related to the programmatic needs of the institution are examined and discussed. Students participate in actual proposal writing and review sessions.

Fiscal Management for Educational Leaders

LEAD 621 : 1 credit (F, S2)

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

Organizational Theory

LEAD 623 : 2 credits

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

Law for School Leaders**LEAD 630 : 3 credits (S, S1, S2)**

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

Leadership Individual Study**LEAD 650 : 1/2/3 credits (A)**

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

Leadership Special Study**LEAD 651 : 1/2/3 credits (A)**

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

Research for Educational Change**LEAD 660 : 3 credits (F, S)**

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

Research for Mathematics Leaders I**LEAD 661 : 1 credit (S2)**

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

Research for Mathematics Leaders II**LEAD 662 : 1 credit (S2)**

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

Research in Museum Settings**LEAD 663 : 2 credits**

This course introduces students to the concepts and tools

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

Leadership Professional Seminar**LEAD 770 : 3 credits (S)**

This seminar is designed to develop competencies in research and communication. Participants will be guided in the preparation of a major paper for class presentation and critique. The paper will focus on a policy issue in education and the role of the school or district administrator in relation to that issue. The seminar combines formal class sessions and individual conferences.

Leadership in the Arts Practicum in Clinical Supervision**LEAD 810 : 3 credits (F)**

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

Child Life Program Development and Administration**LEAD 825 : 3 credits (S)**

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

Early Childhood Leadership Practicum in Clinical Supervision**LEAD 830 : 3 credits (S2)**

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

Early Childhood Leadership Practicum in Organizational Development**LEAD 831 : 3 credits (S2)**

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

Policy Issues in the Design of Children's Services**LEAD 832 : 1 credit (S2)**

This seminar is designed for childcare advocates who wish to play a more effective role in the formation of policies regarding childcare services. Conceptions of social policy and the policy formation process are explored in order to provide a context for the consideration of specific policy issues. The current status of and projected changes

in the American family structure are examined in relation to fundamental family needs for childcare. Students engage in the critical examination of current knowledge regarding American childcare. *Corequisite: LEAD 833.*

Early Childhood Leadership Policy Internship

LEAD 833 : 3 credits (S2)

As a necessary companion experience to LEAD 832, students are placed in internships in institutions, agencies, and organizations which affect childcare policy on the state and federal levels, either indirectly through advocacy or directly through implementation. *Corequisite: LEAD 832.*

Practicum in Mathematics Leadership I

LEAD 840 : 3 credits (S2)

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

Practicum in Mathematics Leadership II

LEAD 841 : 3 credits (S2)

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

Museum Leadership Institutes I and II

LEAD 850 and LEAD 851 : 2 credits each (S1)

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

Leading a School District I

LEAD 861 : 1 credit

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

Leading a School District II

LEAD 862 : 1 credit

This course looks at the varied roles and responsibilities of the superintendent/district leader and ties them to the challenges of creating and sustaining dynamic, humane, effective learning communities. It emphasizes the ways that district leaders' decisions—in such spheres as instructional policy, planning, fiscal and human resources, facilities, legal and equity issues, accountability, and external relation-

ships—affect schools' capacity to engage students and strengthen achievement.

Leading a School District III

LEAD 863 : 1 credit

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

Leading a School District IV

LEAD 864 : 1 credit

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

Special Education Leadership: The District Perspective

LEAD 870 : 1 credit

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

Special Education Leadership I: Implementation of IDEA

LEAD 871 : 3 credits

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

Special Education Leadership II: Leading Inclusive

Communities of Learners

LEAD 872 : 3 credits

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

Effective Management in an Educational Context**LEAD 875 : 3 credits**

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

Leadership Supervised Fieldwork/Advisement**LEAD 900 : 6 credits per semester (F, S)**

Fieldwork in an appropriate setting with supervision and advisement.

Seminar in School Leadership**LEAD 901 : 3 credits (S)**

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. *Corequisite: LEAD 900 (for Teacher Leader students) or LEAD 903 (for Principals Institute students).*

Leadership Supervised Fieldwork/Advisement**LEAD 902 : 1 credit (F)**

Students in the first semester of the Principals Institute will engage in preliminary leadership experiences in their own schools and/or off-site. These activities are predominantly observational and intended to shed light on core concepts from texts and discussions, and provide initial exposure to the Big Picture and understanding of the school as a vital organization. The key areas are vision and mission, culture and climate, leadership, diversity, data and planning, as well as curriculum and instruction, and collaborations. Students develop wide lenses for observation during this period, become cognizant of personal bias filters and begin to think as responsible leaders. It is expected that they will develop further questions for investigation and action through reflection and discussion.

Leadership Supervised Fieldwork/Advisement**LEAD 903 : 4 credits (S)**

The supervised internship takes place during the second semester of the Principals Institute program, and is designed to integrate theory with practice. This course combines field placement and continued advisement. The overall aim is the intern's personal transformation from teacher to leader. Students are given substantial school-based responsibilities that increase over time in amount and complexity, and involve direct interaction and involvement with staff, students, parents, and community leaders.

At the forefront are transformative skills such as how to sustain change, develop positive school culture, and enlist collaboration. The supervised internship presents opportunities to observe and practice communication and group decision-making, proactive approaches, data analysis, action research and other competencies. The internship requires resilience and self-reflection. At the end of the internship, the student presents a comprehensive portfolio of the work experiences.

Leadership Supervised Fieldwork/Advisement (Summer Internship)**LEAD 904 : 1 credit (S2)**

This course, for Principals Institute students, is designed to meet New York State certification requirements that students serve in a different educational level or in a site with varied student demographics from the normal work site. Students, with the support of the advisors, will select appropriate sites to meet this requirement. In this course, the student will submit a précis for the anticipated summer internship. Students will concentrate on unexplored areas from their spring internship and participate in this summer experience as an apprentice to the summer school building leader. Students will document the competencies for independent leadership facilitated by the work completed.

Leadership Supervised Fieldwork/Advisement**LEAD 905 : 0 credits (F, S)**

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

Leadership in the Arts Supervised Fieldwork/Advisement (3 semesters)**LEAD 910 : 9 credits/3 credits per semester (F, S)**

Fieldwork in an appropriate setting with supervision and advisement.

Early Childhood Leadership Supervised Fieldwork/Advisement**LEAD 930 : 8 credits/4 credits per semester (F, S)**

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

Mathematics Leadership Supervised Fieldwork/Advisement**LEAD 940 : 6 credits/3 credits per semester (S)**

Fieldwork in an appropriate setting with supervision and advisement.

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

Fieldwork in an appropriate setting with supervision and advisement.

Museum Leadership Seminar I: Theories and Issues in Museum Learning

LEAD 951 : 1 credit

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

Museum Leadership Seminar II: Current Ideas in Interpretation and Education

LEAD 952 : 1 credit

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

Museum Leadership Seminar III: History and Philosophy of American Museums

LEAD 953 : 1 credit

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

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

LEAD 954 : 1 credit

This seminar uses case studies and other materials to analyze trends in the field, in particular issues related to community, civic engagement, and diversity. It looks at the

national and local policy contexts in which these trends emerge. *For Museum Leadership students only.*

Educational Technologies for Mathematics Leaders

MATH 540 : 3 credits (2/S2)

This course introduces tool software such as spreadsheets, graphing programs, and geometric and algebraic manipulators which have multiple uses in teaching and learning mathematics. It also examines uses of emerging technologies that impact mathematics education, such as the interface of video and computers.

Integrated Mathematics I

MATH 541 : 4 credits (S2)

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

Integrated Mathematics II

MATH 542 : 4 credits (S2)

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

Integrated Mathematics III

MATH 543 : 4 credits (S2)

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

Courses offered at The Parsons School of Design

Drawing Concepts

PARS 7780 : 5 Credits (S2)

Approximately one half of our class will be utilized drawing from the figure, costumed and nude. A variety of pose lengths will be explored, stressing the entire figure and the ability to see the entire picture plane. In addition, we will draw furniture, cityscapes, still-lives, and interiors to experience and examine how 3-D space is delineated and represented on a 2-D surface. Art historical approaches, pre-Renaissance, a bit of perspective, and modern examples will be looked at to see how drawing describes and defines the picture plane. Everything we look at in this class, we will draw. We will experience drawing as a tool for understanding and problem solving. Sketchbooks will be required. *For Leadership in the Arts (with Parsons School of Design) students only.*

Printmaking: Relief and Intaglio Studio Workshop

PARS 7781 : 5 credits (S2)

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

Painting and Theory

PARS 7782 : 5 credits (S2)

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

New Perspectives

Short-Format Graduate Courses

New Perspectives courses are designed for teachers, administrators, artists-in-residence in the schools, childcare staff, parents, and others working with children and youth. These courses (1 day – 4 days) explore an array of topics in Early Childhood, Elementary and Middle School Education, Special Education, and Supervision and Administration. Each year, New Perspectives serves more than 1,400 students.

Courses are offered in a weekend format during the school year, and in a weekday format during the summer. New courses start each week. Open, continuing registration is held on a space-available basis in the New Perspectives office or may be done by mail or fax, or in person. Courses can be taken for graduate credit or on a no-credit basis. Students registered for credit can earn one graduate credit in a weekend or two credits in two weekends. Readings and a paper are required for credit. Graduate school tuition is charged (\$940 per credit for the 2006-2007 school year).

New Perspectives courses may be used to meet a wide variety of degree, licensing, and certification goals. All courses fulfill New York and New Jersey professional development requirements. Call 212-875-4649 for more information. In addition, Supervision and Administration courses fulfill the 18-credit New York State School Building Leader (formerly School Administration and Supervision) certification requirements.

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 catalog with descriptions and schedules of courses is published three times a year. For a copy of the current catalog call 212-875-4649 or visit www.bankstreet.edu/newperspectives.

Reading and Writing

Bibliotherapy in the Early Childhood Setting

SETE 513N : 1 credit

Creating a Classroom Environment: The Good Mini-Lesson

TEED 197N : 1 credit

Finding Diversity in Excellent Children's Literature

TEED 629N : 1 credit

The Power of Connection in the Reading/Writing Curriculum

TEED 546N : 1 credit

Reaching Young Children Who Need More Time to Master the Reading Process (K-3)

TEED 565N : 1 credit

Selecting and Evaluating Recently Published Children's Books

TEED 505N : 1 credit

Supporting Emergent Literacy in the Classroom

TEED 630N : 1 credit

Teaching Reading Comprehension to Struggling Intermediate-level Readers

TEED 566N : 1 credit

Teaching Writing to Learning Disabled Children: The Writing Workshop Approach in Special Education Settings

SPED 518N : 1 credit

Words That Move Us: Teaching Language Arts Kinesthetically

TEED 593N : 1 credit

Writing Across the Year: How to Plan and Sustain a Standards-Based Writing Curriculum

TEED 594N : 1 credit

Writing Process in the Primary Classroom: How to Keep the Momentum Going

TEED 637N : 1 credit

Early Childhood and Childhood Education

Art with Young Children

TEED 501N : 1 credit

Co-constructing a Curriculum: Developing a Family Curriculum in the Early Childhood Classroom

TEED 548N : 1 credit

Designing Activities for Infants, Toddlers, and Two-Year-Olds

INFP 518N : 1 credit

How Young Children Learn through Play

TEED 595N : 2 credits

School Entry and The Process of Separation

INFP 517N : 1 credit

Peace Education within a Prescribed Curriculum

TEED 562N : 1 credit

Setting Up Learning Centers

TEED 587N : 1 credit

Words That Move Us: Teaching Language Arts Kinesthetically

TEED 593N : 1 credit

Supporting Emergent Literacy in the Classroom

TEED 630N : 1 credit

Special Education

Action Speaks Louder Than Words: nonverbal Communication as the Focus of Intervention

SPED 551N : 1 credit

Art for Children with Special Needs

SPED 521N : 2 or 3 credits

Applied Behavior Analysis: Teaching the Disordered Learner

SPED 562N : 1 credit

Behavior Management Strategies for the Classroom Teacher

SETE 508N : 1 credit

Bibliotherapy in the Early Childhood Setting

SETE 513N : 1 credit

The Essential Orton-Gillingham

SPED 585N : 2 credits

Advanced Orton-Gillingham

SPED 586N : 1 credit

Play as a Tool of Early Intervention

SPED 550N : 1 credit

Teaching Writing to Learning Disabled Children: The Writing Workshop Approach in Special Education Settings

SPED 518N : 1 credit

Using the Supportive Play Model: Individual Intervention in Early Childhood Practice

SETE 511N : 1 credit

Middle School Education

Conflict Resolution

TEED 584N : 1 credit

Geography and Mapping Institute

TEED 518N : 2 or 3 credits

Learning Strategies: Instruction Throughout Your Curriculum

TEED 559N : 1 credit

Project Based Learning: Teaching Earth Science in Middle School

TEED 569N : 1 credit

Research Skills: A Classroom Approach

TEED 554N : 1 credit

Methods and Management

Behavior Management Strategies for the Classroom Teacher

SETE 508N : 1 credit

Conflict Resolution

TEED 584N : 1 credit

Peace Education within a Prescribed Curriculum

TEED 562N : 1 credit

Art and Science

Art for Children with Special Needs

SPED 521N : 2 or 3 credits

Art with Young Children

TEED 501N : 1 credit

Bookmaking: A Workshop

TEED 576N : 2 or 3 credits

Multicultural Education Through the Arts

TEED 578N : 2 or 3 credits

Patchwork Quilt-Making: A Practical Art Form that Provides an Opportunity to Explore Historical, Cultural, and Ethnic Roots

TEED 599N : 1 credit

Pinhole Photography in the Classroom

TEED 632N : 1 credit

Project Based Learning: Teaching Earth Science in Middle School

TEED 569N : 1 credit

Theater Arts Programming

TEED 517N : 1 credit

Woodworking in the Classroom: Instrument Making and Playing

TEED 547N : 1 credit

Social Studies and Geography

Geography and Mapping Institute

TEED 518N : 2 or 3 credits

Learning to Look: How to Teach with Objects and Primary Sources

TEED 628N : 1 credit

Patchwork Quilt-Making: A Practical Art Form that Provides an Opportunity to Explore Historical, Cultural, and Ethnic Roots

TEED 599N : 1 credit

Research Skills: A Classroom Approach

TEED 554N : 1 credit

Multicultural Education Through the Arts

TEED 578N : 2 or 3 credits

Music and Movement

Creative Movement in the Early Childhood Curriculum

TEED 561N : 1 credit

Integrating Music into the Curriculum for Young Children

INFP 507N : 1 credit

Music and Creative Movement for Children with Special Needs

SPED 504N : 1 credit

Music for Preschool Children

INFP 523N : 1 credit

Mathematics

Building Computational Fluency: Addition and Subtraction

TEED 346N : 1 credit

Building Computational Fluency: Multiplication and Division

TEED 346N : 1 credit

Math Manipulatives in the Middle Elementary Classroom

TEED 536N : 1 credit

Supervision and Administration

Education and the Law: Protecting Rights and Meeting Responsibilities in Schools

SADM 501N : 1 credit

Mediation in Educational Settings

SADM 505N : 1 credit

Program Evaluation: The Administrator's Role

SADM 507N : 2 or 3 credits

Staff Development in Early Childhood Settings

SADM 528N : 1 credit

Staff Development: Working with Teachers as Learners in Schools

SADM 514N : 2 or 3 credits

The Teacher-Leader: Team and Program Development

SADM 536N : 1 credit

Writing Winning Grant Proposals

SADM 529N : 1 credit



“ Graduating from Bank Street prepares students to excel in a variety of teaching positions. The Job Bulletin is an excellent resource for finding positions in any number of settings. ”

Michele, Early Childhood
Special Education



“ When I was researching the best graduate schools for teachers, I heard unanimous praise for Bank Street College. Now I know why. Bank Street faculty provide a level of support, expertise, and nurturing that is unlike any other school I’ve attended. Its courses are also challenging, enlightening, and inspiring. My experience here has truly transformed the way I see not only children, but adults and our world in general. ”

Mi Won, Childhood
General Education

“ Courses at Bank Street are designed to accommodate the different learning styles of its students. Classrooms become communities where ideas and experiences are shared and built upon. The faculty is very knowledgeable, highly qualified, and capable of facilitating course content. ”

Glenn, Childhood General Education



Services and Policies



“ Bank Street is committed to developing outstanding teachers, providing hands-on learning opportunities, dedicated instructors, state-of-the-art technology, and an abundance of educational materials. ”

Sabrina, Childhood General Education/Teach for America



“ Bank Street provided a supportive environment that allowed me to go back to school and complete my studies in an individualized way. The advisors worked with me to create a manageable schedule to transition me from the corporate world to graduate school to a new career. ”

Roberta, Child Life

“ Bank Street offers incredible resources: not only are the professors, internship opportunities and library outstanding, but so are the other students. The student body brings enormous riches to the classroom, including a diversity of backgrounds, experiences, and visions for children. ”

Mollie, Early Childhood and
Childhood General Education

Admissions

Ann Morgan, Director
Kristin McCracken, Associate Director
Jacqueline Hawkins, Assistant Director
LaVerne Pratt, Senior Office Assistant
Diana Pondt, Senior Office Assistant

Office of Graduate Admissions: 212-875-4404
gradcourses@bankstreet.edu
Located on the first floor on the east side of the Lobby

The Graduate School welcomes applications from individuals who have strong academic records and who have experience and interest in education or related fields. We believe that professions in education require intelligent, reflective, flexible, and creative individuals with strong ethical standards.

Those interested in applying are encouraged to visit the College. Prospective students can learn about Bank Street at one of the Open Houses held periodically throughout the year, as well as through individual appointments with admissions counselors or program directors. Admissions and financial aid materials are available by mail, on our Web site (www.bankstreet.edu), or in the Office of Graduate Admissions.

Criteria For Admissions

The criteria described here apply to applicants for all graduate degree programs. Applicants should consult specific program descriptions in this catalogue for additional requirements and prerequisites.

- Bank Street College seeks applicants with a GPA of 3.0 (B average) or higher who demonstrate the preparation needed for successfully completing graduate courses and a culminating master's degree project, and for making positive contributions in their professional lives.
- We seek applicants who demonstrate sensitivity to others, flexibility, self-awareness, and a willingness and capacity to engage in self-reflection.
- We seek applicants who demonstrate clear evidence of positive interpersonal skills and relationships with both children and adults.
- We seek applicants who demonstrate evidence of healthy motivation and commitment to learning and to children.

Applicants for a Master of Science in Education degree or for a Master of Science degree must have a bachelor's degree from a regionally or nationally accredited college or university. Undergraduates who are in the process of completing degrees are welcome to apply for admission to these programs, but full acceptance into a master's degree program will be contingent upon completion of a baccalaureate degree.

Many of our programs leading to New York State initial certification require that applicants meet requirements for breadth and depth distribution in the liberal arts and sciences. In addition to having breadth across the liberal arts curriculum, applicants are expected to have an undergraduate concentration (ten courses) in one of the liberal arts or sciences. Applicants to programs in Middle School Education must have a concentration that is taught in middle schools (history, English, math, science, or a foreign language). A few programs require that applicants either have a provisional or an initial certification in a related classroom certification (see the section on New York State certification on page 121).

Students missing an undergraduate course requirement must take (and pass with a C or better) an undergraduate or graduate level course in the subject(s) required, as outlined in the acceptance letter, prior to graduation from Bank Street. See page 117 for details about potential transfer of these credits, provided they are taken at the graduate level.

Applicants for the advanced Master of Education (Ed. M.) in Special Education, Teaching Literacy, Studies in Education, or Leadership for Educational Change must have a prior master's degree in education. See specific program descriptions for more information.

Applicants should send completed application forms and all supporting materials to:

The Office of Graduate Admissions
Bank Street College
610 West 112th Street
New York, NY 10025

The Application Process

Application Requirements and Deadlines

Admissions applications may be submitted at any time, and are evaluated in the order in which they are completed. An application is considered complete upon receipt of the following:

- the completed application form;
- the nonrefundable application fee (\$50), payable to Bank Street College;
- three letters of reference;
- a reflective autobiography; and
- official transcripts of all prior work in higher education.

Although we evaluate applications throughout the year, there are two priority deadlines:

For summer or fall enrollment:

Submit the application and supporting materials by March 1.

For spring enrollment:

Submit the application and supporting materials by November 1.

Financial Aid deadline:

By April 15, applicants for financial aid must submit the completed FAFSA (Free Application for Federal Student Aid) form to the Federal Processor (see page 109).

If, after initial review of the application, the Admissions Committee wishes to proceed in considering an applicant, we will contact the applicant to schedule an admissions interview with a faculty member from the appropriate program. Applicants are also asked to come to the College to respond to essay questions asked by each program. This program essay, usually written at the College, must be completed before the admissions interview. Occasionally, at the discretion of the program, applicants who live at a distance from the College may be able to arrange to have an interview by phone instead of in person. Arrangements will similarly be made for completing the program essay.

Admissions Decisions

Admissions decisions are made throughout the year. Generally, applicants are notified about the admissions decision within four to eight weeks after the application is complete.

For those applicants who meet the priority deadlines, the Office of Graduate Admissions will reach an admissions decision prior to registration for the next academic term.

Provisional Acceptance

Occasionally, applicants are admitted to Bank Street on a provisional basis. This means that the applicant is accepted to a degree program, but with the proviso that he or she meet specific conditions as indicated in the letter of acceptance.

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 provide translations of transcripts and records, and validate that they have completed the equivalent of a United States undergraduate degree from a regionally or nationally accredited institution. All documents in languages other than English must be accompanied by certified English translations. International students must also complete an "Application for Form I-20." This document, which can be obtained from the Office of Graduate Admissions, affirms that a student has the financial resources to attend Bank Street. Unfortunately, financial aid is unavailable to our international students.

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 600 (paper-based total) or 250 (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 www.toefl.org.

Students without permanent residency status or work authorization in the United States are generally not eligible for permanent/professional teacher certification in New York State, though they may be eligible for time-limited certifications (such as initial teacher certification).

“Only now that I have graduated from Bank Street and am working across the country do I fully appreciate the unique education I received. I am more than prepared—I am a valued and important member of my new school community, so much so because of the amazing instructors and courses and fieldwork experiences I had at Bank Street.”

Sara, Early Childhood General Education

Financial Aid

Lou Palefsky, Director
Anita Antonetty, Assistant Director
Kaisha Lopez, Financial Aid Counselor
Christopher Ballantine, Senior Office Assistant

Office of Financial Aid: 212-875-4408
finaid@bankstreet.edu
Located on the sixth floor in Room 639

The Office of Financial Aid provides information and counseling in an effort to help students develop financial strategies that will complement their academic plans. Bank Street College 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. Both part-time and full-time students are eligible to apply for financial aid. Financial aid awards may take the form of scholarships (not to be repaid), loans (to be repaid), and/or work-study opportunities.

Application for Financial Aid

The first step in applying for any financial aid at Bank Street is completion of the Free Application for Federal Student Aid (FAFSA). It is required for all forms of financial aid (scholarships, loans, and/or work-study). The FAFSA may be submitted online at www.fafsa.ed.gov. FAFSA applications and other financial aid materials are also available in the Office of Financial Aid (Room 639).

All students (prospective and continuing) are encouraged to begin the financial aid application process early each year, preferably in January. To be considered for scholarships, the annual deadline for receipt of the completed FAFSA for the following fiscal year (Summer 2 through Summer 1) is April 15. (Students may apply for loans throughout the year; the April 15 deadline does not apply.) Scholarship funds at Bank Street College are limited; students who file late applications and/or do not meet the deadlines for submitting additional information may be considered ineligible for scholarships or may receive reduced awards.

Applicants to the College are encouraged to submit admissions and financial aid applications simultaneously. New students will not be considered for financial aid until formal admission to the College has been granted (see page 108 for the admissions application process).

Returning students must complete a new FAFSA for each fiscal year (Summer 2 through Summer 1 for which they wish to receive aid).

Receiving Financial Aid

The Office of Financial Aid sends an Estimated Financial

Aid Award Notice to eligible students who have been accepted into graduate programs. An Award Notice indicates the combination of scholarship(s), subsidized/unsubsidized loans, and all other awards for which the student is eligible. In addition, a Disclosure Statement is sent to the student from the U.S. Department of Education Loan Origination Center confirming the amounts of subsidized/unsubsidized loans requested by the student for the relevant fiscal year (e.g., Summer 2 2006 – Summer 1 2007).

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

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

All students should remain in contact with the Office of Financial Aid in order to receive the most current information about financial aid awards.

Scholarships/Fellowships/Stipends

All applications for financial aid are reviewed for eligibility using the general criteria of:

- Enrollment as a matriculated student;
- At least half-time enrollment; and
- Demonstration of need as indicated through the FAFSA processing.

Separate applications are not required for most awards. The exception to this policy is the Wallace Foundation Scholarship, which requires a separate application through the Office of Admissions. Applications for this scholarship are circulated when funds are available.

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

Bank Street College Scholarship

This scholarship is available to students who meet the general eligibility criteria stated above. Bank Street Scholarships are applied to tuition and fees only; students should expect to provide additional funds for tuition/fee balances. Students who accept a Bank Street Scholarship are also

required to accept a minimum of \$8500 in the subsidized portion of the William D. Ford (Direct Loan) Program.

African-American Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens, and who identify themselves on the admissions application and the financial aid questionnaire as being African-American and thus a member of a federally recognized U.S. ethnic minority group.

Alumni Opportunity Fund

This scholarship is available to minority students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group. The scholarship is made possible by the generosity of Bank Street College alumni.

Nancy Berkowitz Memorial Scholarship

This scholarship is available to students who are Special Education majors.

Lucy Burrows Scholarship

This scholarship is available to students who meet the general eligibility criteria stated above.

The Harry Doehla Scholarship

This scholarship is available to students who meet the general eligibility criteria stated above.

Ruth Saltzman Deutsch Scholarship

This scholarship is available to students who are Early Childhood Special Education majors and who are doing supervised fieldwork in a New York City public school.

Diversity Fund

This scholarship is available to students who are U.S. citizens or eligible noncitizens, and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group.

Myra Ferguson Scholarship

This scholarship is available to students who are either Special Education or Child Life majors.

Hearst Minority Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens, and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group, and who plan to reside in the U.S. after graduation.

Goldberg-Ruberman Scholarship

This scholarship is available to students who meet the general eligibility criteria stated above.

Iscol Scholarship

This scholarship is available to students who have a commitment to public schools through teaching or related activities and who will continue that commitment in city schools after graduation.

Jephson Scholarship

This scholarship is available to students who meet the general eligibility criteria stated above.

H. Thomas Langbert Scholarship

This scholarship is available to students who are Museum Education majors.

Minority Assistant Fellowship/Bank Street School For Children

This fellowship is available to students who are U.S. citizens or eligible noncitizens, and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group, and who are selected to intern at Bank Street School for Children.

Minority Education Scholarship

This scholarship is available to minority students who are U.S. citizens or eligible noncitizens and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group.

Neuberger Scholarship

This scholarship is available to students who are Leadership in Mathematics Education majors.

Charlotte W. Newcombe Foundation Scholarship

This scholarship is available to mature women who are career changers.

Russ Rosenfield Literacy Scholarship

This scholarship is available to students who are specializing in literacy or in the teaching of reading. The award is to be applied exclusively to the purchase of textbooks.

Adele Spiegle Scholarship

This scholarship is available to students who are Leadership in Mathematics Education majors.

Starr Foundation Scholarship

This scholarship is available to students who are U.S. citizens or eligible noncitizens, and who identify themselves on the admissions application and the financial aid questionnaire as being a member of a federally recognized U.S. ethnic minority group.

Stone Foundation Scholarship

This scholarship is available to students who meet the general eligibility criteria stated above.

Straus Infancy Scholarship

This scholarship is available to students who are Infant and Parent Development and Early Intervention majors.

Wallace Foundation Scholarship

This scholarship is open to students who are U.S. citizens and who identify themselves on the admissions application and on the financial aid questionnaire as being a member of a federally-recognized U.S. racial/ethnic minority group. Recipients must demonstrate a clear commitment to teach in a New York City public school and must be accepted into a program leading to professional certification to teach. Recipients must sign a commitment to teach in urban schools for three years following graduation from Bank Street.

Charlotte Winsor Public School Intern Program

This fund supports students who are enrolled in Supervised Fieldwork/Student Teaching/Advisement as interns, and who are selected to work in a public school setting.

Loans

Educational loans play an important role in each student's financial aid package, as the Bank Street College scholarship program is limited. Individual awards usually do not cover the full cost of attendance. The Office of Financial Aid reviews each student's eligibility for the William D. Ford Federal Direct Stafford Loan (Direct Loan) Program. Students may borrow funds through the Direct Loan Program to help offset the total cost of their education, which includes tuition, fees, books, and living expenses.

Students must be registered for a minimum of five credits (or the equivalent) for the Fall or Spring semester or a minimum of two credits for the Summer 1 or Summer 2 term to be eligible to receive a Federal Direct Loan. As with all financial aid programs, students requesting loans must be in good academic standing and be making satisfactory progress toward their degree (see pages 117-118).

There are two types of Direct Loans—subsidized and unsubsidized. For both loans, repayment of the principal is deferred until six months after a student ceases to be enrolled at least half-time (five credits or the equivalent in Fall and Spring; two credits in Summer 1 or Summer 2).

A subsidized loan does not accrue interest while the student continues to be enrolled at least half-time. An unsubsidized loan begins to accrue interest as soon as the funds are disbursed to the student's account at Bank Street College. The FAFSA information and the number of credits taken each semester determine eligibility. Each student is usually eligible for a combination of subsidized and unsubsidized loan funds.

The maximum amount a student may borrow from the Direct Loan Program is \$18,500 per fiscal year (or the

student's individual cost of education, whichever is less). Up to \$8,500 per year of this amount may be subsidized. The interest rate, identical for both subsidized and unsubsidized loans, is fixed. A 3% processing fee is withheld from the loan proceeds prior to disbursement to the student. As with other financial aid, students must complete and file the FAFSA to receive loan funds. Students may apply for a Direct Loan throughout the year; the April 15 deadline does not apply.

Students who are first-time borrowers at Bank Street College must complete entrance counseling in order to be eligible to receive loan funds. Exit counseling is required of all borrowers prior to graduation or when the student falls below half-time status.

Students not accepted into degree programs (nonmatriculated students) who need to fulfill certification and/or licensing requirements may be eligible for Direct Loans for only one semester, in which they must register for a minimum of five credits in the Fall or Spring, or two credits in either Summer 1 or Summer 2. To apply, nonmatriculated students must also file the FAFSA.

Alternative Loans

Alternative loans are available to students registered for fewer than five credits, those with extraordinary expenses, and to nonmatriculated students. Alternative loans are secured from private lenders (e.g., banks) and are based on the student's financial credit history.

One type of alternative loan, available through a commercial lender, is for students who meet the following criteria:

- The student is a matriculated student in the Graduate School;
- the student is at least half-time in attendance; and
- the student has a financial aid package/award that does not meet the full cost of attendance for the semester(s) or term(s) for which the student is/will be enrolled.

Another type of alternative loan, also available through a commercial lender, is for students who are unable to receive federal students loans for any or all of the following reasons:

- The student is less than half-time in attendance;
- the student is nonmatriculated (not enrolled in a degree program); or
- the student is neither a U.S. citizen nor an eligible noncitizen (may require a cosigner who is a U.S. citizen).

Further information, with a listing of possible lenders, can be found on the Bank Street College Web site: www.bankstreet.edu/gs/alternativeloans.

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 enrolled for at least five credits in the Fall or Spring semester, or two credits in either Summer 1 or Summer 2, and who are interested in federal work-study must request consideration for a federal work-study position by writing to the Office of Financial Aid. The current compensation for these positions is \$20.00 per hour.

Tuition Assistance Program (TAP)

Matriculated students who are legal residents of New York State and who will be registered for at least 12 credits per academic semester 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; the amount is based on the student/spouse's taxable income as reported on the New York State tax return of the previous calendar year. Applications are automatically mailed to all New York State residents upon processing of the FAFSA.

Other Aid Sources

In order to support the maximum number of students with financial need, the Office of Financial Aid encourages matriculated students to explore other financial aid opportunities. To this end, the Office of Financial Aid maintains a small library of external financial aid resources, both printed and electronic. A listing of electronic sources of financial aid information can also be found on the Bank Street College Web site: <http://www.bankstreet.edu/gs/otheraid>.

Bank Street College 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 (Room 713).

International Students

International students are not eligible for financial aid at Bank Street College. However, they may be eligible for alternative loans or external sources of financial aid as described above.

See also www.bankstreet.edu/gs/intl_fin_aid.

Registration

Daniel Atkins, Registrar

Ann Cox, Associate Registrar/Certification Officer

Sandra Grauert, Associate Registrar

Bettina Tillman, Senior Office Assistant

Albretha Conner, Senior Office Assistant

Registrar's Office: 212-875-4406

registrar@bankstreet.edu

Located on the first floor at the end of the corridor to the west of the Lobby.

Matriculated students register for classes via the College's Web Registration system during the official Web Registration period prior to each term. Matriculated students will be notified via e-mail and letter of their specific appointment time to register within the Web Registration period. Web appointments are generated by proximity to graduation—those students closest to graduating receive the earliest appointments.

Students must be given academic clearance on the Web by their advisor or program director in order to register for a new term. Any outstanding debts to the College or books/fines owed to the Library must also be cleared before students are permitted to register for new classes.

Matriculated students should consult the full Web Registration Policies and Instructions, available on the Registrar's page of the College's general Web site, www.bankstreet.edu/gs/, and also on the Web site where Web Registration takes place, my.bankstreet.edu.

New students, who have yet to matriculate and are registering for the first time, must register in person at the College at one of the In-Person Registration times scheduled prior to each term. These times are available on the Web and are published each term in the Semester Bulletin. New students are also sent letter invitations with their specific appointment times to register on the day of In-Person Registration.

Nonmatriculated students must also register in person at the College at Open Registration, scheduled prior to each term. Faculty and staff will be available to discuss course options suited to individuals' interests and needs.

All students should consult the Academic Calendar and the Course Schedule for schedule and calendar updates, both of which are available on the Academic Programs page of the bankstreet.edu/gs/ Web site.

A deferred payment plan is available for the fall and spring semesters, and financial aid may be used toward payment for any term.

Tuition and Fees

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

Application fee (<i>nonrefundable</i>)	\$ 50
Tuition for each course credit	\$940
Tuition for Supervised Fieldwork/ Advisement per credit	\$940
Deposit (<i>to be applied to Supervised Fieldwork/Student Teaching/ Advisement, nonrefundable</i>)	\$250
Registration fees per term (<i>nonrefundable</i>):	
3 credits or fewer	\$ 50
4 credits or more	\$100
Late registration fee	\$ 25
Transcript request	\$ 7
Each copy added to request	\$ 2
Add/Drop fee	\$ 15
Directed Essay fee*	\$300
Independent Study fee*	\$300
Independent Study extension fee <i>(Students who do not complete the Independent Study within one year will be charged an additional \$100.)</i>	\$100
Portfolio fee*	\$300
Technical Assistance fee for selected independent studies and portfolios <i>(Optional, see Guide to Integrative Master's Project.)</i>	\$150
New York State Internship Certification fee per semester (if enrolled in SFW/A)	\$100
New York State Internship Certification fee per semester (if <i>not</i> enrolled in SFW/A)	\$500
Removal of "Incomplete" grade	\$ 25
ID card replacement fee	\$ 10
Diploma replacement fee	\$ 25
Returned check fee	\$ 20

*Fee is charged each time a student enrolls in this activity.

Payment of Tuition and Fees

Students may pay tuition and fees by any 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 2006** **Spring Semester 2007**

25%	At registration	At registration
25%	October 6	February 9
25%	November 3	March 9
25%	November 27	April 2

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.)

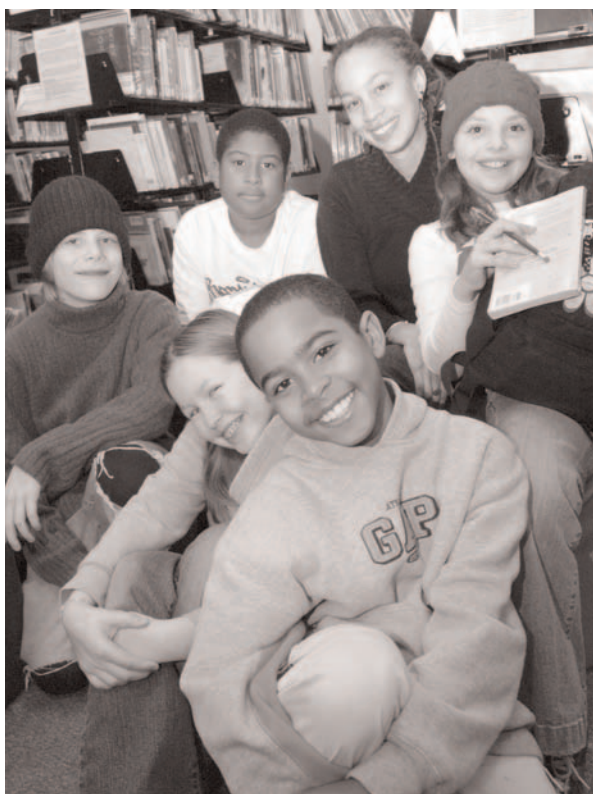
Estimated Expenses

Tuition costs vary according to the time and number of credits required for program completion. During the 2006-2007 fiscal year, tuition is \$940 per credit or \$42,300 for a typical 45-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 123). Living expenses (including room, board, transportation, 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 2006-2007 nine-month academic period:

Tuition (18 credits)	\$16,920
Books and Fees	\$ 1,100
Living Expenses	\$13,500

Late Registration, Add/Drop, and 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, or change from one section to another of the same course, must do so before the second class session, except for courses which meet eight times during the Summer 1 and Summer 2 terms (for which students must register before the first class meeting). Requests for adding



or dropping Supervised Fieldwork/Student Teaching/ 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 (WVD). 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, he or she 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 failing grade of No Pass (NP), and will be held responsible for the full cost of the course.

Refund Policy/Liability for Tuition and Fees

Upon registering, students become liable for the full cost of the courses and supervised 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, is received in the Registrar's Office. Students should note that they remain fully liable for any portion of the cost of courses and supervised 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% of tuition plus Registration fees
Prior to the 4th session	25% of tuition	75% of tuition plus Registration fees
After the 4th session	No Refund	100% of tuition 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 may be eligible to receive a refund amount calculated according to the following formula: the portion of the period completed divided by the length of the payment period (if greater than 60% assume 100%) multiplied by Title IV Aid disbursed including the amount of awarded Title IV Aid that could have been disbursed if the student established eligibility for the funds prior to withdrawing. Unearned amounts allocable to Title IV, HEA programs will be returned in the following order: William D. Ford Federal Direct Stafford Unsubsidized Loans, William D. 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 that is subsequently canceled.

Graduate School Policies

Matriculated Enrollment at Bank Street

Confirming Enrollment/Beginning Matriculation

When students are admitted into a program, they receive an acceptance letter in which they are asked to pay a nonrefundable deposit of \$250. This deposit is applied toward tuition costs at the time the student registers for supervised fieldwork/advisement.

Accepted students become matriculated students by registering for courses. Once a student matriculates, he or she has five years to complete the program. For leave of absence information, see page 116.

Deferring Enrollment

Individuals who have been accepted into programs, but who wish to postpone their enrollment, may contact the Office of Graduate Admissions and their program director to request a deferment of up to one year. It is also important to notify the Office of Graduate Admissions and your program director if you plan to change the year in which you expect to do supervised fieldwork/advisement. The College cannot guarantee a place in supervised fieldwork/advisement for any student who has not kept the Office of Graduate Admissions informed of changes in plans. The College will assume that accepted students who do not register for classes and who have not asked for a deferment are not going to pursue their programs, and they will be removed from our active files.

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 Office of Graduate Admissions and complete a process of re-admission. They may be asked to provide updated material to the Office of Graduate Admissions and/or the chair of the department. They may also be required to take more credits than are normally required for the completion of their program. 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 page 116).

Transferring between Programs

On occasion, students wish to transfer from one program to another within the College. Students who wish to

change their degree program must obtain a Change of Degree Program Application from the Office of Graduate Admissions. 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. In most cases, changes of degree program can only occur prior to the year of supervised fieldwork/advisement.

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.

Upon admission, students declare their intention regarding their supervised fieldwork setting. If, prior to fieldwork enrollment, a student's fieldwork role changes (e.g., from student teacher to assistant teacher), he or she must notify the Office of Graduate Admissions and the faculty contact person identified in the admissions letter.

Enrollment for Non-Degree Graduate Study

Individuals holding bachelor's degrees from regionally or nationally accredited colleges and universities are welcome to register as nonmatriculated students at Open Registration. Students who wish to apply to graduate degree programs are encouraged to do so by the time they have completed six credits. Following this guideline helps ensure that students planning to enter a degree program are taking appropriate courses for the anticipated degree. The College reserves the right to withhold registration privileges from students who are attempting more than nine credits without entering a degree program.

Students not enrolled in degree programs are required to remain in good academic and professional standing in order to continue taking courses. Students hoping to enter degree programs must follow the Admissions procedures. 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. Credits earned as a nonmatriculated student will only be counted toward a degree if they have taken within eight years prior to the date of matriculation. Enrollment in courses does not guarantee admission to a graduate program.

Medical Requirement for Enrollment: Matriculated and Nonmatriculated Students

All students (nonmatriculated as well as matriculated) 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, and also to meningitis. (Those students born prior to January 1, 1957, need only provide meningitis information.) To document their immunity, students must submit the Bank Street Student Immunization Report or equivalent documentation to the Registrar's Office.

Attendance

Once enrolled, students are expected to attend all classes, fieldwork placements, and conference groups.

Participation is viewed as an essential aspect of a student's coursework. If a student is absent due to illness or other emergency, 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 must also be notified 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 of this at the beginning of the semester. 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 (nine 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., M.S.Ed. or Ed.M. within five years of matriculation. After five years, if a student has not completed the requirements, he or she 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 page 115).

Interruptions in Study Leave of Absence

Sometimes it becomes necessary for students to interrupt their study. If such an interruption is due to a student's illness or injury, then s/he should apply for a medical leave of absence (see below). In other instances, students should request a formal leave of absence by completing a Leave of Absence form, available from the Registrar's Office. As discussed above, normally students have five years to complete all degree requirements. A leave of absence extends this matriculation period by the length of time for which the leave is granted. It is therefore in the student's interest to apply for a leave of absence when s/he will not be in attendance for a semester or for a year.

Each request for a leave of absence is reviewed by the Registrar's office, and the student is then notified in writing of the approval or denial of the leave. Written approval from the student's program director is part of the process.

If the student is granted a leave of absence for an academic term in which s/he is currently enrolled, the Registrar will process a withdrawal from any course and/or supervised 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 Registrar's office.

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 more coursework than is normally required for the completion of their program.

Medical Leave of Absence

Students who are unable to continue courses and/or supervised fieldwork for medical reasons should write directly to the Registrar requesting a medical leave of absence. Generally, students are required 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 student's department chair, 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 more course work than is normally required for the completion of their program, depending on the duration of the medical leave.

Withdrawal from Matriculated Status

Any matriculated student who chooses to leave the College before completing his or her program should file a withdrawal form in the Registrar's Office. This helps ensure that the College's record of the student's status is correct. Students who have withdrawn and who subsequently wish to return to Bank Street must apply for readmission.

Transfer Credit from Other Graduate Study

Matriculated students may file a request to transfer in up to six (6) graduate credits, provided they meet the following requirements:

- course(s) were taken at an accredited academic institution;
- grade of B or better was awarded;
- credits have not been applied to any prior degree; and
- credits were completed within eight years prior to student's matriculation at Bank Street.

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 or program director and from the department 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 Request form is available from the Registrar's Office.)

If a student takes a graduate course at another institution in order to satisfy an undergraduate deficiency (see page 107), he or she may also transfer in those graduate credits as elective credits toward his or her Bank Street degree. The transfer of such credit will be subject to the usual review for approval by the appropriate academic department at Bank Street, as well as to the general policies of the College for transfer credit. Undergraduate courses are never accepted as transfer credit.

Waiving a Course Requirement

Occasionally, a student comes to Bank Street with sufficient depth of formal academic 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 candidates work to complete their degrees, they should be mindful of—and adhere to—the Timeline for Review of Degree Completion Requirements, printed in the Fall and Spring Schedule of Classes. Candidates for graduation must file an Application for Degree Completion Review in order to initiate the review of their records. Forms and timelines are available from the Registrar.

The month in which a student completes his or 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 in May.

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. Faculty may confer about students they share, and may review student records at any time.

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, Child Life, and/or educational leadership, or for study on a nonmatriculated basis.

Occasionally, a faculty member may determine that a student lacks one or more of these qualities, and may therefore counsel the student to leave the program. Problems may involve suspected plagiarism, excessive absences, inappropriate classroom behavior, the student's inability to work productively with children or adults, or other questions regarding a student's professional conduct and/or capacity. Students who contest such a determination may request that the Dean convene an Individual Review Committee to review the situation. Should the Dean of the Graduate School convene an Individual Review Committee, he or she seeks the Committee's advice and recommendations and together they implement a course of action, which might include the student's dismissal from the Graduate School. 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) cumulative 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 five-year time frame.
- Students must maintain satisfactory work in the supervised fieldwork 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. Any student whose cumulative grade point average falls below 3.0 will be placed on probation, and will be required to meet with the program director to develop a written plan to restore good academic standing. The plan must be signed by the student and the program director and filed in the Registrar's Office. Minimally, the plan must meet the following criteria:

- In the next term the student enrolls (following placement on probation) he or she must complete all courses in progress (i.e. receive no grades of "Incomplete"), and achieve at least a B (3.0) average for that term. Due to the timing of the grading periods, students may already be registered for the next term when they are notified that they are being placed on probation. Consequently, their plans to restore good academic standing may require that students make adjustments to their course loads, including dropping or withdrawing from courses for which they have already enrolled. The college's standard policy on refunds will apply.
- At the completion of the probationary term the chairperson of the student's department will review the outcomes of the plan with the program director. If the student has successfully addressed the points in the plan, he or she may be permitted to continue to enroll with a subsequent written and signed plan in place each term until the cumulative grade point average of 3.0 is achieved. Thereafter, he or she must maintain a cumulative grade point average of 3.0. If the plan has not been followed successfully in the initial or subsequent terms of probation, or if a cumulative 3.0 average is not maintained once restored, the student is subject to academic dismissal.
- Students who have been academically dismissed may appeal to the Committee on Academic Standing for consideration regarding reinstatement. The decision of that committee is final.

Satisfactory Academic Progress Toward the Degree (SAP)

Students must make satisfactory progress toward their degree in order to maintain eligibility for financial aid pro-

grams and to be considered in good academic standing. Students must earn a minimum number of credits per year at a pace sufficient to complete all degree requirements within five years. To be making satisfactory academic progress for financial aid, students must:

1. Achieve a GPA of at least 3.0 each term at the College and have academic standing consistent with the requirements for graduation.
2. Earn credits towards their degree according to the following standards:

30- to 46-Credit Programs (minimum credits earned)

Year:	1*	2	3	4	5
Credits:	4	13	25	35	36-46

47- to 58-Credit Programs (minimum credits earned)

Year:	1*	2	3	4	5
Credits:	4	13	25	46	47-58

*Because the year is measured July 1 through June 30, a student who first takes a class as a matriculated student in either Spring or Summer 1 would only be required to complete one credit rather than four credits.

A student's complete academic record will be reviewed annually (generally in July) to see if he/she is meeting each of the above standards of progress. All courses that appear on the permanent academic record count towards progress, even if the student received no financial aid for those semesters.

Appeal/Probation

If students fall beneath the standard required for their degrees, they may appeal to the Satisfactory Academic Progress Committee (SAP Committee) to retain their eligibility to receive financial aid. See the Student handbook for additional, specific information.

Satisfactory Work in Supervised Fieldwork/Student Teaching/Advisement

The College reserves the right to determine when (and whether) a student may begin Supervised Fieldwork/Student Teaching/Advisement. For most programs, students begin fieldwork in the fall, and normally students receive the grade of IP (In Progress) for the first semester of Supervised Fieldwork/Student Teaching/Advisement; at the end of the next semester, the grade for both semesters of Supervised Fieldwork/Student Teaching/Advisement is converted to P (Pass) or NP (No Pass). If, however, the student does not achieve satisfactory work in the Supervised Fieldwork/Student Teaching/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.

The College also reserves the right to end a student's fieldwork experience during a term if, in the advisor's assessment, the student's performance is deemed inadequate and/or inappropriate in the setting. 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 (NV denotes Neutral Value):

		Value in Calculation of Grade Point Average
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
ENR	Currently Enrolled (appears prior to grade entry for the term)	NV
P	Pass: awarded (only) for Supervised Fieldwork/Student Teaching/Advisement; selected seminars and practica; museum leadership courses; and selected one-credit courses	NV
IN	Incomplete (This grade must be requested by a student; an IN can become an NC [No Credit]; see below)	NV
IP	In Progress: recorded at the end of the first semester of selected full-year courses and for year-long Supervised Fieldwork/Student Teaching/Advisement. The IP grade is changed after completion of the full year's work to a Pass or No Pass	NV
NC	No Credit: If Incomplete work is not submitted by the required due date, the Incomplete grade is converted to a No Credit grade	NV
TR	Transfer Credit: Credit earned at another institution and applied to Bank Street College degree	NV
WD	Withdrawal: This grade must be requested by the student and the request	NV

must be submitted by a specific deadline which is no later than the mid-point of each term (see Academic Calendar for pertinent dates)

WV	Waived: indicates that student does not have to take the designated course to meet degree requirements	NV
AT	Attended: awarded (only) for New Perspectives courses taken not-for-credit and for the NYS internship	NV
NT	Not Attended: awarded (only) for New Perspectives courses taken not-for-credit and for the NYS internship	NV
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 he or she is unable to finish assignments within the term, he or she 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, in consultation with the specific course instructor, will decide whether any additional time, not to exceed the subsequent semester, 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 may take slightly 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 139.)

Institutional Test Score Annual Report for the Academic Year 2004 – 2005

Institutional pass rates are a key measure of the performance of teacher preparation programs in Title II (of the Higher Education Act). Institutions must report pass rates on teacher assessments for all graduates of their teacher certification programs. Program completers include all students who are documented as having met the requirements of the program.

Bank Street College of Education reported that the total number of eligible program completers was 147 students for the 2004-2005 year (7/04-6/05). Out of the 147 students, 115 registered for and took the Liberal Arts and Sciences Test (LAST) and 114 students were reported as having passed, for a (higher than) 99% pass rate. The total number of students who registered for and took the Assessment of Teaching Skills-Written (ATS-W) exam was 116. All 116 students passed, for a 100% pass rate.

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 or evaluation of supervised fieldwork/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 informs the chair).

- The program director or chair discusses the issue with the involved faculty member (and the student's advisor, if appropriate). 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 bias crimes and sexual offenses, 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 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 by employees and students on School property or while conducting College business. 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

Lesly Pierre, Director of Security
212-875-4633

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, the Registrar's Office, and the Graduate Suite (Room 603); it is also excerpted in this catalogue (page 140). The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. General information about campus crime statistics may be found on the United States Department of Education's Web site: <http://ope.ed.gov/security/>.

New York State Certification

Many of Bank Street's degree-granting programs are registered with the New York State Department of Education as programs that enable graduates to qualify for New York State initial and/or professional certification in teaching or in school building leadership. When a student graduates from a Bank Street certification program and applies for New York certification, the College recommends that student for State certification and, in effect, vouches for the student's having met the State's academic requirements.

International students or permanent residents (holders of Green Cards) should check the New York State Department of Education's Web site for detailed, updated information regarding citizenship requirements for certification: www.nysed.gov.

Students certified in Canada or in states listed under the Interstate Agreement of Qualification of Educational Personnel may qualify for Enhanced Reciprocity.

Students accepted into New York State Certification programs should begin the process of working toward certification early in their master's degree program. This process includes the following requirements:

- 1. Testing:**
 - successful completion of the New York State Certification Exams.
- 2. Training:**
 - successful completion of two clock hours of training in the identification and reporting of suspected child abuse or maltreatment.
 - successful completion of two clock hours in school violence intervention and prevention.
- 3. Fingerprint Clearance**

Bank Street College offers the New York State Internship Certification Credential. This is an opportunity for graduate students who are seeking teaching positions to obtain

New York State certification prior to graduation if they meet the eligibility requirements set for them by the State.

For additional information about all certification issues, contact the Registrar's Office at 212-875-4406.

Career Services

Susan Levine, Director
Career Services Office: 212-875-4657
slevine@bankstreet.edu
Located in the Office of Admissions on the first floor on the east side of the Lobby.

The Career Services Office serves as a 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.

In an effort to assist students and graduates in finding jobs, the Career Services Office produces a Job Bulletin (weekly March through June, and monthly during the rest of the year) listing current employment opportunities, made available through the Bank Street Web site. Students in supervised fieldwork/advisement receive the bulletin in their spring semester conference groups free of charge; alumni are eligible to subscribe for a minimal fee. Students and subscribers are given a password that will enable them to open and view current and past bulletins online.

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 both the New York City Department of Education Regions and local independent schools.

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

Academic Support Services

The Writer's Workshop

The Writer's Workshop, a semester-long, noncredit course offered during the fall and spring terms, is designed to assist students with the development and improvement of their writing skills. Tuition is \$75, and students are expected to attend each class session as they would any other course. To register, students should contact Kristin McCracken in the Office of Graduate Admissions (212-875-4460).

The Grammar Workshop

A refresher workshop on grammar is offered periodically for students, in an effort to improve students' writing and to enhance graduates' ability to teach writing to children. Call 212-875-4460 for information.

The Writer's Handbook

The Writer's Handbook, a publication of the Graduate School, is also designed to guide students in their academic writing. The Handbook is available from the Graduate Suite (Room 603) and from the Registrar's Office.

Office for Students with Disabilities

Olga Romero, Coordinator
212-875-4468

Bank Street College encourages students with visible or hidden disabilities to self-identify and provide us with further information as soon as possible after admission to the College, so that they may receive the accommodations to which they are entitled.

Nonmatriculated students who need accommodations should identify themselves as soon as they contemplate taking a course.

Bank Street College does not discriminate against qualified individuals with disabilities in the recruitment and admission of graduate students, as a matter of policy and as specified by applicable laws and regulations.

Library

Linda Greengrass, Director
212-875-4455

The Bank Street Library contains a wide range of materials that support instruction and independent research: books, journals, online databases, Graduate School theses and portfolios, ERIC microfiche, video and audio recordings, and more. Copies of required textbooks, arranged by call number, 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 searches using the online catalog and databases. Librarians also offer orientations for students, which include a Library tour and introduction to searching the ERIC, WilsonSelectPlus, and Academic Search Premier databases. Librarians can obtain materials from other libraries through interlibrary loan or provide passes to other libraries. In addition to the mandatory orientation sessions for new students (a schedule can be found on the Library's Web site: streetcat.bankstreet.edu), individuals and small groups may schedule additional sessions at their convenience.

The Library houses several PC and Macintosh computer workstations, which are available for word processing, e-mail, and Internet access. Ethernet and wireless connections are also available.

In the Children's Collection, picture books, easy-to-read books, juvenile fiction, nonfiction, biographies, and young adult fiction are available, as are a selection of books on tape and videos. 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 subject-themed bibliographies and instructional brochures may be picked up at the Reference Desk. 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. All of this information is also available on the Library's Web site: streetcat.bankstreet.edu.

Council of Students (COS)

Amy Rosenthal, COS Advisor
212-875-4442; arosenthal@bankstreet.edu

COS (pronounced cuz) is the Bank Street College graduate student organization. Members meet regularly to work on issues pertaining to the quality of student life at Bank Street. The Student Associate Trustee also serves as the Council of Students Chair. In addition to regular meetings, COS hopes to sponsor events and discussions, including forums focused on specific themes.

COS has a number of ongoing projects:

- A list of frequently asked questions (FAQ), culled from student feedback, is available on the Web site: www.bankstreet.edu/gs/cos.html. Topics range from low-cost health insurance to help with certification.
- An annual survey to students facilitates input and provides an additional voice for students. This survey is our attempt to better understand and respond to student needs.
- The COS student bulletin board (the "Wall") can be found on the sixth floor of the main building, directly across from the Graduate Suite.

Bookstore

Beth Puffer, Manager
212-875-4550

The Bank Street Bookstore, located at the corner of Broadway and 112th Street, offers two floors of books, games, videos, audio cassettes, and CD-ROMs for children, parents, and educators. Professional books are on the second floor. All books required in courses may be ordered online at <http://bankstreet.textbookx.com>.

The Bookstore is open Monday through Thursday from 11:00 a.m. to 7:00 p.m.; Friday and Saturday from 10:00 a.m. to 6:00 p.m.; and Sunday from noon to 6:00 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: www.bankstreetbooks.com.

Housing

Bank Street College does not maintain dormitory facilities. Notice of available apartments to rent or share is distributed by the Office of Graduate Admissions. Information may also be posted on several College bulletin boards. Other resources for obtaining housing are local realtors, web pages, newspapers, and various "Y" organizations. For further information and a detailed list of these resources, call the Office of Graduate Admissions at 212-875-4404.

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, or visit www.ihouse-nyc.org.

Students enrolling for summer courses may pursue housing options at International House.

Computer Center

Arlen Rauschkolb, Director
212-875-4642

Bank Street College's Computing and Information Services (CIS) department provides computing, audiovisual, telecommunications (telephone), and networking support for the College's academic and administrative communities. The main CIS office is located in Room 703 of the main building.

Two permanent computer labs, a Multimedia Lab, five mobile labs, computer resources in the Library, wireless network access and computerized "Smart Classrooms" are available to students and faculty. Principal applications for

these systems include search engines for our library catalogue, periodical subscriptions, remote information sources, and the Internet, as well as e-mail, Listserv, database, spreadsheet, graphics, video/audio editing, and word-processing software. Also available are laser printers, image scanning, and optical character recognition resources.

Helpdesk and Lab staff are available for consultation and assistance Monday through Friday, 9:00 a.m. to 5:00 p.m. In addition, Web-based e-mail accounts and wireless access are available to all matriculated students; visit Room 703 to sign up. The College has an ongoing program of equipment, computer hardware, and software upgrade and modernization.

PC and Mac Computer Labs

CIS maintains two general-purpose computer labs on the first floor of the main building. They provide support for a wide variety of software applications and are open from 9:00 a.m. to 10:00 p.m. Monday through Thursday; 9:00 a.m. to 4:00 p.m. Friday; and 9:00 a.m. to 5:00 p.m. on Saturday. The labs are frequently scheduled for classes, so check the calendar on the front door for drop-in hours. For reservations and use of this lab, please call 212-875-4459.

Multimedia Lab (aka Digital Media Lab)

The Multimedia Lab in Room 701 is available for developing multimedia course-related projects. For example, students can use the multimedia lab to:

- create multimedia PowerPoint presentations;
- edit digital video using Apple's iMovie or FinalCutPro Express software;
- edit images in Adobe PhotoShop Elements;
- scan images and documents;
- burn CD-Roms & DVD-Roms; and/or
- dub videotapes.

Drop in hours for students are Monday through Friday, 3:00-5:00 pm. Appropriate guidelines must be followed when using this lab, and priority for these computers should be given to those working on multimedia projects. For reservations and additional information, e-mail mmlab@bankstreet.edu.

Wireless Network Access

Wireless access is available in most public spaces at the College, and allows users to connect to the Network, check their e-mail, and browse the Internet from a laptop computer without physically plugging into the Network. The process to register a laptop to use Wireless Access is simple and takes less than ten minutes. Interested users should call the Helpdesk at 212-875-4642 to schedule a time to bring a laptop to Room 703 and register for access.

Helpdesk

Helpdesk staff is available for consultation and assistance Monday through Friday from 9:00 a.m. to 5:00 p.m. to answer technical inquiries regarding the computer systems and services at the College, including telephone and A.V. services. The Helpdesk also offers training workshops for staff and students in various applications. E-mail and wireless access requests can also be made through the Helpdesk: 212-875-4642.

Cafeteria

The Bank Street Cafeteria is located on the C-Level of the main building, and is open to the public as well as the College community. The cafeteria offers a wide selection of wholesome foods, including a salad bar and assorted sandwiches, wraps and paninis. Entrees and homemade soups are prepared daily. Students can also find an assortment a lowfat muffins, croissants, danishes, brownies and cookies. The Cafeteria is open from 7:30 a.m. to 7:00 p.m., Monday through Thursday, and from 7:30 a.m. to 3:00 p.m. on Friday. Catering services are also available.

Business Office Services

James Worley, Student Account Administrator
212-875-4620
Gloria Alisyed-Lewis, Account Assistant
212-875-4471
Mattie Campbell, Secretary
212-875-4624

The Business Office is located on the 7th floor in Room 712. 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 Office of Financial Aid and the Registrar's Office in the administration of student loans and scholarships.

Health Insurance

Information about enrolling in Health and Dental Care policies is available in the Office of Graduate Admissions. We offer supplemental emergency health insurance coverage only.

Outside options for uninsured students interested in more extensive coverage include Healthy New York, a federal program designed for uninsured working individuals. Visit the Healthy New York Web site at www.ins.state.ny.us/website2/hny/english/hny.htm for specific information regarding eligibility and fees.

Institutional Collaborations

5-Step

Lia Gelb, Director
212-875-4489

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, the University of Delaware Honors Program, and Whitman College). Upon admission, students begin their professional studies at Bank Street during the summer between their junior and senior years. Students must be recommended by their college and meet all Bank Street admissions requirements.

Urban Education Semester

Margaret Martinez-Deluca, Director
212-875-4699

The Urban Education Semester program is a collaborative project of Bank Street College and the Venture Consortium (Bates College, Brown University, College of the Holy Cross, Franklin & Marshall, Sarah Lawrence College, Swarthmore College, Syracuse University, Vassar College, and Wesleyan University). Liberal Arts undergraduates attending Venture Consortium 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 liberal arts undergraduates, usually juniors, to combine fieldwork in a variety of public school settings (in Manhattan, the Bronx, Brooklyn, and Queens), group visits to alternative educational sites, and related course work that may include: Foundations of Modern Education, Child Development, and Principles and Problems in Elementary and Early Childhood Education. The required courses, Current Issues in Urban Education, and Learning Practice and Theory: Making the Connection, along with Supervised Fieldwork/Student Teaching/Advisement, and individual conferences, help students integrate theory and practice in ways that relate to their academic programs and career aspirations. Students design a curriculum project that meets an identified need in the classroom.

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

Bank Street College/Lincoln Center Institute Collaborative

Harriet Lenk, Director
212-875-4580

The Bank Street College/Lincoln Center Institute Collaborative is designed to enhance the learning of all children through an exploration of ways to use the arts in the preparation of new teachers. The Partnership connects

the Lincoln Center Institute with the graduate faculty of Bank Street College through a series of experiential workshops and performances of music, dance, opera and the visual arts. These experiences are extended to graduate students through a wide range of courses in the College. The goal is to help future teachers understand how experiential investigations of the arts can engage children in learning about the arts and support their development of a wide range of critical, analytic, and expressive skills.

This collaboration has enabled us to pair “teaching-artists-in-residence” with various faculty members and groups of Bank Street students. Integration of the arts into the teacher’s repertoire supports learning across the disciplines. Together we explore selected performances of theatre, dance, and music; visit museums; and consider how to use the insights gained and sustain the enthusiasm and depth of understanding for both students and teachers.

This project is based on the belief that the infusion of the arts into teacher education programs yields professionals capable of important shifts in perception and creativity. In effect, drawing on the arts affords greater variety in curricula and learning. This integrative perspective on teaching and learning follows Bank Street’s “core curriculum” approach, in which a topic of study is selected and explored in depth from different perspectives; projects are used to engage children in authentic tasks that involve skill-building as scientists, historians, artists, and writers.

Early Childhood Four-College Consortium

Virginia Casper, Liaison
212-875-4703

The Early Childhood Four-College Consortium, which includes Bank Street College, Erikson Institute in Chicago, Wheelock College in Boston, and Pacific Oaks College in Pasadena and Seattle, was created in the fall of 1993. Each of the four institutions in the consortium has a history of responding in varying ways and through various programs to the societal needs of young children and their families. In addition, each institution supports a critical mass of faculty focusing on the wide spectrum of early care and education. The study of child development, the developmental approach to learning, reflective practice, and the focus on preparing leaders are the connecting links among the institutions in their work with children and their approach to adult learning. Faculty of the four institutions have collaborated on publishing and presentations at national meetings. Matriculated graduate students have the opportunity to register in selected graduate courses in the other three institutions. Students who have not previously transferred six credits into a Bank Street degree may transfer up to six graduate credits from these selected courses; prior approval from the chair of their department is required, and the standard procedures for transferring in credits should be followed.

For a fuller description of relevant programs and courses, please consult each institution’s Web site:

Wheelock College: <http://www.wheelock.edu>

Pacific Oaks College: <http://www.pacificoaks.edu>

Erikson Institute: <http://www.erikson.edu>

Partnership for Quality Preparation, Placement and Professional Development (P4Q)

For information, contact Diane Stenglein.

212-875-4545

P4Q is a partnership between Bank Street College of Education and Region 9, one of the ten instructional districts of the New York City Department of Education. Region 9 is composed of school districts 1, 2, 4, and 7. The goal of the partnership is to develop, recruit, and retain quality teachers in high need New York City public schools. By providing Bank Street students with at least a year of graduate course work, placing them in schools that are working in collaboration with Bank Street, and offering professional development via Bank Street faculty and on site faculty mentors, the grant provides support to meet the needs of beginning teachers working in hard to staff schools. This project also provides Bank Street students with the important opportunity to work as certified teachers while completing their degrees.

Bank Street students who are qualified to work under the New York State Internship Certificate Credential are eligible to participate in the partnership. See the Web site for further eligibility requirements.

P4Q participants who teach in partner schools will receive considerable professional development and mentoring support, including a stipend for summer planning and preparation work prior to the start of the teaching assignment; professional development and mentoring support from Bank Street faculty throughout the year; mentoring support from an on-site teacher leader; a reduced workload (dependent on school and certification); and monthly cohort meetings. By offering these supports, the Partnership hopes to ease teachers’ entry into the profession, thereby improving instruction and teacher retention. Bank Street graduates who work in these schools will also be part of the cohort and receive many of the same supports and opportunities.

All P4Q participants have a commitment to working in high-need public schools, and also a commitment and understanding that to create school environments that foster quality teaching and learning over the long term, there must be increased retention of new, high-quality teachers. More information about the partnership and the hub schools is available:

<http://www.bankstreet.edu/gs/partnershipforquality.html>

Centers, Institutes and Special Initiatives

The Graduate School funds several projects. Many faculty work as staff developers, consultants, evaluators, and researchers on these and other projects.

Adelaide Weismann Center for Innovative Leadership in Education

Rima Shore, Director
212-875-4478

The Graduate School houses an endowment-funded Center for Innovative Leadership in Education. Named for an alumna of the Graduate School, the Center's primary goals are to support the enrichment of Bank Street's current activities in educational leadership, develop new programs to meet pressing educational needs, and develop a body of documentation and research that will support the renewal of Bank Street's programs as well as the field of educational leadership.

Center for Urban Teacher Education and Technology

Marvin Cohen, Director of Instructional Technology (Fall)
212-875-4711

The Center for Urban Teacher Education and Technology was designed to build upon and extend the work of the College through the use of technology.

The Center has four goals: to foster innovative uses of new technologies in Bank Street teacher preparation courses; to continue to build a supportive and comprehensive culture at Bank Street that uses and values new technologies to further teaching and learning in the process of preparing teachers to work in diverse and inclusive classrooms; to prepare students to incorporate the informed use of new technologies in their practice in order to work more effectively in diverse and inclusive settings; and to begin to create a culture of collegial inquiry and learning among institutions of teacher education in the New York City metropolitan area related to issues of pedagogy and technology.

The Center is currently supporting the development of twenty-four technology-using fieldsites for the placement of students. For more information, visit the website (bankstreet.edu/cutet/) or call the director.

Infancy Institute Infants, Toddlers, Families: Supporting Their Growth

Carla Poole, Director
(usually offered during late June)
212-875-4523

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, individu-



alized experience. Past programs have included a nationally known keynote speaker, a visit to an infant/toddler program, choices among numerous workshops, and seminars on such topics as attachment, infant/toddler development, activities for toddlers, sensory integration, early intervention, staff development, working with families and Child Life services in the neonatal intensive care unit.

Kerlin Science Institute

For information, please contact Michael Cook.
212-875-4449

The goal of the Kerlin Science Institute is to strengthen the teaching of natural and environmental sciences by helping teachers think of science not merely as an established body of knowledge, but also as an active process of inquiry. Institute participants take intensive, college-level, inquiry-based science courses over the course of four terms (two summer terms, fall and spring semesters). They learn about advanced scientific topics through their own investigations in courses designed to strengthen the knowledge of science teachers, while demonstrating the inquiry-based learning they can use in their classrooms.

The institute, part of the Sally Kerlin Endowment for the Teaching of Natural and Environmental Sciences, established in 2002, is a collaboration between the School for Children and the Graduate School. School for Children faculty and Graduate School students, along with science teachers from area schools, are welcome to participate. Named for the late Sally Kerlin, a Bank Street alumna and life trustee of the College, the gift celebrates the Kerlin family's long relationship with Bank Street College. Mrs. Kerlin's daughter, granddaughter, and niece are also graduates.

Leadership Preparation Institute

Sabrina Hope King, Director
212-961-3360

The Leadership Center at Bank Street College of Education was established to provide today's practicing and aspiring principals, as well as other front-line administrators, teachers and school personnel, with the kind of ongoing professional support and development they need to become the successful school leaders of tomorrow. The Leadership Preparation Institute includes the Principals Institute, The Teacher Leader program, the Bilingual/ESL Teacher Leadership Academy (BETLA), and other professional development programs. Particular emphasis is placed on increasing the number of women and minorities in positions of leadership in the New York City public school system.

Project BETLA

Lillian Hernandez, Coordinator
212-961-3359

The Bilingual/ESL Teacher Leadership Academy (BETLA) was created to instill leadership skills in exemplary teachers, who then work to support fellow teachers serving English Language Learners (ELLs). Teacher Leaders refine their own practice as they collaborate with teachers of ELLs to support high achievement for these students. In addition, BETLA Teacher Leaders establish model classrooms that are used as lab sites for bilingual and ESL instruction. Participants receive twelve sponsored graduate credits and support for classroom instructional materials.

Teachers for a New Era

Ira W. Lit, Director
212-875-4486

Bank Street College is one of eleven higher education institutions participating in a landmark initiative designed to strengthen K-12 teaching by improving teacher education. Funded by the Carnegie Corporation of New York,

the Ford Foundation, and The Annenberg Foundation, the Teachers for a New Era initiative has three basic design principles: Decisions about the program are to be driven by evidence—of teacher work and the work of their students; Arts and Sciences faculty should be involved in the preparation of teachers; and teacher education is an academically taught clinical profession, which continues into a post-graduation induction program. The success of the participating institutions, their graduates and the research produced during the five years of the project are expected to challenge, inspire, and provide models for educators and policy makers to improve the professional education of teachers.

Tiorati Workshop for Environmental Learning

Don S. Cook, Director
212-875-4494

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 the Tiorati Workshop. The Tiorati Program for Schools offers the opportunity for teachers to bring their students to Tiorati and, with Tiorati staff assistance, design children's work in nature studies, including studies of local parks and living organisms in the classroom. We integrate across the curriculum, paying particular attention to the literacy mandates and the science curriculum. 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 HudsonWatch Institute is an opportunity for teachers to pursue scientific field inquiries, exploring possibilities for field studies by middle-school and junior high school students.

“ Bank Street is a unique institution—the instructors bring a wonderful combination of personal practice in the field and a deep understanding of current (and past) educational theory. Supervised fieldwork provides an opportunity for students to deepen their understanding of children as they strengthen their own skills. ”

John, Early Childhood Special Education

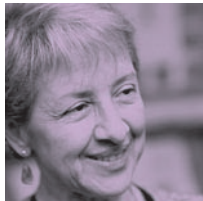
“ Bank Street offers an excellent educational experience where the teachers are engaging and the advisement is superb. Teachers and advisors challenge you to do your best while supporting you through your growth and development as a professional. ”



Deena, Child Life

“ Teachers at Bank Street are models of progressive education. They demonstrate the same teaching principles that the graduate students are adapting for use in their own classrooms. Bank Street instructors support various learning styles, assessment methods and self-directed learning. ”

Annika, Early Childhood Special Education



“ There are two levels to every class I took at Bank Street: first, there are the lectures, class discussions, and readings about best practices in working with children. And then there is theory put into practice in the way Bank Street teachers lead discussions and classroom group dynamics, with respect, intellectual vitality, and great care. ”



Jon, Child Life



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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:

- 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.

- 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.

- 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.

- 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

Appendix

Campus Safety

The safety and well-being of our students, faculty, staff, and visitors are of the highest priority. The Bank Street campus generally has been a safe and secure environment. Achieving this status and improving and/or maintaining it has required and will continue to require the cooperation of all members of the College community. All members of the College community are expected to wear ID cards (provided by the College) inside the building; visitors will obtain guest badges upon entering the building.

In accordance with Chapter 597 of the New York State Laws of 2003, we include the following campus crime reporting and statistics:

Criminal Offense Report Summary*

For Year	2004	2005
Murder	0	0
Sex Offenses	0	0
Robbery	0	0
Aggravated Assault	0	0
Burglary**	19	10
Motor Vehicle Theft	0	0

Violations Report*

For Year	2004	2005
Liquor Law violations	0	0
Drug Abuse violations	0	0
Weapons possession	0	0

* Detailed reports are on file in the Physical Plant Department at 603 West 111 Street, Apt. 1E.

** Burglary includes theft. All incidents reported in the schools fall into the theft category.

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